



# Town of Littleton School Committee

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

MATTHEW HUNT, Vice Chair  
DARYL BAKER, Member

MIKE FONTANELLA, Chair

ERICA PODGORN, Secretary  
JENNIFER WILSON, Member

**The Littleton School Committee will meet at the  
Littleton Police Department Community Room  
500 Great Road  
Thursday, October 3, 2019**

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

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

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

- 1. Call to Order**
- 2. Pledge of Allegiance**
- 3. Consent Agenda**
  - Minutes – September 19, 2019**
  - Oath to Bills -  
and Payroll**

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

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

- 1. Student Representative(s) Report:** *Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.*
- 2. LPS Presenters at the Massachusetts Computer Using Educators Conference (MassCUE) October 23, 2019:** *7 LPS Educators will be presenting at the MassCUE 2019 Fall Conference.*
- 3. Other**

### **7:15 IV. PRESENTATION**

- 1. Professional Development Highlights from 2018-2019/Plan for 2019-2020:** *LPS Teachers, Michele Hirth, Dan Hogan, Emily Hossfeld, Elizabeth Kelley, Andrea Romano, Rebecca Roper, Amy McGrath and Allyson Bullock will provide an overview of professional development in which they participated or facilitated last year. Additionally, Interim Director of Curriculum, Elizabeth Steele, will present a summary of district, school and staff professional development from the 2018-2019 school year.*

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2. **Vaping Prevention Presentation:** *High School Principal John Harrington and Middle School Interim Principal Jason Everhart will give a presentation on Vaping Prevention.*
3. **Financial Update:** *Steve Mark, Business Manager will give a Finance Update.*

**8:25 V. INTERESTED CITIZENS**

**8:30 VI. SUBCOMMITTEE REPORTS**

1. PMBC
2. Budget Subcommittee
3. Policy Subcommittee: (see LPS website to view all policies)  
Motion for 1st reading of the following reviewed policy IJOA  
Policy IJOA: Field Trips  
<http://www.littletonps.org/school-committee/school-committee-policies>

**8:35 VII. ADJOURNMENT/EXECUTIVE SESSION**

**NEXT MEETING DATE**  
**October 17, 2019**  
**Littleton Police Department Community Room**  
**500 Great Road**

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## SCHOOL COMMITTEE MINUTES September 19, 2019 7:00 PM

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

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow  
Kriti Sharma (7:34PM)

**NOT PRESENT:** Mike Fontanella

### CALL TO ORDER

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

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the June 6, 2019 consent agenda as presented. (AYE: Unanimous). Motion carried.

### INTERESTED CITIZENS

None

### RECOGNITION

1. Superintendent Kelly Clenchy recognized Jason Everhart as the Interim Principal to the Littleton Middle School.
2. Superintendent Kelly Clenchy recognized Elizabeth Morgan as the Interim Assistant Principal of the Littleton Middle School.
3. Superintendent Kelly Clenchy recognized Cheryl Temple as the Interim Principal of the Russell Street Elementary School.
4. Superintendent Kelly Clenchy mentioned that we have a new transportation supervisor this year.
5. Superintendent Kelly Clenchy thanked the Custodians for their hard work to get all four schools ready for the first day of school, especially with all the use of the buildings over the summer months.

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- 35
- 36 6. Superintendent Kelly Clenchy thanked the Technology Team for their hard work to get all four schools
- 37 ready for the first day of school.
- 38 7. Superintendent Kelly Clenchy spoke briefly about the Staff Welcome Back Breakfast and the many different
- 39 break-out sessions to kick off the new school year.
- 40 8. Kriti Sharma gave a brief overview of the activities taking place at the schools and talked briefly about
- 41 the murals that has been painted at the LHS girl's bathroom stalls.
- 42 9. The town has been awarded a Green Community Grant worth \$239,000. An overview of the energy
- 43 savings initiatives were shown at the meeting and will be included in the final packet.
- 44

45 **PRESENTATION**

- 46 1. Grade 8 Field Trip to Pack Monadnock, NH, scheduled for October 11, 2019: Principal Everhart
- 47 requested for School Committee Approval.
- 48

49 On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to approve the Grade 8<sup>th</sup> trip to

50 Pack Monadnock, NH on Oct. 11, 2019 as presented. (AYE: Unanimous). Motion carried.

51 **OLD BUSINESS**

- 52 1. Superintendent Clenchy gave a brief overview of this year's School Committee Retreat in August. Many
- 53 different topics were discussed, among others: diversity, identifying strengths in all students,
- 54 collaborative classrooms, flexible seating's, school start times and the need for an upgrade to the Shaker
- 55 Lane School building and Alternative structured learning day program, which no longer is allowed by the
- 56 DESE.
- 57

58 **NEW BUSINESS**

- 59 1. Personnel Update: Superintendent Clenchy provided a personnel update for the 2019-2020 School Year.
- 60 The overview is included in the packet.
- 61
- 62 2. September Enrollment: Superintendent Clenchy provided an updated school enrollment as of September
- 63 4, 2019. The overview is included in the packet.
- 64
- 65 3. MOU/SRO - 2019 DRAFT Memorandum of Understanding between the Littleton School District and
- 66 Littleton Police Department regarding the School Resource Officer Program. The memorandum has been
- 67 mailed to the District Attorney's office for their review and approval.
- 68 Erica Podgorni suggested that a stronger language be used to describe the responsibilities as the SRO and
- 69 requested prior experiences working amongst students. She also asked if a complain procedure would be
- 70 included in the memo.
- 71 Mr. Clenchy asked Mrs. Podgorni to provide him with an email with her suggestions and he would try
- 72 and incorporate the suggestions.
- 73
- 74 4. School Start up has gone smoothly. Superintendent Clenchy commented on how amazed he is on how
- 75 quickly students and staff are back in their daily routine and activities. All the principals echoed that the
- 76 first two weeks has run smoothly, and they are all looking forward to a great year with many interesting
- 77 activities planned for students and staff.
- 78
- 79 5. Summary of School Committee Presentation planned for the 2019-2020 School year. The overview is
- 80 included in the packet.
- 81
- 82 6. Daryl Baker suggested that a discussion on Vaping be added to the agenda at the next meeting.
- 83

84 **INTERESTED CITIZENS**

85 None

86

87 **SUBCOMMITTEE REPORTS**

- 88 1. PMBC: Various projects around town is underway.
- 89



- 90
- 91 2. Budget Subcommittee: First Joint meeting with Fincom has taken place.
- 92
- 93 3. Safety and Security: None
- 94
- 95 4. Reading of Policy: Superintendent Clenchy will be presenting a policy for first reading approval in
- 96 regard to out-of-state DAY trips being approved by Building Principal at the next School Committee
- 97 meeting.
- 98

99 **ADJOURNMENT**

100 On a motion by Daryl Baker and seconded by Jennifer Wilson it was voted to adjourn at 8:05PM. Roll Call

101 Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Erica Podgorni, AYE; and Daryl Baker, AYE.

102

103 **NEXT MEETING DATE**

104 **Thursday, October 3, 2019**

105 **7:00PM**

106 **Littleton High School**

107

108

109 **DOCUMENTS AS PART OF MEETING**

110 Grade 8 Field Trip to Monadnock, NH

111 Personnel Update

112 September Enrollment

113 MOU/SRO Memorandum

114 School Committee Presentations 2019-2020

115

## LPS Presenters at MassCUE

Name	Date/Time	Location/Room	Presentation
Natalie Croteau (with Melissa Marino from DOE)	Thursday, October 24th at 10:15 - 11:25	TBA	<a href="#"><u>Everything you always wanted to know but were afraid to ask about State Reporting and SIF</u></a>
Kat Dale Shayna Garlisi	Thursday, October 24th at 11:30-12:25	TBA	<a href="#"><u>This Book Club is Lit</u></a>
Amy Metcalfe Nicole Patterson	Thursday, October 24th at 10:30-11:30	Playground	<a href="#"><u>Elementary 3D Printing Project: Bubble Wands</u></a>
Heidi MacGregor TJ Gansenberg	Thursday, October 24th at 1:30-2:25	Blue 24	<a href="#"><u>MaKey Music</u></a>

\*Tracy Turner - Social Media Ambassador, Wednesday and Thursday



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## KELLY R. CLENCHY, Ed.D., SUPERINTENDENT OF SCHOOLS

Elizabeth M. Steele, Interim Director of Curriculum  
Justine A. Muir, Director of Pupil Personnel Services  
Steven F. Mark, Business Manager

Natalie A. Croteau, Technology Systems Coordinator  
Julie Lord, Instructional Technology Coordinator

TO: Littleton School Committee  
CC: Dr. Kelly Clenchy, Superintendent  
FROM: Elizabeth Steele, Interim Director of Curriculum  
RE: Report on Professional Development 2018-2019  
DATE: October 3, 2019

Littleton Public Schools remains dedicated to the professional development of all staff. As the second standard within our District Strategic Plan, **Vision 2020**, states, “we provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.” We strive to do this by creating a culture of professional learning and by offering a comprehensive professional development program for all staff including district programs and site-based programs, college courses, workshops and/or conferences.

This report serves to highlight the professional development of staff during the 2018-2019 academic year through both the early release professional development sessions as well as the Tuition Assistance Program.

### 1. **Early Release Professional Development**

The district schedules 12 early release professional development days throughout the school year. These days include two district planned professional development opportunities, four building based planned professional development opportunities, and six site-based professional development opportunities. All of these PD sessions focus on goal areas found within either the District Strategic Plan or School Improvement Plans.

#### a. **District Professional Development**

The focus for district level professional development was based on the text The New Art and Science of Teaching by Robert Marzano. All teachers received a copy of the text and participated in a series of webinars with Kristin Poage from Marzano Resources. Additionally, the district placed an emphasis on social and emotional learning by inviting Charity Bell to present to faculty on March 6th and April 24th.

- i. October 17, 2018 - Marzano The New Art and Science of Teaching Webinar I with Kristin Poage

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- ii. January, 2019 - Marzano The New Art and Science of Teaching Webinar II with Kristin Poage

- Outcomes from the Marzano Webinar series:
  - Learn how four questions determine how involved students are in classroom activities.
  - Learn how to create a classroom environment where engagement is the norm;
  - Experience strategies for engagement;
  - Review formative assessment practices and learn strategies to provide more effective feedback to students and help them track their own progress.

**b. Site-Based Professional Development Sessions**

Within the site-based model for PD, faculty members develop PD proposals directly connected to the School Improvement Plan. Site-based PD proposals are structured to meet during 2, 4 or all 6 of the designated site-based early release sessions. Site-based professional development included a variety of topics at each school.

- i. Littleton High School Site-Based PD:

- Curriculum, Instruction and Assessment of High School Mathematics Courses
- Encouraging Mindfulness Around Student Use of Technology
- Yoga/Mindfulness
- What Proficiency Based Instruction Looks Like in the World Language Classroom
- Vertical Alignment of HS and MS French
- Development of New and/or Re-framed Freshman/Sophomore Writing Assessments and Models aligned to MCAS 2.0
- Development of a Lab-Based, Student Driven Biotechnology Course
- Junior Guidance Seminar Exploration and Preparation
- Special Education Transition Planning between LMS and LHS
- Preparing for MCAS 2.0
- Preparing and Supporting Students with Disabilities for the Post-Secondary College World
- Curriculum Alignment: Revision of Algebra I Curriculum
- Curriculum: Revamping the LHS Freshman Research Paper
- Curriculum Alignment: History Curriculum Planning to Reflect Updated Standards
- Developing Assessments for Reading Comprehension and Proficiency in World Language
- Exploration and Review of National Honor Society Procedures
- Development of a School Wide Summer Reading Program
- Curriculum Development: Instructional Videos for the Science Classroom
- YRBS Data Review
- Curriculum Development: Chemistry and Physics

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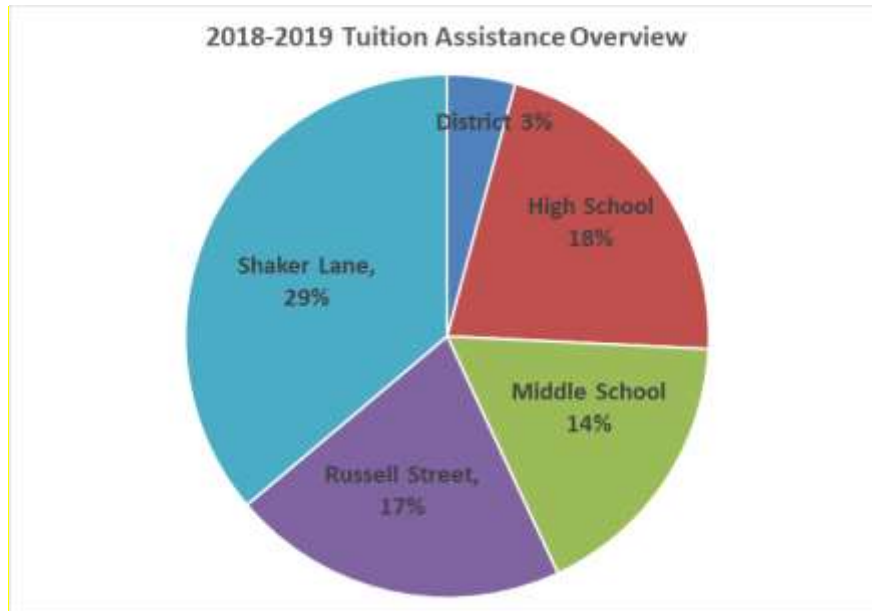
- ii. Littleton Middle School Site-Based PD:
  - Curriculum Development: English Language Arts Narrative Writing
  - Maker Skills and Project Design
  - Developing Effective Team Building
  - Curriculum Development: Writing - Claim, Evidence, Reasoning
  - Curriculum Development: Mathematics Alignment with New Resource
  - Exploration and Research of Online Reading Intervention Programs
  - Developing Assessments for Reading Comprehension and Proficiency in World Language
  - Curriculum Alignment: History Curriculum Planning to Reflect Updated Standards
  - Review and Update of Wellness Curriculum
  - Special Education Collaboration and Curriculum Review
  - Brain-Based Instruction
  - What Proficiency Based Instruction Looks Like in the World Language Classroom
  - Transition Planning between Russell Street School and LMS
  - Curriculum Development: Co-Teaching The Breadwinner
- iii. Russell Street School Site-Based PD:
  - Social Emotional Learning in Teams
  - Curriculum Alignment: Grade 5 English Language Arts
  - Curriculum Alignment: Grade 4 Math
  - Creativity as a Conduit for Connecting
  - Creating an SEL Resource Library
  - Sharing Student Work Like a Star
  - Digging Deeper into Dr. Newton's Math Workshop Model and Resources
  - Technology for TA's
  - Grade 5 Nicotine Requirements
  - Transition Planning with Littleton Middle School and Shaker Lane School
- iv. Shaker Lane School Site-Based PD:
  - Orton Gillingham Lesson Planning
  - ESL Curriculum and Resource Development
  - Foundations: Curriculum Development, Differentiation, and Classroom Implementation
  - Connecting Standards to Assessment and Instruction
  - Small Group Reading Instruction
  - English Language Arts and STEM Integration
  - Curriculum Development: Preschool Standards
  - Exploring Response to Intervention for OT/PT to Align with Preschool and Kindergarten Standards and Instruction
  - Creativity as a Conduit for Connecting - an Art Exploration in Growing More Mindful

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## 2. Tuition Assistance Program

Littleton has had a long tradition of providing professional staff with the opportunity to receive tuition reimbursement - up to \$2,000 per fiscal year - for graduate coursework. Since FY13, the Littleton Educators' Association contract has provided opportunities to pursue tuition assistance for other forms of professional development. Up to \$1,000 of the tuition reimbursement is available for registration/participation in workshops, seminars, and conferences. Total reimbursement for tuition and other professional development activities shall not exceed \$2,000 per individual per fiscal year.



The following list demonstrates the variety of graduate courses, workshops, seminars and conferences in which professional staff have participated through the Tuition Assistance Program during the 2018-2019 academic year.

### a. Graduate Coursework

\*indicates that multiple staff members participated

- Mastering the Teaching of Probability and Statistics
- Class Measures - Performance Review Program for Initial Licensure
- Moving Math: How to Use Differentiated Mathematics Stations\*
- The Interactive Reading and Math Curriculum
- Developing Instructional Materials for the Class
- Successful Teaching Strategies to Maximize Student Learning
- Refocus and Recharge: Strategies for Finding Balance in Teaching
- Social Emotional Learning: Strengthening Hearts and Minds
- Engaging Students with Pop Culture
- Book Study: Number Sense and Routines\*
- Adolescent Psychology
- Achieving Success with English Language Learners\*

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- Analysis of Behavior
- Evaluating Clinical Theory and Research
- Special Education: Role of Special Educators in an Inclusive School
- Shaping Respectful Responsible Learners in Your Classroom
- Effective Character Education
- Teaching More Creatively and Motivationally
- Gender Matters: How Boys and Girls Learn
- Mindsets Matter\*
- Grief and Your Students: Honoring, Sharing, Healing
- Mindfulness: Strategies to Encourage Student Focus and Awareness
- Self-Directed Learning
- ADD/ADHD Strategies & Interventions for the Classroom
- Medical Nutrition Therapy 1
- Drugs: Licit and Illicit
- Topics: Nazi Germany
- Creating a Mindful Environment\*
- Wrangling for Readable Writing
- Advanced Psychology of Learning and Assessment
- Using Data to Improve Student Learning
- Sheltered English Immersion Teacher Endorsement Course\*
- Behavior Modification for Yourself and Others
- Motivating Students Who Don't Care
- Understanding Dyslexia
- Creativity in Crisis
- Topic: Strategies for all Learners
- Consumer to Creator: Coding with Kids
- Human Resources and Organizations
- Technology: Byte-Sized, Big Learning
- Shaping Respectful, Responsible Learners in Your Classroom
- The Science of Well-Being
- Reading Strategies and Interventions
- Using Technology to Enhance Student Achievement
- Brain Works: Better Teaching with the Brain in Mind
- One Stop Shop: Online Docs, Spreadsheets, Slides and Forms
- Consultation and Collaborative Strategies
- Differentiating Content Instruction in Inclusive Classrooms
- Foundations of Language and Reading

**b. Workshops, Seminars, Conferences**

\*indicates that multiple staff members participated

- MMEA (MA Music Educators' Association) State Conference\*
- MAPHERD (MA Association for Health, Physical Education, Recreation, and Dance) Conference\*
- MAST (MA Association of Science Teachers) Annual Conference\*

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- MaFLA (MA Foreign Language Association) Annual Conference\*
- NAEA (National Art Education Association) Convention\*
- ASHA (American Speech-Language-Hearing Association) Convention\*
- EMFLA (Eastern MA Foreign Language Administrators) Seminars
- NASP (National Association of School Psychologists) Systems-Level Interventions Package
- MATSOL (MA Association of Teachers of Speakers of Other Languages) Conference
- MassCUE Leadership Conference 2019\*
- MIAA Wellness Summit
- MIAA Opioid Misuse Prevention Conference
- MIAA Mental Health Summit
- EdTech Teacher Summit
- AP Summer Institute - Statistics
- Massachusetts Digital Citizenship Symposium
- Strengthen Your Writing Instruction to Significantly Increase Writing Skills
- Foundations of Proficiency
- Mindfulness and Student Engagement Workshop\*
- MaFLA Core Practices Institute
- MaFLA Modified Oral Proficiency Interview
- Mindfulness Interventions for Treating Kids and Teens\*
- The Power of Neuroplasticity\*
- Foundations Level K Workshop\*
- Foundations Level 1 Workshop
- Mandated Screening Training for Nurses
- Student Safety Topics for School Professionals: Advocacy, Concussion, and Marijuana\*
- Medication Administration in a School Setting
- Goldschmidt Geochemistry Conference
- Strategies to Enhance Instruction for English Language Learners in the Classroom
- Preparing for the SEI MTEL
- The Traps We Overcome in Education\*
- Comprehensive Orton-Gillingham Training\*
- Social Emotional Learning: Lessons Learned and Opportunities for MA\*
- Strengthening Supervision
- Empowering Writers: Expository and Opinion Writing\*
- Empowering Writers: Literary Analysis
- School Administrator's Study Group
- Choral Connections: Building Youth Choirs with Warmups/Repertoire
- New England Conference for Pre-K Teachers
- Full STEAM Ahead: Integrating Science, Technology, Engineering, Art, Math
- Diabetes Education Program for School Nurses
- School Nurse Pump Education Program
- Voting Day Conference: Trauma and Development, The School Nurse and the Education Process: IEP's and 504's, Developing a Medical Emergency Response Team in Your School

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- The Biology Teacher Academy Conference
- New England Math Institute\*
- Keys to Literacy: The Key Comprehension Routine
- Elevate! Boston Conference - Kindergarten Smorgasboard
- From Access to Achievement, Empowering Every Child to Succeed in the Mainstream
- Express Fluency Teacher Training
- Making Thinking Visible with a Growth Mindset\*
- Introduction to Responsive Classroom Workshop
- New England Conference for PreK-2 Educators\*
- Greg Tang Math Workshop: Reasoning and Rigor
- Encouraging Mathematical Communication
- Beyond the Formula: Strategies to Build Authentic Thinkers and Writers
- Wilson Reading System: 4th Edition Institute
- Anxiety and School Avoidance: Solution Focused Interventions
- 101 Best Strategies for Teaching Social Studies
- Current Events with Context: Teaching the News in a Meaningful Way
- 2019 Psychotherapy Networker Symposium: Therapy in a Challenging World
- The Dialectical Behavior Therapy Training Series
- China's Influence Abroad
- Yoga and Mindfulness for Tweens and Teens
- Responsive Classroom Level 1
- Social Media Safety & Bullying Prevention Workshop
- Faces of Addiction Workshop
- Teen Sexuality & Healthy Relationships Workshops
- Wellness Educator Showcase
- National Board Certification of School Nurses
- Conference for School Based Occupational Therapists\*
- Yoga4Classrooms Professional Development Workshop
- Special Education Summit - Practical and Strategic Guidance
- Post Secondary Transition Services - Where are we now?
- Social Thinking Clinical Training Level 1
- Interesting Minds: An 8-week Revision Workshop for Essayists
- Pediatric Constraint Induced Movement Therapy
- Contemporary Issues on Supervision in Community Mental Health Practice
- Early Intervention and Preschool Occupational Therapy Participation in Child Outcome Summary
- Identifying and Measuring Outcomes in Ayres Sensory Integration
- Strengthen Students' Mindfulness
- Painting from Life
- NWEA Regional Workshop
- Keys to Literacy: The ANSWER Writing Routine

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## KELLY R. CLENCHY, Ed.D., SUPERINTENDENT OF SCHOOLS

Elizabeth M. Steele, Interim Curriculum Director  
Justine A. Muir, Director of Pupil Personnel Services  
Steven F. Mark, Business Manager

Natalie A. Croteau, Technology Systems Coordinator  
Julie Lord, Instructional Technology Coordinator

## **PROFESSIONAL DEVELOPMENT CALENDAR**

### 2019-2020

<b><u>DATE</u></b>	<b><u>TIME FRAME</u></b>	<b><u>DESCRIPTION OF ACTIVITIES</u></b>
<u>September 11, 2019</u>	3-Hour Early Release	Building-Based School-wide Initiatives
<u>September 25, 2019</u>	3-Hour Early Release	Building-Based School-wide Initiatives
<u>October 30, 2019</u>	3-Hour Early Release	District Based PD
<u>November 5, 2019</u>	<b>Full Day - District Based PD</b>	<b>Cross District PD (PreK-12)</b> <i>PK-12 staff will participate in Cross-District PD with Ayer-Shirley &amp; Harvard. Teachers of pre-kindergarten, arts, health and wellness, student support staff, and clinical staff may choose to go to NPEN, if the district provided PD day does not align with your personal professional development plan.</i>
<u>November 13, 2019</u>	3-Hour Early Release	Building-Based School-wide Initiatives
<u>December 4, 2019</u>	3-Hour Early Release	District Based PD
<u>January 8, 2020</u>	3-Hour Early Release	Faculty-led PD sessions

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# **PROFESSIONAL DEVELOPMENT CALENDAR**

*(Continued)*

## **2019-2020**

<b><u>DATE</u></b>	<b><u>TIME FRAME</u></b>	<b><u>DESCRIPTION OF ACTIVITIES</u></b>
<u>January 29, 2020</u>	3-Hour Early Release	Faculty-led PD sessions
<u>February 12, 2020</u>	3-Hour Early Release	Faculty-led PD sessions
<u>March 4, 2020</u>	3-Hour Early Release	Faculty-led PD sessions
<u>April 15, 2020</u>	3-Hour Early Release	Faculty-led PD sessions
<u>May 6, 2020</u>	3-Hour Early Release	Faculty-led PD sessions
<u>May 22, 2020</u>	3-Hour Early Release	Building-Based School-wide Initiatives

As of September 20<sup>th</sup>, 2019

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# *Littleton Public Schools*

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

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## **KELLY R. CLENCHY, Ed.D., SUPERINTENDENT OF SCHOOLS**

Elizabeth M. Steele, Interim Director of Curriculum  
Justine A. Muir, Director of Pupil Personnel Services  
Steven F. Mark, Business Manager

Natalie A. Croteau, Technology Systems Coordinator  
Julie Lord, Instructional Technology Coordinator

### **Littleton Public Schools District Professional Development Plan 2019-2020**

Littleton Public Schools is committed to providing effective, ongoing, embedded, and meaningful professional development to our staff. To ensure this, we seek input and feedback about professional development from staff and administrators on a regular basis, as well as gather qualitative and quantitative data, from which we can make decisions.

Professional Development within Littleton Public Schools takes many forms including:

- 12 early release days throughout the school year to work across the district, within buildings, or within departments.
- Half of the early release days provided throughout the school year are faculty-led sessions in which educators can personalize their professional development
- A full day of professional learning in the fall.
- Opportunities to attend professional conferences and workshops offered outside of the district.
- Opportunities to participate in graduate level courses offered by many colleges, universities and educational organizations.
- An induction and mentoring program for teachers new to Littleton Public Schools.
- Opportunities to observe colleagues in their classrooms.
- Many other specific trainings.

Two of the twelve early release days during the school year, in addition to the one full day of professional learning in the fall, are district run professional development for staff. The focus of district professional development for the 2019-2020 school year will be social and emotional learning. In focusing on this topic for a second consecutive year, we are emphasising the importance of social and emotional learning and demonstrating our investment to the social emotional skills of our students and staff. As a district, we feel very strongly that SEL is not adding another initiative to our educators' plates, rather we are acknowledging that SEL is the plate from which we teach and learn. We understand that SEL is not just a part of learning, rather it is found embedded within all learning.

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The following plan lays out the activities in which staff will participate to further their knowledge and practice of social and emotional learning.

### **District Based PD:**

This year there are 3 district-based professional development days. Those dates are October 30th (½ day), November 5th (full day), and December 4th (½ day). Please see below the plan for each of the three days.

#### **October 30, 2019:**

*LMS and LHS → Case Studies Workshop with Jane Hardin*

*SL and RS → Community Building Circles Workshop*

Case Studies Workshop with Jane Hardin: Jane Hardin will come to Littleton on both Oct. 30 and Dec. 4 to do two workshops with staff, one with Pre-K to 5 (Dec. 4th) and the second with 6 to 12 (Oct. 30th). Teachers are asked to bring case studies to the workshops in order to discuss and create an action plan.

Director of Pupil Services, Justine Muir, and Interim Director of Curriculum, Beth Steele, will expand upon this professional development to offer two faculty-led PD sessions. The dates will be January 8th and January 29th. On January 8th, Jane Hardin will come back to work with a smaller group of faculty that sign up for this faculty-led PD session. On January 29th, Justine and Beth will facilitate a working session for the group to continue to improve their action plans, share feedback with each other, and further examine case studies. These sessions will run from 11:30am-3:00pm, allowing for an overlap of any Pk-12 staff from 12:30-1:45.

Community Building Circles Workshop: Workshop with [Pathways to Restorative Communities](#). Partners of Pathways to Restorative Communities, Candace Julyan, JJ Durham, and Beth Hampson, will join staff to inform, participate, and reflect about community building circles. Community Building Circles is a restorative practice that can build community and address conflicts. The partners will run two large group sessions. The first session will be October 30th, from 12:45pm-3:00pm, with SL and RSS staff, including teachers, clinicians, and administrators. The second session will be December 4th, from 11:30am-2:00pm, with MS and HS staff, including teachers, clinicians, and administrators.

Director of Pupil Services, Justine Muir, and Interim Director of Curriculum, Beth Steele, will expand upon this professional development to offer two faculty-led PD days. The dates will be February 12th and March 4th. On February 12th, Candace will come back to work with a smaller group of faculty that have signed up for this session. On March 4th, Justine and Beth will facilitate a working session with the smaller group and discuss implementation strategies in our classrooms and schools. These sessions will run from 11:30am-3:00pm, allowing for an overlap of any Pk-12 staff from 12:30-1:45.

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**November 5, 2019:**

Cross district professional development with Ayer-Shirley Regional School District and Harvard Public Schools. The topic is student engagement. Littleton will host this day-long PD this year at Littleton High School. Teachers of grades Pre-K-12 are invited. Teachers of pre-kindergarten, arts, health and wellness, student support staff, and clinical staff may choose to go to NPEN, if the district provided PD day does not align with your personal professional development plan.

**December 4, 2019:**

*SL and RS → Case Studies Workshop with Jane Hardin (see explanation above)*

*LMS and LHS → Community Building Circles Workshop (see explanation above)*

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# Professional Development Highlights and Update

Littleton Public Schools  
2018-2019

# LPS Professional Development

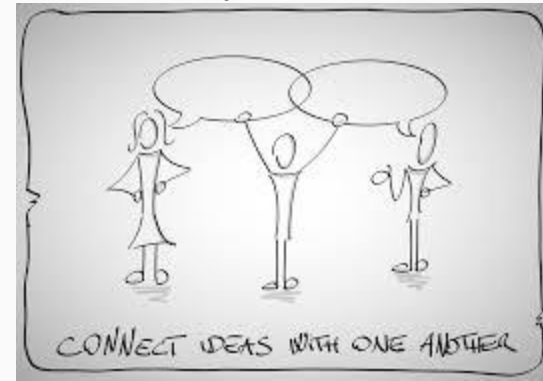
The second standard within our District Strategic Plan, **Vision 2020**, states, “we provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.”

## 2018-2019 Early Release Professional Development Sessions

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

## 2018-2019 Tuition Assistance Program

## 2019-2020 Plan to Progress Forward





# Tonight's presentation includes contributions from the following teachers:

Andrea Romano, Elementary Art Teacher at Shaker Lane and Russell Street Schools

- Facilitated a Site-Based PD titled "Creativity as a Conduit for Connectivity"

Emily Hossfeld, High School Art Teacher

- Facilitated a Site-Based PD titled "Encouraging Mindfulness Around Student Use of Technology and Social Media"

Michele Hirth, Special Education Teacher and Transition Specialist

- Facilitated a Site-Based PD titled "Preparing & Supporting Students with Disabilities for the Post-Secondary College World"

# Tonight's presentation includes contributions from the following teachers:

Elizabeth Kelley, High School World Language Teacher

- Attended the MAFLA Proficiency Academy 2019

Dan Hogan, High School Physics, Engineering, & Computer Science Teacher

- Attended the AP Computer Science Workshop with PLTW

Rebecca Roper, First Grade Teacher at Shaker Lane School

Allyson Bullock, First Grade Teacher at Shaker Lane School

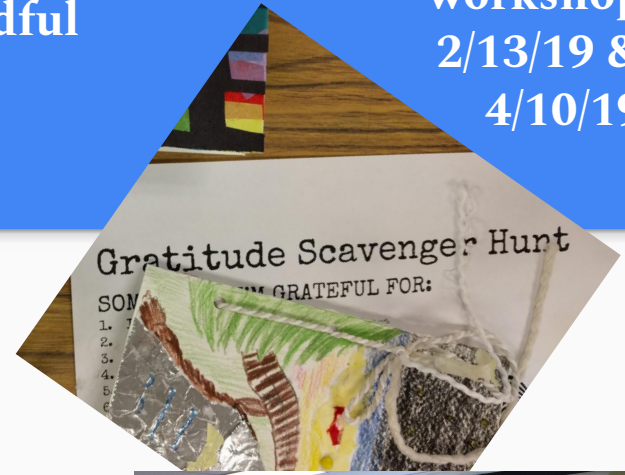
Amy McGrath, Second Grade Teacher at Shaker Lane School

- Attended Childlight Yoga Teacher Training Program

# Creativity as a Conduit for Connecting~

## an Art Exploration in Growing More Mindful

A K-5 PD  
workshop  
2/13/19 &  
4/10/19



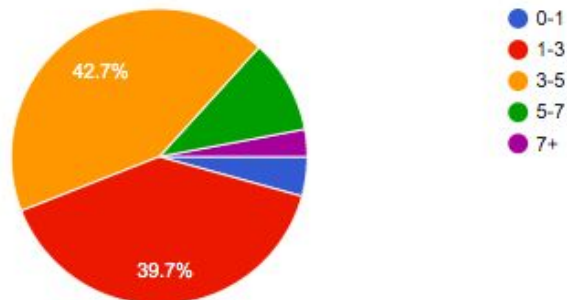
# Encouraging Mindfulness Around Student Use of Technology and Social Media

## Goals:

- Discuss student attitudes and behaviors around cell phone usage
- Approach the topic with a mindset of curiosity and non-judgment
- Survey students' technology and social media habits
- Develop an advisory activity to educate students about the addictive techniques used by App developers and encourage them to use a screen time tracker

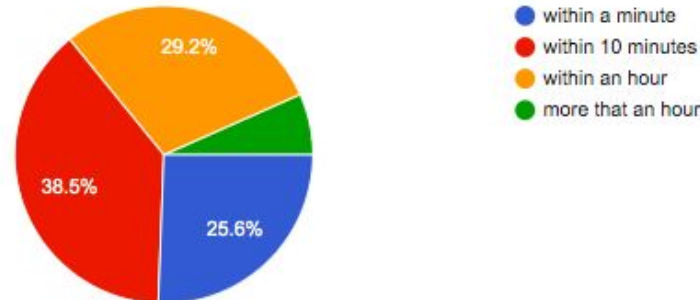
## How many hours a day do you think you spend on your phone?

302 responses



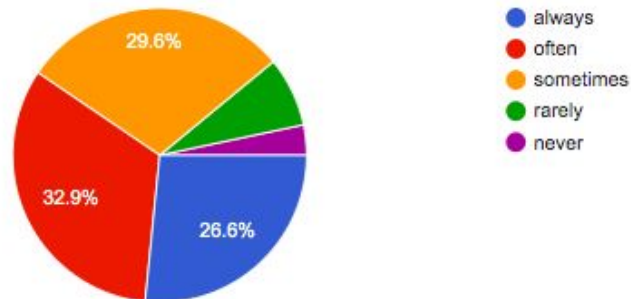
## How soon do you check your phone after you wake up?

301 responses



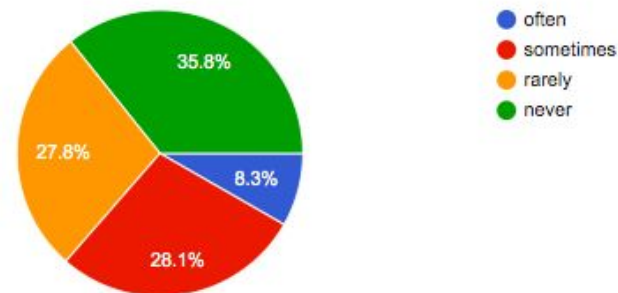
## Do you have your phone with you when you are doing homework?

301 responses

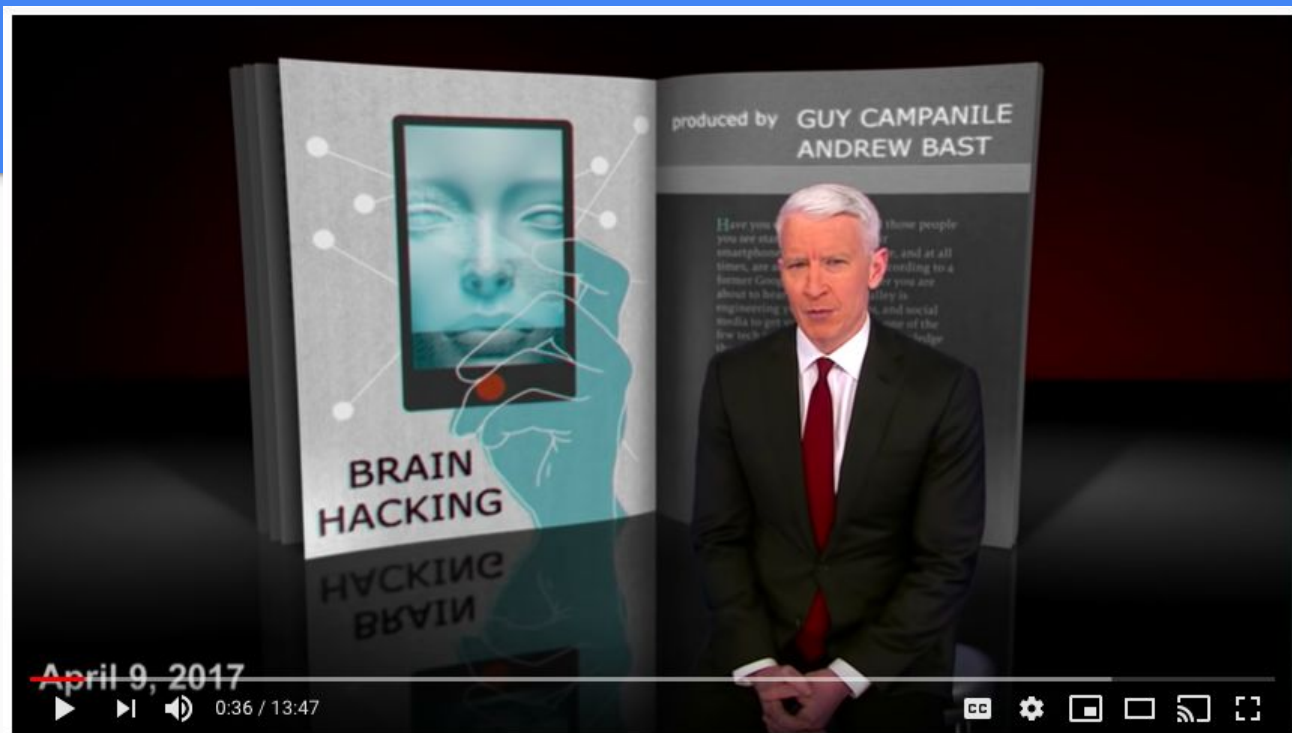


## Have your parents tried to limit how much time you spend on your phone?

302 responses

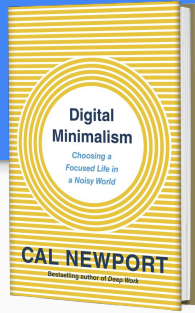


# Advisory Activity: Brain Hacking video & discussion





# Resources:



Digital Minimalism: Choosing a Focused Life in a Noisy World

iGen: Why Today's Super-Connected Kids are Growing Up Less Rebellious, More Tolerant, Less Happy and Completely Underprepared for Adulthood

How Teens and Parents Navigate Screen Time and Device Distractions.  
Pew Research Center

<https://www.pewinternet.org/2018/08/22/how-teens-and-parents-navigate-screen-time-and-device-distractions/>



# Littleton High School PD

## Susan Woods, M.Ed., Presenter

Laws and Definitions

Case Studies

### Typical Accommodations

- Extended time for tests and exams
- Distraction reduced area for testing
- Note-takers, preferential seating
- Accessible facilities and equipment
- Assistive Technologies (Kurzweil, Read and Write Gold, Zoomtext etc...)



As well as “some” schools also provide **Support Services**.....not a required accommodation

- Tutoring/Strategies - metacognitive approaches to learning
- study skills, organization skills, time management
- test-taking strategies
- course selection, and advocacy

Susan B. Woods 5.8.19

### Transition to college.....for HS students with learning differences and disabilities



### Preparing students to navigate the Post-Secondary terrain



Susan Woods, M.Ed.  
www.susanbwoods.com

### Student and School Responsibilities (High Schools vs. Colleges)

### High School vs. College:

- Legal Differences
- Advocacy Differences
- Logistical Differences

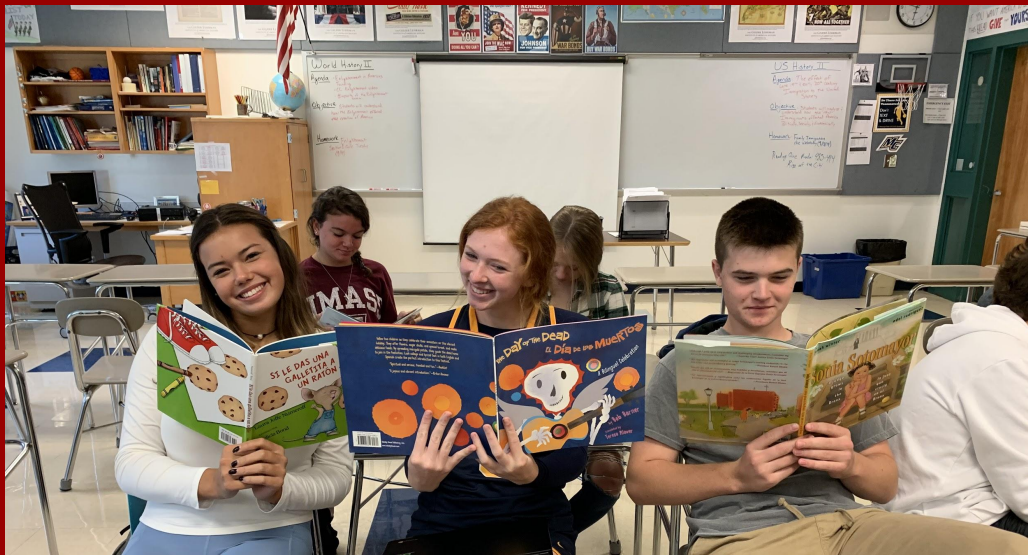
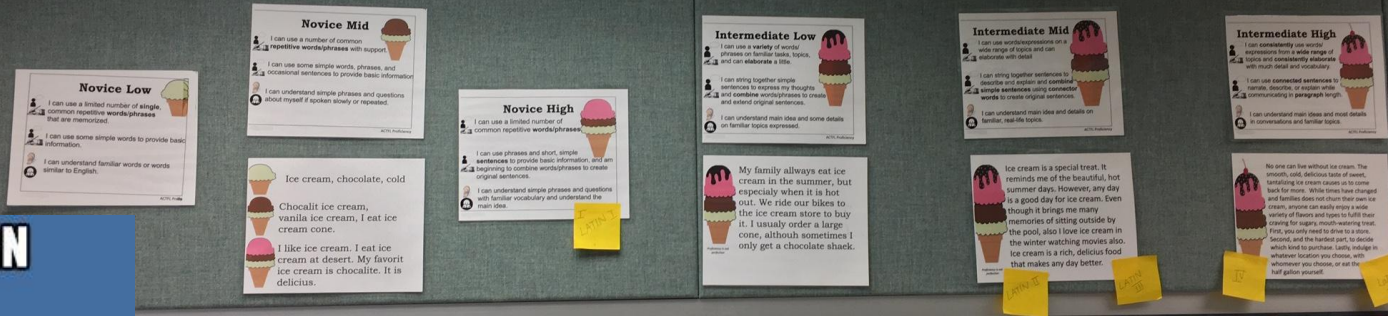


### Typical process for getting services and support in higher education

- After student has been accepted - student **declares disability** and **provides documentation** – (not just the IEP, but the testing/evaluations that got the student the IEP/504 plan)
- Documentation is reviewed to determine eligibility then **the student is contacted**
- Accommodations are developed with student
- Student provides Faculty (Instructors) with Accommodation Form at the start of school

Susan B. Woods 5.8.19





# MaFLA Proficiency Academy 2019

# Computer Science & Project-Based Learning: *establishment of a course at LHS*

## Challenges:

1. **Computer Science majors usually do NOT enter teaching.**
2. **Knowledge of teachers becomes outdated in a few years.**
3. **A student cannot study the theory of coding.**
4. **Project-Based Learning is the ideal way to learn computer science.**

# Project-Based Learning & Project Lead The Way (PLTW)

1. **PLTW provides curricula for Project-Based- Learning**  
in *Engineering, Biological Science and CS (K-12)*.
2. **PLTW's curricula are all based on a three-step process:**
  - a. **ACTIVITIES:** introduce students to skills they need for the final **PROBLEM**.
  - b. **PROJECTS:** used to practice the skills learned.
  - c. **PROBLEMS:** solved to put their learning into practice.
  - d. *Sequence is repeated 3 or 4 times each quarter.*

# **Project-Based Learning & Project Lead The Way (PLTW)**

- 1. PLTW's CSP curriculum is aligned to the AP exam.**
- 2. PLTW requires "Core Training" (cost: \$2,400)**
- 3. Curriculum: mandatory annual subscription (\$2,000 pa) to support redesign of the curriculum on an ongoing basis.**
- 4. The curriculum is delivered electronically: no text books.**

# **PLTW's Core Training:** *aka the PD from "hell" :-)*

1. **Core Training held at WPI (PLTW partner) at the end of July**
2. **Two weeks: 8 to 5 over 10 weekdays + 2 hr daily homework.**
3. **18+ hours over the weekend "catching up".**
4. ***Is it PD?* the course cannot be adopted without it.**
5. **Teachers attain most of the DESE License requirements**
6. **Most teachers were being paid by their schools to attend.**

# PLTW's Core Training:

## *What we covered*

Mastered AP CSP principles framework • Learned **AP CSP testing** protocols • Made a game in **Scratch** • Built an **Android mobile app** • Learned **Agile Development** with **Scrum** • Wrote numbers in binary, hexadecimal • Identified abstractions and algorithms in code • Mastered the fundamental concepts of **Python** • Manipulated **images** at the pixel level • Applied artistic styles to images using code • Represented colors and transparency in bytes • Discussed issues of **privacy in computing** • Brainstormed ways to **recruit, retain women** to CS • Collaborated via **GIT** • Interpreted machine **op codes** • Learned **UNIX** commands • Utilized the command line to manage collaboration • Experimented with **Game Theory** using python code • Engaged in a competition involving **cyber security** • Encrypted and **decrypted messages** using primes • Discussed **SSL certificates** and how they work • Explored **APIs** and created objects from that code • Executed **methods** and attributes from **objects** • Discovered multiple methods of **computer pedagogy** • Developed a recruitment and retention plan for CS • Discussed **equity** in terms of gender, race, privilege • Planned how to prepare students for the AP exam • **Built circuits** that strip away layers of abstraction • Built Python **GUI** programs using **Tkinter** • Described the **MVC pattern** found in computer code • Implemented the **event-driven** model in **code** • Learned how to script with **raw HTML** tags • Integrated **Cascading Style Sheets** in web pages • Learned fundamental **JavaScript** • Distinguished between **GET** and **POST** requests • Built and submitted HTML forms • Installed a **local server** on my local computer • Built a database and tables using **MySQL** • Manipulated data using **Structured Query Language (SQL)** • Utilized **PHP** to process form data • Accessed **MySQL DB** to return data to a webpage • Visualized earthquakes, census plots using code • Created pie charts and histograms • Computed **p-test, t-test**, and correlation using code • Compared time efficiency for different **algorithms** • Used the NCBI database to match **DNA sequences** between organisms • Created **phylogenetic trees** based on DNA similarity • Determined **IP addresses**, packet routing using computing tools • Explored and manipulated multiple simulations with **NetLogo**

# Computer Science & Project-Based Learning: *establishment of a course at LHS*

## Solutions:

1. **Current teachers can be trained** to deliver Computer Science content.
2. PLTW's **curriculum is continuously updated** to keep current with the field.
3. The curriculum is entirely centered around **Project-Based Learning** pedagogy.



This summer, we attended a 2 day training and became Childlight Yoga certified to teach ages 2-12. We learned about the development of children and the connection to movement and the brain. We created yoga and mindfulness lesson plans and how to incorporate this into our daily lessons and community building within the classroom. We all found this to be **meaningful** and useful when **teaching all students**.

## Course Description



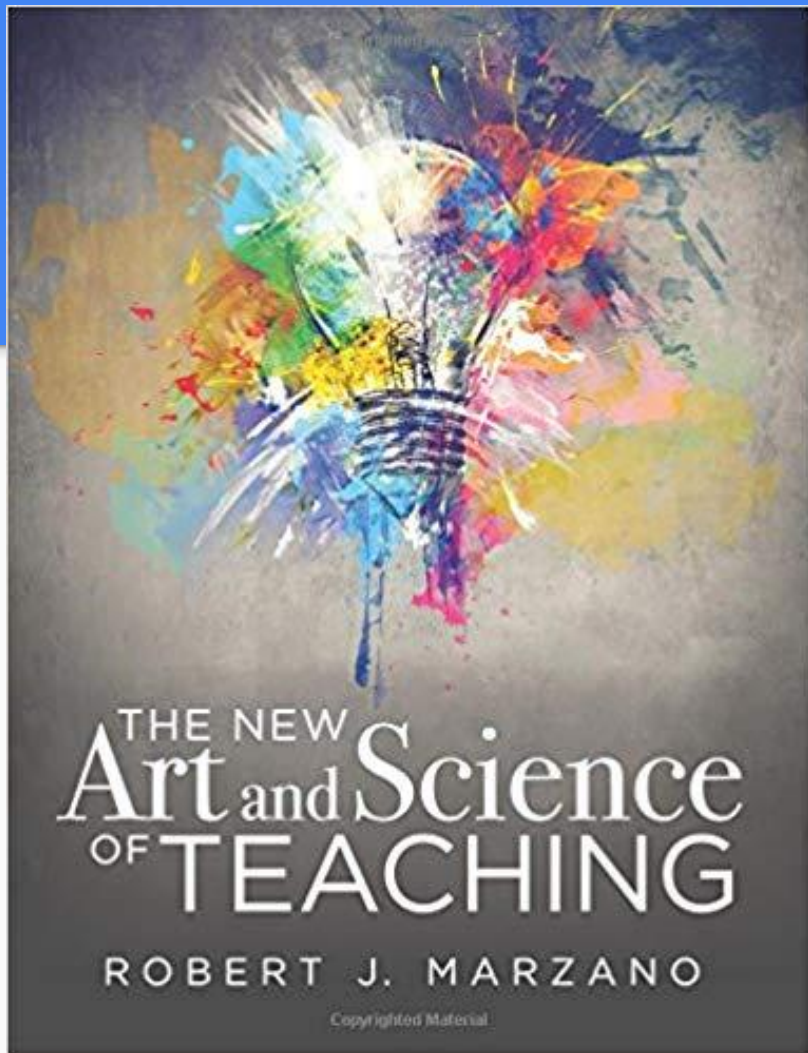
Teach yoga and mindfulness to children ages 2-12+ years! A passion for yoga and a love for children is at the core of this training. This comprehensive kids' teacher training program is incredibly fun and interactive, designed to provide adult yoga practitioners with the tools and knowledge needed to share the gifts of yoga and mindfulness with children.

Whether you are seeking to incorporate what you learn into your current work with

children, or looking to teach yoga to children as a career, our team of knowledgeable trainers will provide you with the information and inspiration necessary to begin doing so immediately. Participants will leave with a variety of sample lesson plans as part of the overall training manual, dubbed 'the bible of kids' yoga' by past participants. You will leave the training feeling joyful and uplifted having spent the weekend 'playing' yoga!







# District PD: Marzano Webinars

- Learn how four questions determine how involved students are in classroom activities.
- Learn how to create a classroom environment where engagement is the norm;
- Experience strategies for engagement;
- Review formative assessment practices and learn strategies to provide more effective feedback to students and help them track their own progress.

# Charity Bell

## Relentless Positivity



*"We are living in a time of extreme intensity online...We are only now realizing the impact on the brain and developing our responses."*

# What are the teachers saying about PD

"I appreciated having PD on our new phonics program BEFORE having to implement it."

"I REALLY ENJOYED THE FORMAT OF THE BOOK STUDIES THIS SUMMER. IT WAS A GREAT OPPORTUNITY TO "WORK WITH" OTHER TEACHERS IN OUR DISTRICT AND HEAR THEIR PERSPECTIVES ALL WHILE HAVING THE FLEXIBILITY TO COMPLETE ASSIGNMENTS WHEN CONVENIENT FOR ME."

"Honestly, of all the PD I've participated in over the past ten years, I found Charity Bell's presentation to be the most impactful in my work with students. Her message about the real stressors on modern families resulting in children who have experienced trauma and loss remind me that children need to feel safe and supported in order to be available for learning. It strengthened my belief in educating the whole child."

"I was able to collaborate with guidance, psychologists and nurses to review the YRBS. By having the time to do this we were able to discuss which supports/services/curriculum our students are in the greatest need of."

# What are the teachers saying about PD (cont.)

"CLASSROOM TEACHERS ARE CONTINUALLY GRATEFUL FOR THE OPPORTUNITY TO RUN AND PARTICIPATE IN FACULTY-LED PD SESSIONS. THESE PROFESSIONAL DEVELOPMENT OPPORTUNITIES GIVE US A CHANCE TO WORK TOGETHER ON DEEPENING OUR KNOWLEDGE OF THE CURRICULUM AND SHARING HOW TO BEST IMPLEMENT IT TO SUPPORT ALL LEARNERS."

"Time that was spent as a Team (regardless of the activity) was beneficial."

"I attended a three-day conference with 50 fellow English teachers from around the country. We were treated to inspiring presentations by leading members of the field as well as authors....confirmed my belief in the power of independent reading as the main reading event in the ELA classroom and inspired me to build my classroom library with diverse, inclusive voices."

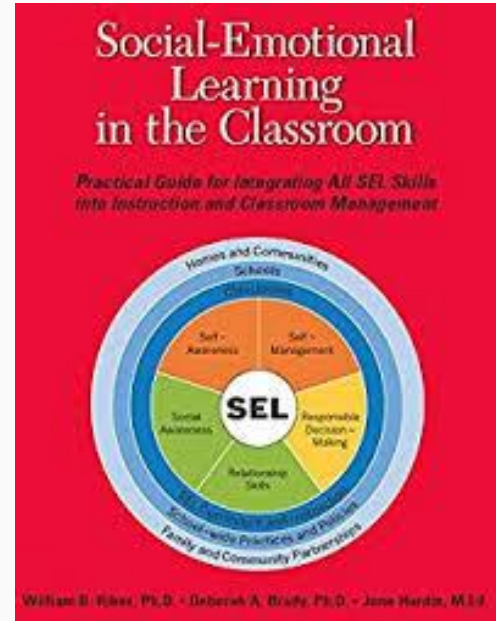
**"Thank you to Littleton Public Schools for this incredible opportunity!"**

# Progressing Forward for 2019-2020

Tuition Assistance Program is underway again for 2019-2020.  
Engaging and interactive PD is planned for this academic year:  
Social-Emotional Learning in the Classroom  
Pathways to Restorative Communities  
November 5th Cross-District PD Day  
Spring = Faculty-Led PD Sessions



Pathways to Restorative Communities





**“Thank you to Littleton  
Public Schools for this  
incredible opportunity!”**

## LMS Anti-Vaping Measures

### October, 2019

Littleton Middle School introduced the following measures last year to educate and inform our students to the harmful effects of e-cigarettes and vaping:

-Our health teacher, Tricia Buonacore, developed a plan to implement an anti-vaping unit to her curriculum and to support instruction with frequent professional development designed to gather current usage and technical data for the most up-to-date information in her lessons.

-Ms. Buonacore introduced the “CATCH My Breath” program for her 8th grade health students:

*“CATCH My Breath is a best-practices youth E-cigarette and JUUL prevention program developed by The University of Texas Health Science Center at Houston (UTHealth) School of Public Health. The program provides up-to-date information to teachers, parents, and health professionals to equip students with the knowledge and skills they need to make informed decisions about the use of E-cigarettes, including JUUL devices. CATCH My Breath utilizes a peer-led teaching approach and meets National and State Health Education Standards.”* -CATCH.org

-Ms. Buonacore also worked with the Littleton Police Department to introduce her 7th grade classes to the “Project Alert” curriculum designed to address all forms of substance abuse.

-Ms. Buonacore intends to expand the CATCH program to 7th and 8th classes this year to partner with the Project Alert 7th grade unit.

# LHS Anti-Vaping Education

*Prevention/Intervention*

2019



# Vaping:

“Vaping” involves using an electronic cigarette (or similar device) to inhale tobacco, flavored nicotine, marijuana, or any of a number of other mixtures.\* Other terms are “juuling” or “vusing.”

*(YRBS Survey, 2018)*

## GET THE FACTS



It's not water vapor—  
aerosol from vaping has  
**cancer-causing  
chemicals.**

[mass.gov/vaping](https://mass.gov/vaping)

 [@GetTheVapeFacts](https://www.instagram.com/GetTheVapeFacts)

Massachusetts  
Department  
of Public Health

TC3483 04/19

# Vaping (Use of Electronic Cigarettes)

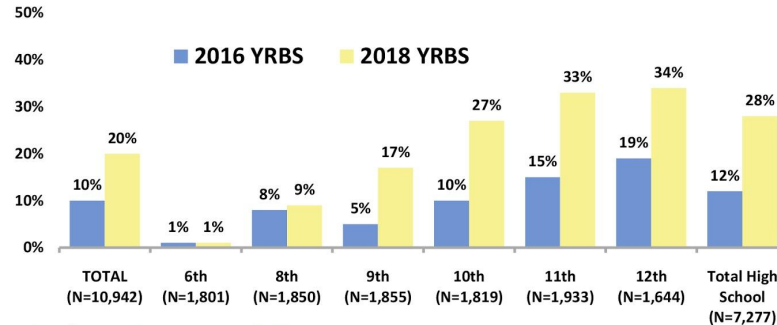
“Vaping” involves using an electronic cigarette (or similar device) to inhale tobacco, flavored nicotine, marijuana, or any of a number of other mixtures.\* Other terms are “juuling” or “vusing.”

One-fifth (20%) of youth surveyed in 2018 admit having vaped in the past 30 days. The following groups are most likely to report having vaped in the past 30 days:

- Youth whose grades in school average “C” or below (43% vape)
- Non-gender-conforming youth (35%)
- Heterosexual youth (29%)
- Youth identifying as Middle Eastern (30%)

**NOTE: Vaping has doubled since the 2016 YRBS (Aggregate)**

## Youth Use of E-Cigarettes (Vaping, Juuling, Vusing)



There is also a strong association between vaping and use of other substances. Youth who use the following substances are highly likely to vape:

- Cigarettes (88% also vape)
- Chewing tobacco (92%)
- Marijuana (81%)
- Cocaine (84%)
- Heroin (83%)
- MDMA (83%)
- Alcohol (65%)

Other than tobacco, the top three substances youth surveyed in 2018 are “vaping” include:

- **Flavored nicotine (16%)**
- **Marijuana products (8%)**
- **Alcohol (2%)**

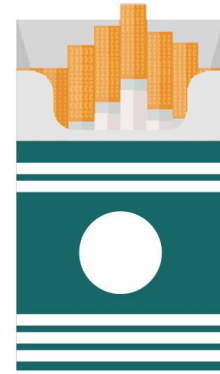
Q99	GR6	GR8	HS	During the past 30 days, on how many days did you use an electronic cigarette ...?
Q100	GR6	GR8	HS	During the past 30 days, did you use an electronic cigarette to smoke or vape any of the following substances ...?

\* Kaplan, Sheila. “Vaping Can Be Addictive and May Lure Teenagers to Smoking, Science Panel Concludes.” *New York Times*, January 23, 2018 (www.nytimes.com).

# LHS YRBS Results (2018)

- There has been a steady decline in students who have reported recent cigarette smoking from 17% in 2004 to 4% in 2018.
- However, the incidence of students who reported vaping has doubled over the last two years. 24% of LHS students said that they have vaped in their lives.
- 14% of students in the 9th grade reported that they had vaped in their lives. By 12th grade, this number had increased to 24%.

## GET THE FACTS



1 = 20

Vape Pod Cigarettes

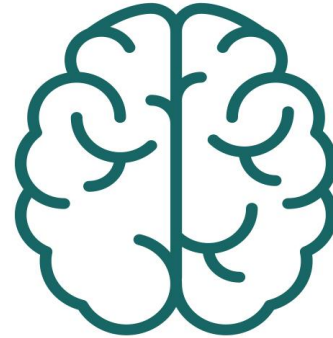
[mass.gov/vaping](https://mass.gov/vaping)  
@GetTheVapeFacts

Massachusetts  
Department  
of Public Health

# LHS YRBS Results (2018)

- Other than tobacco products, Littleton High School students reported vaping flavored nicotine (14%), marijuana (7%), alcohol (3%), and other drugs (1%).
- A minority of students used drugs/smoking (4%) and vaping (3.4%) to manage their stress.

## GET THE FACTS



Nicotine can **harm your brain**, including your **memory** and **ability to learn**.

# LHS Incidents

**2016/2017:** 0 Incidents

**2017/2018:** 6 Incidents

9th Grade: 2

10th Grade: 2

11th Grade: 1

12th Grade: 2

**2018/2019:** 2 Incidents

10th Grade: 1

12th Grade: 1

---

All were 2 days of Out of  
School Suspension.

# GET THE FACTS

**If you vape, you are**  
**4X**  
**more likely to**  
**smoke cigarettes** ||

[mass.gov/vaping](https://mass.gov/vaping)  
📷 @GetTheVapeFacts

Massachusetts  
Department  
of Public Health

TC3483 04/19

## Prevention/Intervention

- LHS has scheduled a presentation by a Health Professional to address substance abuse and vaping and the effect they have on neurologic development during adolescence.
- LHS integrated “Catch My Breath” anti-vaping curriculum into Health course



**GET THE FACTS**

**[mass.gov/vaping](https://mass.gov/vaping)**



Massachusetts Department of Public Health



# VAPES AND CIGARETTES

Different products. Same dangers.



**ADDICTION**

**NICOTINE**

**CANCER-CAUSING CHEMICALS**

Vapes and cigarettes are a lot alike. They both put nicotine and cancer-causing chemicals in your body. And they are both highly addictive and dangerous for young people.

## GET THE FACTS ABOUT VAPING



### Vaping is addictive

Vapes and e-juices contain nicotine, an addictive chemical that is extremely hard to quit.

**Nicotine** is the same drug used in other tobacco products like **cigarettes** and **cigars**.



**Because your brain is still developing** until your mid 20s, you have a greater risk of becoming addicted to nicotine.

The nicotine in...

**1 = 20**

**Vape Pod Cigarettes**





## Vaping can harm your brain and the rest of your body.

Nicotine can harm your brain, including your memory and ability to learn.

Vapes can also contain harmful (and possibly harmful) ingredients such as:

- Very fine particles that can be inhaled deep into the lungs
- Flavoring such as diacetyl, a chemical linked to a serious lung disease
- Heavy metals such as nickel, tin, and lead
- Volatile organic compounds



It's not  
water  
vapor.

Aerosol from vaping has  
**cancer-causing  
chemicals.**

The Food and Drug Administration (FDA) is the organization that makes sure drugs are safe and effective. This is called "regulating."

The FDA is supposed to regulate e-juices and vaping devices, but they haven't started yet. So we can't be sure what is in these products.

### The tobacco and vaping industries target you



They target young people so you'll become lifetime users addicted to their products.

Cigarette makers own and invest in vape companies.



The vaping industry makes their products taste like fruit or candy so you will want to try them.

If you vape, you are

**4x**

more likely to

|| smoke cigarettes



### Check out:

- The 84, a youth movement: [the84.org](http://the84.org)
- The Truth Campaign: [thetruth.org](http://thetruth.org)
- The Real Cost of Vaping Campaign: [therealcost.org](http://therealcost.org)
- Quit help: [thisisquitting.com](http://thisisquitting.com) or [teen.smokefree.gov](http://teen.smokefree.gov)

### Parents, teachers, and adults:

Get the facts and learn what you can do to protect young people from the dangers of vaping at [GetOutraged.org](http://GetOutraged.org).

### What you can do

Now that you know the facts, talk to your friends and family about the dangers of vaping. **Get involved.** Join your school's SADD or 84 Chapter to spread the word. If you don't have one, start one!

Sources: Information is taken from E-Cigarette Use Among Youth and Young Adults: A Report of the Surgeon General, 2016, and the Centers for Disease Control and Prevention (website on Electronic Cigarettes [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/index.htm](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm) Accessed 03/19)



# The New Look of NICOTINE ADDICTION



## FREQUENTLY ASKED QUESTIONS (FAQ) ABOUT VAPING

### What is vaping?

Vaping is the act of inhaling and exhaling the aerosol (often called vapor) produced by an e-cigarette or similar battery-powered device.

### What is an e-cigarette?

E-cigarettes are battery-powered vaporizers that simulate the action and sensation of smoking.

### What are other names for e-cigarettes?

They are also known as e-cigs, vape pens, e-hookahs, e-pipes, tanks, mods, vapes, electronic nicotine delivery systems, or ENDS, and more. Some people refer to vaping devices by their brand name such as JUUL, BO, BLU, and others.

### What kinds/types of e-cigarettes are there?

E-cigarettes come in many different sizes, types, and colors.

Some e-cigarettes are made to look like regular cigarettes, cigars, or pipes. Some resemble pens, small electronic devices such as USB sticks, and other everyday items. The products that are designed to resemble small electronic devices are often compact and allow for discreet carrying and use—at home, in school hallways and bathrooms, and even in classrooms.

### What is in e-cigarettes? My child says it's simply flavored water, what's so bad about it?

E-cigarettes contain pre-filled pods or e-liquids/e-juices the user adds to the device. E-liquids generally consist of propylene glycol, glycerin, water, nicotine, and flavorings. Many of these pods and e-liquids come in fruit and candy flavors that appeal to youth.

E-cigarettes produce an aerosol, commonly called vapor, which users inhale from the device and exhale. The aerosol can contain harmful and potentially harmful substances, including:

- Nicotine
- Ultrafine particles that can be inhaled deep into the lungs
- Flavoring such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead



GET OUTRAGED!

For more information, visit [GetOutraged.org](http://GetOutraged.org)

### What can I do to prevent my child from vaping?

Simply talking with your child about these products can help protect them. Let them know that you care about them and think vaping is not safe.

### How can I tell if my child is vaping?

Many types of e-cigarettes are made to resemble everyday items and can easily fit in a pocket or the palm of a hand. In addition, they come in fruit and candy flavors. For these reasons, it may be hard to tell if your child is vaping—you may not recognize a vaping device or an e-liquid scent.

Here are subtle signs your child might be vaping:

**Unexplained Sweet Scent**—If you notice a sweet scent that is unexplainable, it might be a flavored e-juice for a vaping device.

**Unfamiliar Products**—If you come across unusual looking items such as unusual pens or USB drives or an unfamiliar battery or battery charging device, they could be associated with vaping.

The best way to know is to educate yourself about the products and to talk with your kids.

For information and tips, visit [GetOutraged.org](http://GetOutraged.org)

Information is taken from *E-Cigarette Use Among Youth and Young Adults: A Report of the Surgeon General*, 2016, and the Centers for Disease Control and Prevention (website on Electronic Cigarettes [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/index.htm](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm) Accessed 5/22/18)

Other sources include:

McRobbie, Hayden; Bullen, Chris; Hartmann-Boyce, Jamie; Hajek, Peter (2014). "Electronic cigarettes for smoking cessation and reduction". The Cochrane Library. 12: CD010216. doi:10.1002/14651858.CD010216.pub2. PMID 25515689.

Is My Child Vaping? (2018, February 19). Retrieved from <https://raisingteenstoday.com/is-my-child-vaping-heres-9-signs-to-watch-for/>. Accessed 5/18/18



GET OUTRAGED!

For more information, visit [GetOutraged.org](http://GetOutraged.org)

TC3480 01/19





### Are e-cigarettes regulated?

The Food and Drug Administration's (FDA) Center for Tobacco Products has the authority to regulate the manufacture, import, packaging, labeling, advertising, promotion, sale, and distribution of electronic nicotine delivery systems. The FDA does not have authority to regulate vaping accessories.

Many of the FDA's current enforcement activities are focused on the sale of e-cigarettes to minors both in stores and online, and holding manufacturers accountable for making products so appealing to youth. The FDA has delayed using its regulatory authority over other areas of e-cigarettes, including the manufacture of e-liquids. Without manufacturing regulations, people can't be sure what is in these products.

### Are e-cigarettes safe?

According to the Centers for Disease Control and Prevention, **e-cigarettes are not safe for youth, young adults, pregnant women, or adults who do not currently use tobacco products.**

E-cigarettes have not been approved by the FDA as a smoking cessation device. However, if used as a **complete substitute** for regular cigarettes and other smoked tobacco products, e-cigarettes have the potential to benefit adult smokers who are not pregnant. Additional research is needed to help understand long-term health effects of e-cigarette use.

## Nicotine and Addiction

E-cigarettes contain nicotine. Nicotine is a highly addictive substance.

According to the Surgeon General, because the brain isn't fully developed until the mid 20s, youth and young adults are uniquely at risk for long-term, long-lasting effects of exposing their developing brains to nicotine.

These risks include nicotine addiction, mood disorders, and permanent lowering of impulse control. Nicotine also changes the way synapses are formed, which can harm the parts of the brain that control attention and learning.

Teens can get addicted more easily than adults. The nicotine in e-cigarettes and other tobacco products can also prime the adolescent brain for addiction to other drugs such as cocaine.

E-cigarette use among youth and young adults is strongly linked to the use of other tobacco products, such as regular cigarettes, cigars, hookah, and smokeless tobacco.

## Other Dangers

In addition to nicotine, e-cigarettes contain harmful and potentially harmful chemicals such as ultrafine particles that can be inhaled deep into the lungs; flavoring such as diacetyl, a chemical linked to a serious lung disease; volatile organic compounds such as benzene, which is found in car exhaust; and heavy metals, such as nickel, tin, and lead.

Due to nicotine content, e-liquids are dangerous to small children and pets. The Massachusetts Attorney General requires that nicotine liquid and gel be sold in appropriate child-resistant packaging.

Defective e-cigarette batteries have caused fires and explosions, some of which have resulted in serious injuries.



## E-cigarettes and other vaping devices can be used to vape other substances, such as marijuana.

### Is being around secondhand vape safe?

**No.** According to the Surgeon General, the aerosol from e-cigarettes is not harmless. It can contain harmful and potentially harmful chemicals, including nicotine; ultrafine particles that can be inhaled deep into the lungs; flavoring such as diacetyl, a chemical linked to a serious lung disease; volatile organic compounds such as benzene, which is found in car exhaust; and heavy metals, such as nickel, tin, and lead.

Scientists are still working to understand more fully the health effects and harmful doses of e-cigarette contents when they are heated and turned into an aerosol, both for users who inhale from a device and for those who are exposed to the aerosol secondhand.

### Can e-cigarettes be used to vape other substances?

**Yes.** E-cigarettes and other vaping devices can be used to vape other substances, such as marijuana. Open systems require the user to add the e-juice, which can be a substance other than nicotine. Closed systems (those that use pre-filled pods) can also be altered to vape substances other than nicotine.



### Where are e-cigarettes sold and how are youth getting them?

E-cigarettes are sold in many places including convenience stores, corner stores, gas stations, vape shops, and online. Stores should ask for identification (ID) of anyone who appears to be under 27, and refuse a sale to anyone who does not present ID or who is under the legal sales age. Online retailers are required to ask for age verification.

Just like other tobacco and nicotine products, youth may get e-cigarettes from many sources. Youth who use these devices may not purchase them directly from a retailer; they may have access to e-cigarettes through friends who vape or from online stores that accept gift cards, for example.





Tips for talking with your kids about

# VAPING

**Know the facts.** Learn about e-cigarettes and young people before you start the conversation with your child.

- E-cigarettes are known by many different names. They are sometimes called e-cigs, e-hookahs, mods, vape pens, vapes, tank systems, and electronic nicotine delivery systems.
- Most vaping devices contain and deliver nicotine. Nicotine can harm a teenager's developing brain and lead to addiction.
- Simply talking with your teen about these products can help protect them.



**Be patient and ready to listen.**

Your goal is to have a conversation, not to deliver a lecture. So avoid criticism and encourage an open dialogue.

**There is no "perfect time" to talk.**

Driving in the car together or waiting at an appointment is often the best time. You can start by mentioning a news story, a TV show, or something that you heard about vaping. Or ask your child what he or she thinks about a situation you witness together such as seeing someone use an e-cigarette, passing a vape shop when you are out, or seeing an e-cigarette advertisement.

**There is no "perfect talk."**

Consider your talks with your child about vaping as a learning opportunity for both of you, and perhaps just the beginning of an ongoing dialogue. You may have some facts about vaping at hand, but concede that you don't know all the answers. It will go a long way to keep your kids from going on the defensive.

**Ask what your child thinks.**

Show some genuine curiosity. Ask your child, "What's your take on vaping?" or "Do you know kids who use e-cigarettes?"

**Be open and honest.**

Be truthful about what you know about the dangers of vaping, and what you don't. You can honestly say, though, "Vaping isn't harmless. I hope you can steer clear of it."



**You can't always control everything your children do when they're not with you. Talking with your kids about vaping will let them know that you're concerned about their health.**

Excerpted from *Talk with Your Teen About E-cigarettes: A Tip Sheet for Parents from E-Cigarette Use Among Youth and Young Adults*. A Report of the Surgeon General and other content taken from *How to Talk to Your Kids about Vaping*, New York Times, February 2, 2018.



**GET OUTRAGED!**

Get the facts at **GetOutraged.org**

TC3479 06/18

# Future Plans for Prevention & Intervention

- Engage with Wellness Committee and Board of Health
- Presentations to students, faculty & parents
- Student leadership to promote health, wellness, anti-vaping education
- Continual monitoring/supervision of campus halls, spaces, and parking lots
- Updates to student handbook with cessation program
- Host Health & Wellness Fair

# Future Plans for Prevention & Intervention

- Survey students again in March 2020 as part of YRBS
- Continual monitoring/supervision of halls and parking lots
- Review related Curriculum & Instruction materials for Grades 5-12
- Continue to educate students about the influence of vape advertising
- Continue to share educational links with parents and community in newsletters and on websites

# Links & Resources About Vaping

- <https://www.bostonglobe.com/metro/2019/09/19/could-mass-schools-doing-more-teach-students-about-vaping-illness-epidemic/ane227wSEwspn3CLyXdNhL/story.html>
- <https://www.mass.gov/news/baker-polito-administration-launches-campaign-to-combat-teen-vaping>
- <https://www.npr.org/sections/health-shots/2019/09/11/759851853/fda-to-banish-flavored-e-cigarettes-to-combat-youth-vaping>
- <https://www.npr.org/sections/health-shots/2019/09/19/762306652/as-vaping-illnesses-rise-doctors-warn-of-possible-irreversible-damage-to-lungs>
- <https://www.nytimes.com/2019/08/31/health/vaping-marijuana-ecigarettes-sickness.html>
- [https://www.pennlive.com/news/2018/09/teen\\_vaping\\_being\\_called\\_epide.html](https://www.pennlive.com/news/2018/09/teen_vaping_being_called_epide.html)
- <https://www.pennlive.com/news/2019/08/patients-death-may-be-first-in-us-tied-to-vaping.html>
- <https://massclearinghouse.ehs.state.ma.us/category/Vaping.html>
- <http://makesmokinghistory.org/dangers-of-vaping/schools/>
- <https://www.mass.gov/info-details/vapes-and-cigarettes>



Questions?

Thank you.



# LITTLETON Massachusetts

09/27/2019 13:17  
4083smark

Town of Littleton  
YEAR-TO-DATE BUDGET REPORT FY 2019

P 1  
glytdbud

FOR 2019 13

JOURNAL DETAIL 2020 1 TO 2020 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
310 Regular Education	7,980,863	1,865	7,982,728	7,655,580.83	-68.25	327,215.37	95.9%
311 Special Education	5,798,379	191	5,798,570	5,921,964.98	.00	-123,394.90	102.1%
312 Student & Support Staff	973,895	37,118	1,011,013	997,643.91	.00	13,369.09	98.7%
313 Other Instruction	258,797	0	258,797	357,999.41	.00	-99,202.41	138.3%
314 System Administration	1,242,636	11,730	1,254,366	1,171,919.90	.00	82,446.10	93.4%
315 School Administration	963,175	0	963,175	1,059,648.28	.00	-96,473.28	110.0%
316 Transportation and Busing	1,128,832	0	1,128,832	1,137,351.31	.00	-8,519.31	100.8%
317 Facility & Maintenance	1,382,556	16,080	1,398,636	1,492,252.93	.00	-93,616.93	106.7%
GRAND TOTAL	19,729,133	66,984	19,796,117	19,794,361.55	-68.25	1,823.73	100.0%

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

**REVOLVING AND OTHER ACCOUNTS SUMMARY 2019**

Fund #	Revolving	Final Balances AS OF JUNE 30, 2018				Final Balances as of June 30, 2019		
		As of 6/30/17 End Balance	FY 2018			FY 2019		
			FY 2018			FY 2019		
			Receipts	Expenditures	As of 6/30/18 End Balance	Receipts	Expenditures	As of 6/30/19 End Balance
3000	School Choice	1,202,560	500,088	(364,307)	1,338,341	449,357	(239,399)	1,548,300
3799	Circuit Breaker	812,991	856,767 [1]	(813,100)	856,658	837,446 [2]	(856,767)	837,337
	Circuit Breaker & Choice sub-total	2,015,551	1,356,855	(1,177,407)	2,194,999	1,286,803	(1,096,166)	2,385,637
	Other Revolving Funds							
3002	Athletic Gate Receipts	2,802	35,349	(38,151)	0	28,689	(28,690)	(0)
3007	Student Activity	1,956	13,700	(50)	15,606	13,425	(28,474)	557
3005	Pre-K Tuition	143,151	143,531	(239,125)	47,557	151,270	(46,852)	151,975
3006	Athletic Fund	2,030	136,721	(137,389)	1,363	127,915	(125,878)	3,400
3008	Group Home	135,907	4,000	(47,954)	91,953		(4,913)	87,040
3010	Full Day Kindergarten	200,512	288,524	(280,980)	208,056	189,720	(224,843)	172,933
1318	Busing	78,235	115,378	(109,913)	83,700	115,548	(107,848)	91,400
1319	One to One Chromebook Fees	0	6,600	0	6,600	7,600	0	14,200
	Revolving sub-total	564,593	743,803	(853,562)	454,834	634,167	(567,497)	521,605
	School Programs							
3001	Tigers Den	523,824	720,927	(613,314)	631,437	787,416	(665,508)	753,345
3011	School Lunch	0	347,850	(347,850)	0	348,395	(339,725)	8,670
3009	HS Auditorium	3,308	131,449	(135,244)	(487)	128,443	(112,674)	15,282
89005350-258005	Building Use-School Use	54,358	46,264	(27,239)	73,383	31,626	(19,773)	85,236
89005350-258010	Building use - Alumni Field	0			0	6,508		6,508
	Program sub-total	581,489	1,246,491	(1,123,647)	704,332	1,302,388	(1,137,678)	868,041
	Revolving & Programs - Sub-Total	3,181,834	3,347,148	(3,154,816)	3,354,168	3,223,358	(2,801,342)	3,776,182
	Grants							
3211 [3]	Title I Academic Achievement-FY18	0	48,590	(47,788)	802	1,040	(1,842)	0
3215	Title I Academic Achievement-FY19				0	32,443	(42,506)	(10,063) received in July 19
3212 [4]	Title II A -Improving Educator Quality-FY18	0	20,136	(19,453)	683	5,808	(6,491)	(0)
3216	Title II A -Improving Educator Quality-FY19		0	0	0	19,597	(21,848)	(2,251) received in July 19
3217	Title IV FY19		0	0	0	3,568	(3,568)	0
3999	Stars Grant	0	2,000	(2,000)	0	6,800	(6,800)	0
3213 [5]	SPED 94-142 240 - FY18	0	349,756	(262,952)	86,804	0	(86,804)	0
3219	SPED 94-142-240 - FY19		0	0	0	328,419	(329,419)	(0)
3209 [6]	SPED - Early Childhood-FY18-262	0	4,856	(1,702)	3,154	4,856	(5,111)	2,898 Contract services...ret \$
3218	SPED - Early Childhood-FY19-262					1,007	(79)	928
3802	Big Yellow School Bus		200	(200)	0	500	(500)	0
	Grants sub-total	0	425,538	(334,095)	91,442	405,038	(504,967)	(8,487)
0119	Gifts & Donations	32,159	26,390	(33,606)	24,944	35,681	(38,312)	22,312.01
	Gifts & Donations sub-total	32,159	26,390	(33,606)	24,944	35,681	(38,312)	22,312
	Grand Total	3,193,793	3,799,078	(3,522,316)	3,470,552	3,864,076	(3,344,621)	3,790,007

## FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight trips have the prior approval of appropriate Administrative level.

The Superintendent will establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advanced approval of the School Committee. *Out-of-State day trips must have advanced approval of the School Principal.* Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

SOURCE: MASC

Adopted:	December 1, 1977
Revised:	August 21, 2003
Revised:	January 5, 2012
Reviewed:	December 10, 2015
Reviewed:	October 3, 2019