



# 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 PODGORNI, Secretary  
JENNIFER WILSON, Member

**The Littleton School Committee will meet at the  
Littleton Police Department Community Room  
500 Great Road  
Thursday, December 12, 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 – December 5, 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. Other**

### **7:25 IV. PRESENTATIONS**

- 1. Recycling Initiative Program:** *Margaret Gibbs will give a presentation requesting approval to implement a Recycling Initiative Program.*
- 2. 2019 MCAS Report:** *Superintendent Dr. Kelly Clenchy, Interim Director of Curriculum Beth Steele, Principal Dr. John Harrington, Assistant Principal Keith Comeau, Principal Jason Everhart, Principal Cheryl Temple will give a presentation on the 2019 MCAS results.*
- 3. NWEA Map Growth Presentation:** *Interim Director of Curriculum, Beth Steele will give a presentation on the NWEA MAP student growth assessments.*

*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 Justine Muir, District Equity Coordinator at 978-540-2500, [jmuir@littletonps.org](mailto:jmuir@littletonps.org) or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.*

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**8:40 V. INTERESTED CITIZENS**

**8:45 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 policies:*

*Policy IMG: Animals in School*

*Policy KBE: Relations with Parent/Booster Organizations*

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

**8:55 VII. ADJOURNMENT/EXECUTIVE SESSION**

**NEXT MEETING DATE  
January 9, 2020  
Littleton Police Department Community Room  
500 Great Road**

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## SCHOOL COMMITTEE MINUTES December 5, 2019 7:00 PM

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

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow  
Kriti Sharma (7:50PM)

**NOT PRESENT:** Erica Podgorni

### CALL TO ORDER

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

On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to approve the Nov. 21, 2019 consent agenda as presented. (AYE: Unanimous). Motion carried.

### INTERESTED CITIZENS

None

### RECOGNITION

1. Kriti Sharma gave a brief overview of the activities taking place at the schools.
2. Superintendent Clenchy thanked the DPW Highway department as well as the school custodians for all their hard work shoveling and plowing during the 2-day snowstorms.

### PRESENTATION

1. Shaker Lane School Principal Michelle Kane presented the Shaker Lane Sensory Walk.  
What is a sensory path?

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A colorful and playful way for kids to build sensory pathways and connections in the brain that are responsible for sight, touch and sound. It's engagement and movement which gets the students ready to learn. The paths have been placed in the Pre-School and Kindergarten area and more are planned to be installed at other areas of the school. They are being utilized on a daily basis by students and staff.

2. Russell Street School Interim Principal Cheryl Temple presented the STRIPE's Program, which was implemented this school year. STRIPE stands for **S**afety, **T**ake Responsibility, **R**espect, **I**ntegrity, **P**erseverance, and **E**mpathy. STRIPEs can be used in the hallways, cafeteria, playground, and classrooms. Signs have been posted for students to be reminded of their meaning in all areas. Even weatherproof ones outside on the playground. Students receive a STRIPE from their teacher, when a stripe occurs. They bring the stripe down to the front lobby to hang on the wall. A note goes home to parents for their Stripe. Teachers and principal are mailing postcards home to students as recognition. Even a student asked to add a Teacher STRIPE board, which is also placed in the lobby. Behavior forms have been created for teachers to fill out if needed for any students who might need to be reminded of the STRIPE program. This program has been created by a group of teachers, who started to work on the initiatives last spring 2019 and throughout the summer with some input from principals and interim curriculum coordinator. They wanted to establish a better community feeling within the school and it has proven to be a success. The STRIPE Mascot has arrived at Russell Street School and Mrs. Temple wanted to thank the PTA for sponsoring the mascot. The School Committee members all thanked the teachers and principal with the work that has been done with this initiative and all agreed it has shown great improvement of community bonding.
3. Superintendent Clenchy asked the School Committee for their approval of the scheduled Lemkin Summit trip to Washington, D.C. in February 2020. Daryl Baker asked that the cost for the trip be added to the overview and listed in the packet, that will be posted.

On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to approve the scheduled Lemkin Summit trip to Washington, D.C. in February 2020 as presented. (AYE: Unanimous). Motion carried.

## **NEW BUSINESS**

1. Steve Mark presented the FY21 proposed Capital Requests. Two items may end up under Capital Requests: Technology and School Resources. The money set aside for doors at Russell Street School has been moved to the PMBC side. Daryl Baker suggested, going forward, that a certain percentage be set aside for Educational programs to ensure enough money are allotted for that purpose.
2. Steve Mark presented a brief overview of the Financial statement year to date. The overview was part of the packet.

## **INTERESTED CITIZENS**

Parker Landfors – Asked if there was any chance to add in AC units at the High School, as certain classrooms are extremely hot during the months of June and September. Unfortunately, the FY21 budget does not allow to add in any cost for additional AC units.

## **SUBCOMMITTEE REPORTS**

1. PMBC: They want to be involved in the light and signage work at Shaker Lane Field. Daryl Baker asked that the Fire chief gets invited to the meeting for doors and hardware so his input will be included. Daryl Baker also mentioned that the money set aside for Shaker Lane's Unit vents be allocated back into the town budget for a different use.
2. Budget Subcommittee: Memo to FinCom and Board of Selectmen has been submitted.
3. Safety and Security: None

- 90  
91 4. Policy Subcommittee: At the next meeting, first reading of Therapy animals in schools should be  
92 presented as well as first reading of the MOU between booster organizations and school.  
93

94 **ADJOURNMENT**

95 On a motion by Daryl Baker, and seconded by Jennifer Wilson it was voted to adjourn at 7:59PM to go into  
96 Executive Session for the purpose of contract negotiation discussion with no intention to return to Open  
97 Session. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; and Mike  
98 Fontanella, AYE.  
99

100 **NEXT MEETING DATE**  
101 **Thursday, December 12, 2019**  
102 **7:00PM**  
103 **Littleton High School**  
104  
105

106 **DOCUMENTS AS PART OF MEETING**

107 Shaker Lane Sensory Walk  
108 Russell Street School STRIPE's Program  
109 Lemkim Summit  
110 FY2021 Proposed Capital Requests  
111 Financial Statement  
112

# Recycling Program Request



# Summary

- What is Terracycle?
- What is the Tom's of Maine brigade?
- Other brigades available
- Example containers

# What is Terracycle?

- A company who wants to eliminate the idea of waste, and instead treat waste as resources
- Works with companies who sponsor recycling efforts for hard-to-recycle materials (different companies sponsor different "brigades")
- Once collected and separated by material, plastics are cleaned and pelletized, and used to make new recycled products such as park benches, children's playgrounds, and waste receptacles





# What is the Tom's of Maine brigade?

- Sponsors recycling of empty oral care products, deodorant containers (no aerosols) and toothbrushes - Any brand accepted
- Terracycle pays for shipping to their NJ facility, as well as about 2 points per item - points translate to cash for non-profits
- Once collected, the hygiene products are separated by composition. The separated items are then cleaned, shredded, and made into new recycled products.



# Additional recycling brigades (ANY brand)

- PERSONAL CARE: (tubes, bottles, caps, lids, plastic packaging)
  - Cosmetics (no aerosol cans, nail polish bottles or nail polish remover bottles)
  - Skin care (lotions & cleansers)
  - Lip, Ear, Eye, & Foot care
- Vitamins, minerals, and supplements packaging (blister packs, tubes, bottles, caps, lids, cans, boxes; no prescription bottles)
- All brands of air freshener cartridges and plugs, packaging and flexible film packaging, and trigger heads. All brands cleaning products pumps and trigger heads (ie soap, glass cleaners, all-purpose cleaners).



# Recycling brigades (brand-specific)

- Tide Eco-Box packaging (plastic parts)
- Swiffer refills (Sweeper, Duster, and WetJet pads)
- Pet food bags/pouches (9 brands):

- Earth Animal
- Earthborn Holistic
- Guardian
- Nulo
- Open Farm
- Portland
- Royal Canin
- Wellness
- Weruva



# Terracycling in the schools

- Preliminary Meeting - Superintendent Clenchy & Energy Manager Dave Riley
- Green Team at High School will help coordinate collection boxes
- Benefits and services kids and community



# Example containers:



Questions?

# 2019 MCAS Report

## December 12, 2019



Dr. Kelly Clenchy, Superintendent  
Mrs. Elizabeth Steele, Interim Director of Curriculum  
Dr. John Harrington, Principal, Littleton High School  
Mr. Jason Everhart, Interim Principal, Littleton Middle School  
Mrs. Cheryl Temple, Interim Principal, Russell Street School

# Tonight's Presentation:

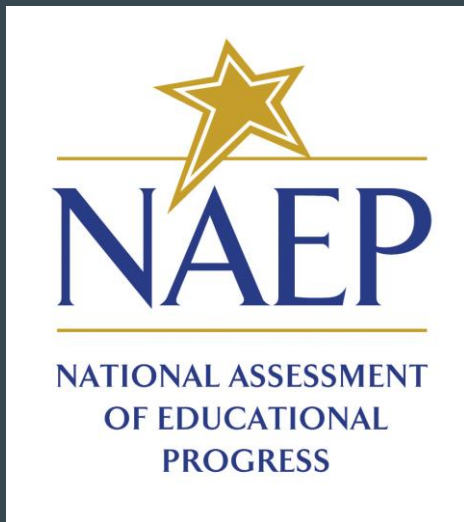
- Transition to Next-Generation MCAS
- 2019 MCAS Results State and District
- Russell Street School
  - 2019 MCAS Results and Next Steps
- Littleton Middle School
  - 2019 MCAS Results and Next Steps
- Littleton High School
  - 2019 MCAS Results and Next Steps





# Transition to Next-Generation MCAS:

- Spring 2019 - All tests in grades 3-8, grade 10 ELA and Math = Computer-Based
- First administration of next-generation tests for Grade 10 ELA and Math
  - Based on MA 2017 revised curriculum frameworks
  - Aligned to NAEP and evidence-based definitions of college and career readiness



# MCAS Achievement Levels

## Legacy

### Advanced

Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

### Proficient

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

### Needs Improvement

Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

### Warning/Failing

Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

## Next-Gen

### Exceeding Expectations

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

### Meeting Expectations

A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

### Partially Meeting Expectations

A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

### Not Meeting Expectations

A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

# Grades 3-8 Next-Gen Scaled Score Range

Name: \_\_\_\_\_

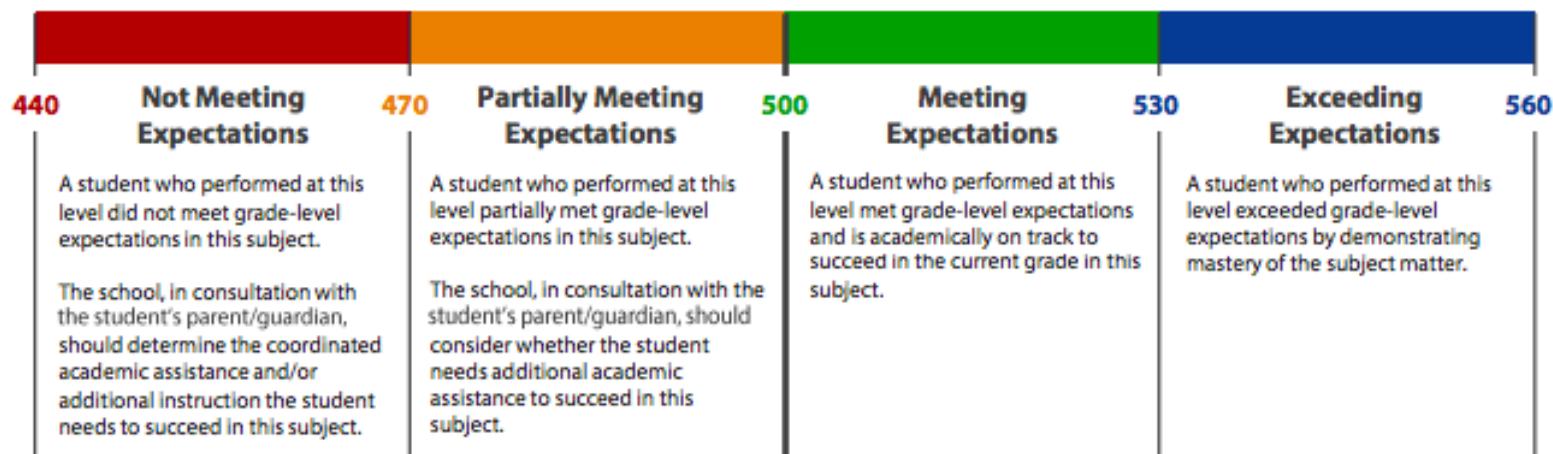
SASID: \_\_\_\_\_

Grade  
Spring 2019

## English Language Arts

Your Child's Achievement Level:

Your Child's Score:



# Grade 10 Scaled Score Range

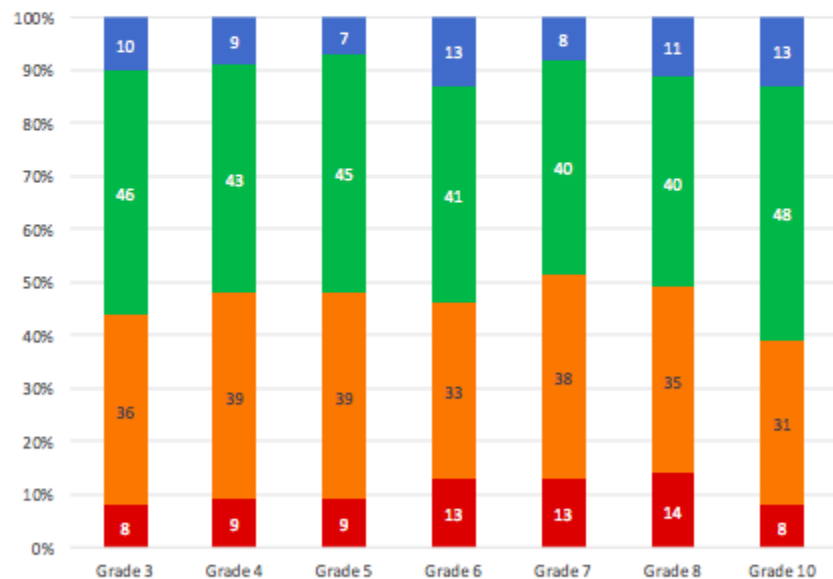
## Interim CD Standard for the Classes of 2021 and 2022

	<b>Legacy PASSING but requires an Educational Proficiency Plan (EPP) in ELA/math only</b>	<b>Legacy PASSING and met the MCAS graduation requirement</b>	<b>Next Gen PASSING but requires an EPP</b>	<b>Next Gen PASSING and met the MCAS graduation requirement</b>
ELA	<b>220–238</b>	240+	<b>455–471</b>	472+
Mathematics	<b>220–238</b>	240+	<b>469–485</b>	486+
STE	<b>220</b>	220+	TBD - Summer 2020	

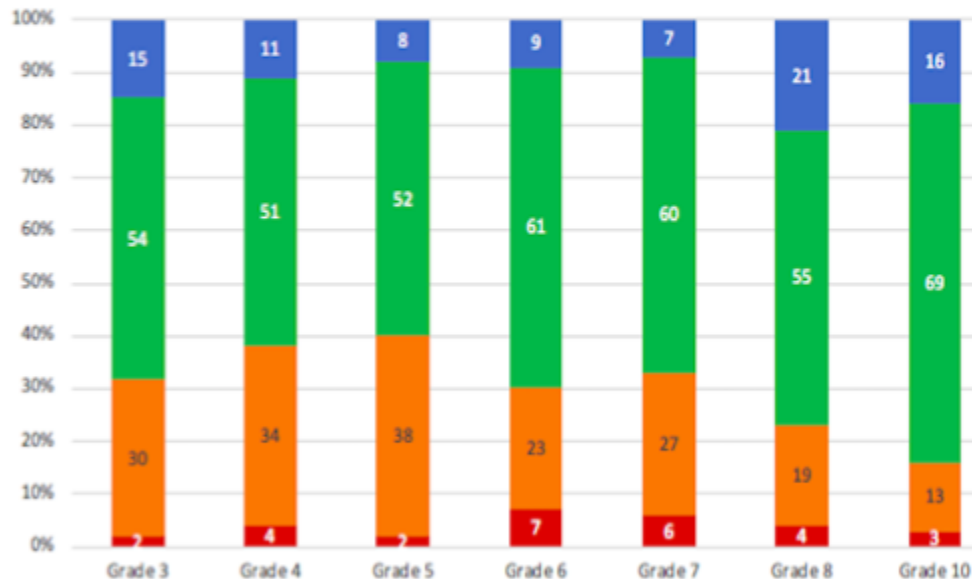
# 2019 MCAS Results State and District

# English Language Arts Achievement Results

## 2019 ELA by Grade - State

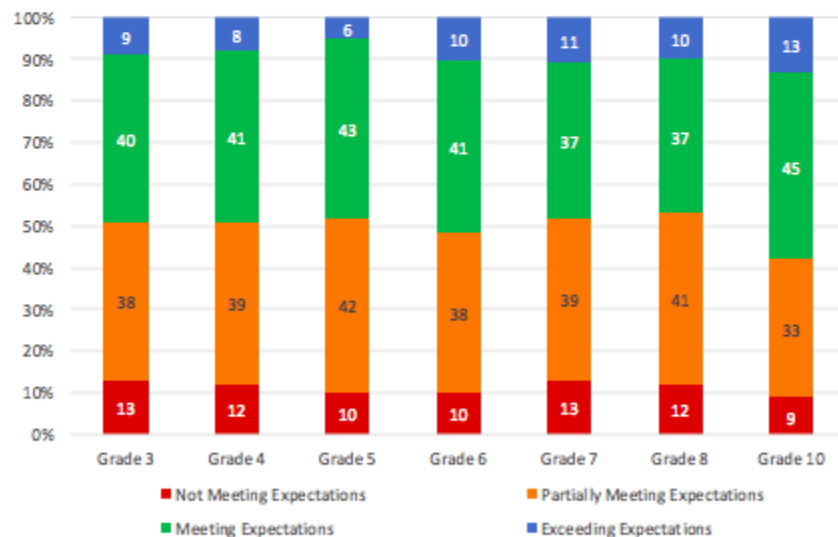


## 2019 ELA by Grade - Littleton

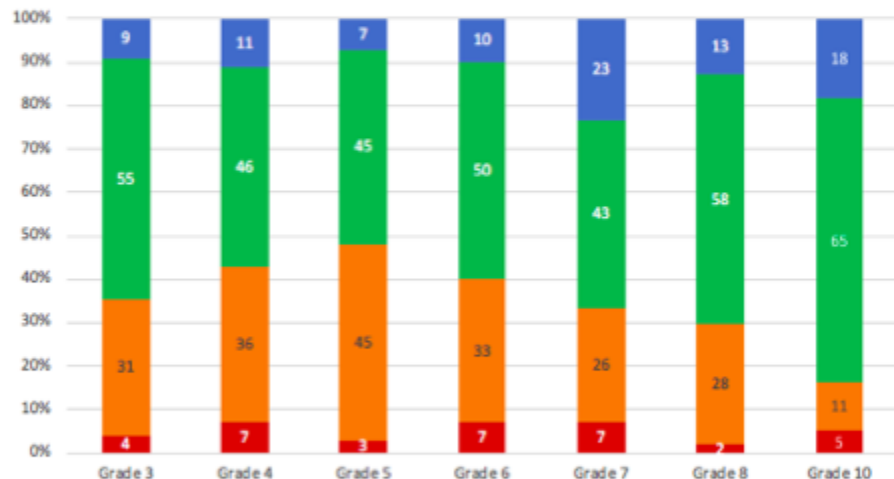


# Mathematics Achievement Results

## 2019 Mathematics by Grade - State



## 2019 Mathematics by Grade - Littleton



# Science and Technology/Engineering

## 2019 Next-Generation Gr. 5 & 8 - State

	Grade 5		Grade 8	
Exceeding Expectations	8	48%	8	46%
Meeting Expectations	40		38	
Partially Meeting	39		41	
Not Meeting Expectations	12		13	
Avg. Scaled Score	498.9		498.2	

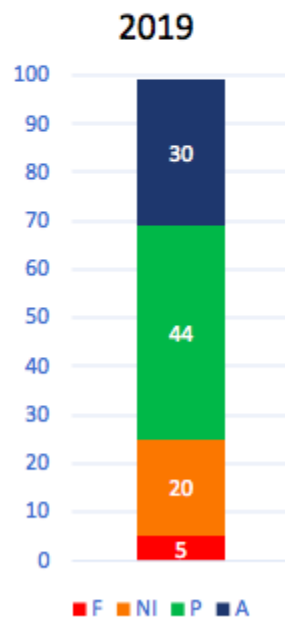
## 2019 Next-Generation Gr. 5 & 8 - Littleton

	Grade 5		Grade 8	
Exceeding Expectations	10	58%	24	73%
Meeting Expectations	48		49	
Partially Meeting	40		24	
Not Meeting Expectations	3		3	
Avg. Scaled Score	504.9		515.0	

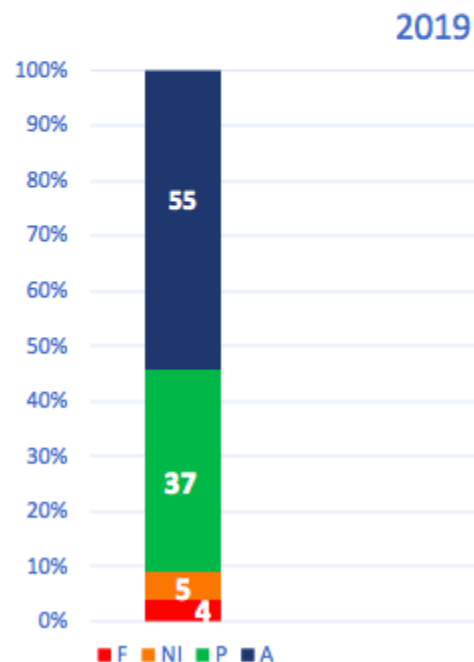


# Science and Technology/Engineering

## Legacy Grade 10 - State



## Legacy Grade 10 - Littleton



# Next-Generation MCAS 2019 District to State Comparison

## English Language Arts

Grade Level(s)	Percentage of Students Meeting or Exceeding Expectations		Average Scaled Score	
	LPS	State	LPS	State
Grades 3-8	67	52	508.2	501.2
Grade 10	84	61	516.9	506.2

Source: **DESE Website** --<http://profiles.doe.mass.edu/>

# Next-Generation MCAS 2019 District to State Comparison Mathematics

Grade Level(s)	Percentage of Students Meeting or Exceeding Expectations		Average Scaled Score	
	LPS	State	LPS	State
Grades 3-8	62	49	505.8	499.2
Grade 10	83	59	516.7	505.1

Source: **DESE Website** --<http://profiles.doe.mass.edu/>

# Next-Generation/Legacy MCAS 2019 District to State Comparison Science

	Percentage of Students		Average Scaled Score	
Next-Gen	LPS (Meeting or Exceeding Expectations)	State	LPS	State
Grades 5 & 8	65	48	509.6	498.6
Legacy	LPS (Proficient or Higher)	State	LPS (CPI)	State (CPI)
Grade 10	92	74	96.1	89.1

Source: **DESE Website** --<http://profiles.doe.mass.edu/>

# Russell Street School

## Spring 2019

# Russell Street School 2019 MCAS Summary

Results by Achievement Level & Mean Student Growth Percentile (SGP)		
English Language Arts	Mathematics	Science & Technology/Engineering
<b>3<sup>rd</sup> grade (125)</b> <ul style="list-style-type: none"> <li>•Exceeding 15% (Sch/St Diff +5)</li> <li>•Meeting 54% (Sch/St Diff +9)</li> <li>•Partially Meeting 30% (Sch/St Diff -6)</li> <li>•Not Meeting 2% (Sch/St Diff -6)</li> <li>•SGP: N/A</li> </ul>	<b>3<sup>rd</sup> grade (125)</b> <ul style="list-style-type: none"> <li>•Exceeding 10% (Sch/St Diff +1)</li> <li>•Meeting 55% (Sch/St Diff +15)</li> <li>•Partially Meeting 32% (Sch/St Diff -6)</li> <li>•Not Meeting 3% (Sch/St Diff -10)</li> <li>•SGP: N/A</li> </ul>	
<b>4<sup>th</sup> grade (131)</b> <ul style="list-style-type: none"> <li>•Exceeding 11% (Sch/St Diff +2)</li> <li>•Meeting 53% (Sch/St Diff +10)</li> <li>•Partially Meeting 34% (Sch/St Diff -5)</li> <li>•Not Meeting 3% (Sch/St Diff -6)</li> <li>•SGP: 58.5</li> </ul>	<b>4<sup>th</sup> grade (130)</b> <ul style="list-style-type: none"> <li>•Exceeding 11% (Sch/St Diff +3)</li> <li>•Meeting 48% (Sch/St Diff +7)</li> <li>•Partially Meeting 37% (Sch/St Diff -2)</li> <li>•Not Meeting 5% (Sch/St Diff -7)</li> <li>•SGP: 44</li> </ul>	
<b>5<sup>th</sup> grade (135)</b> <ul style="list-style-type: none"> <li>•Exceeding 8% (Sch/St Diff +1)</li> <li>•Meeting 51% (Sch/St Diff +6)</li> <li>•Partially Meeting 39% (Sch/St Diff 0)</li> <li>•Not Meeting 2% (Sch/St Diff -7)</li> <li>•SGP: 55.1</li> </ul>	<b>5<sup>th</sup> grade (135)</b> <ul style="list-style-type: none"> <li>•Exceeding 7% (Sch/St Diff +1)</li> <li>•Meeting 45% (Sch/St Diff +2)</li> <li>•Partially Meeting 45% (Sch/St Diff +3)</li> <li>•Not Meeting 3% (Sch/St Diff -7)</li> <li>•SGP: 58.9</li> </ul>	<b>5<sup>th</sup> grade (134)</b> <ul style="list-style-type: none"> <li>•Exceeding 10% (Sch/St Diff +2)</li> <li>•Meeting 48% (Sch/St Diff +8)</li> <li>•Partially Meeting 40% (Sch/St Diff +1)</li> <li>•Not Meeting 3% (Sch/St Diff -9)</li> </ul>

# Russell Street Key Points

## Students Exceeding or Meeting Expectations vs. State

- Grade 3 ELA: **+13** // Grade 3 Math: **+16**
- Grade 4 ELA: **+12** // Grade 4 Math **+10**
- Grade 5 ELA: **+7** // Grade 5 Math **+3**
- Grade 5 Science **+10**

### Highlights:

**All scores were at or above the state average**

2018-2019

3 ELA +9%

Math +4%

4 ELA Even

Math +12%

5 ELA -9% (Median SGP 43.5 to 55.1)

5 Math -8% (Median SGP 49 to 58.9)

# Russell Street Subgroup Data

	Grade	# of students	E	M	PM	NM
Students with Disabilities	3 ELA	18	0	50	44	6
High Needs	3 ELA	29	3	41	52	3
Students with Disabilities	3 Math	18	0	39	56	6
High Needs	3 Math	29	0	38	55	7
Students with Disabilities	4 ELA	25	0	12	76	12 34.9 SGP
High Needs	4 ELA	34	0	15	76	9 36.8 SGP
Students with Disabilities	4 Math	25	4	20	56	20 42.6 SGP
High Needs	4 Math	34	3	26	53	18 41.7 SGP
Students with Disabilities	5 ELA	23	0	13	74	13 46.2 SGP
High Needs	5 ELA	32	0	25	66	9 48 SGP
Students with Disabilities	5 Math	23	0	22	61	17 47.2 SGP
High Needs	5 Math	32	0	22	66	13 48.4 SGP



# Russell Street Next Steps

## **CONTINUE:**

**Vertical team PD on Reading and Writing**

**ANSWER Key Routine for extended writing in all grades**

**45 minute WIN Block**

**Dreambox for the whole school all year**

## **IN ADDITION:**

**Incorporate more writing opportunities into the Reading Block to assess the specific skills using Performance Coach, Practice Coach Plus, Common Core Writing and teacher created writing prompts that tie to stories being read**

**Writing Curriculum Committee to research potential new program(s)/methodology**

**Vocabulary development in content areas**

**Direct teaching of the use of text features in content areas**

**Incorporate more MCAS practice questions throughout the year – especially word problems**

**Introduce fractions earlier in grade 4 and continue fractions in grade 5**

# Littleton Middle School

## Spring 2019

# Littleton Middle School Student Growth Percentiles

<b>Grade and Subject</b>	<b>SGP</b>
<b>Grade 6 ELA</b>	<b>51%</b>
<b>Grade 6 Math</b>	<b>43%</b>
<b>Grade 7 ELA</b>	<b>43%</b>
<b>Grade 7 Math</b>	<b>63%</b>
<b>Grade 8 ELA</b>	<b>54%</b>
<b>Grade 8 Math</b>	<b>54%</b>

\* 0-39 SGP – Lower Growth  
40-60 SGP – Moderate Growth  
61-99 SGP – Higher Growth

# Subgroup Areas of Strength

## Cohort 2023 (Current 9th Grade)

ELA: Students with Disabilities (+2.3 SS), Economically Disadvantaged (+3.8 SS)

Math: Econ. Disadvantaged (+7 SS), High Needs (+2.1 SS)

## Cohort 2024 (Current 8th Grade)

Math: Econ. Disadvantaged (+9.7 SS), High Needs (+5.5 SS)

ELA: High Needs (+2.1 SS\*)

# Subgroup Areas of Improvement

## Cohort 2024 (Current 8th Graders)

ELA: Students with Disabilities (-5.1 SS)

## Cohort 2025 (Current 7th Graders)

Math: High Needs (-4.7 SS)

ELA: High Needs (-2 SS)

# Littleton High School

## Spring 2019

# Littleton High School

## 2019 MCAS Summary

### Results by Achievement Level & Mean Student Growth Percentile (SGP)

English Language Arts	Math	Science and Technology
10 <sup>th</sup> grade Exceeding 17% (Sch/St Diff +4) Meeting 71% (Sch/St Diff +23) Partially 12% (Sch/St Diff -19) Not Meet 1% (Sch/St Diff -7) SGP 45.1	10 <sup>th</sup> grade Exceeding 19% (Sch/St Diff +4) Meeting 67% (Sch/St Diff +22) Partially 11% (Sch/St Diff -22) Not Meet 3% (Sch/St Diff -6) SGP 63.9	9 <sup>th</sup> Grade Advanced 58% (Sch/St Diff +28) Proficient 38% (Sch/St Diff -6) Needs Improvement 4% (Sch/St Diff -16) Failure 1%(Sch/St Diff -4%)

# Littleton High School

## 2019 MCAS Results by Performance Level

Grade & Subject	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Not Meeting Expectations
Grade 10 ELA	17%	71%	12%	1%
Grade 10 Math	19%	67%	11%	3%
Grade 9 & 10 STE (Legacy) (Class of 2022)	Advanced 58%	Proficient 38%	Needs Improvement 4%	Warning/ Failure 1%



# Littleton High School

## Key Points

- **88%** Students Exceeding/ Meeting Expectations ELA  
SGP= 45.1
  - High achievement
- **86%** Students Exceeding/ Meeting Expectations Math;  
SGP= 63.9
  - High achievement & High Growth in Math
- **96%** Students Proficient / Advanced in Science;

# Littleton High School

## Area of Strength:

### Students With Disabilities (Class of 2021)

#### Exceeding or Meets Expectations

##### English Language Arts:

Littleton: 54%

State: 22%

##### Mathematics:

Littleton: 42%

State: 19%

##### Science/Technology/Engineering: Advanced/ Proficient

Littleton: 59%

State: 38%

# Littleton High School

## Area of Strength:

**Students with High Needs (Class of 2021)**

**Exceeding or Meets Expectations**

### **English Language Arts:**

Littleton: **53%**

State: 42%

### **Mathematics:**

Littleton: **43%**

State: 33%

### **Science/Technology/Engineering: Advanced/ Proficient**

Littleton: **61%**

State: 52%

# **Littleton High School**

## **Cohort Results**

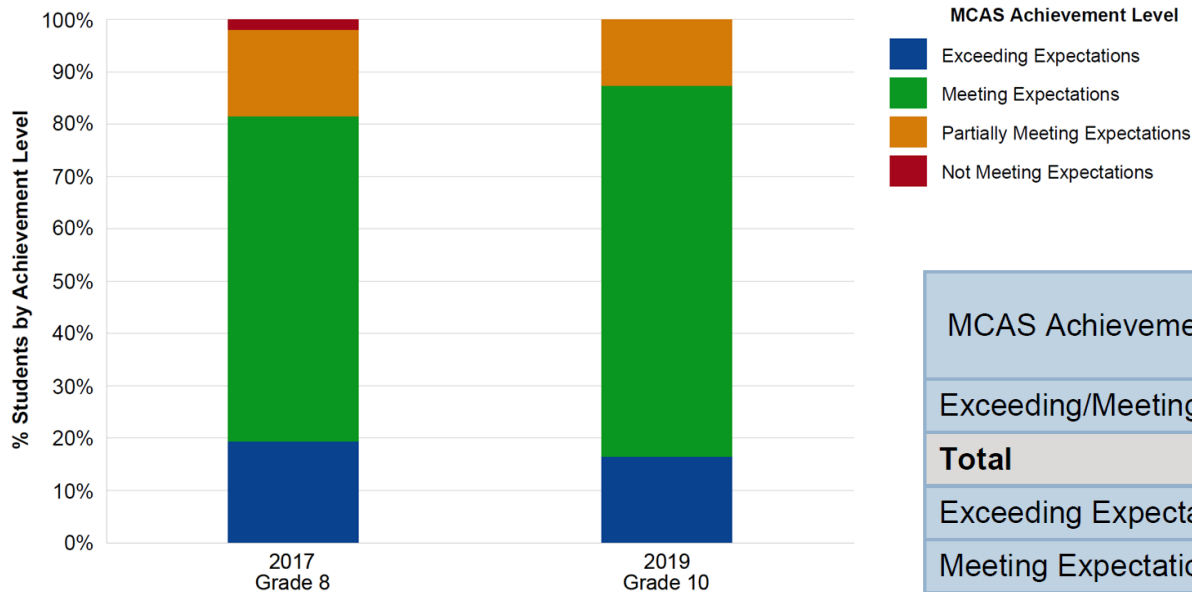
### **New ELA & Math MCAS**

**Students Included: Students who took all tests**

# LPS Class of 2021 ELA

## Current 11<sup>th</sup> grade - Achievement Levels

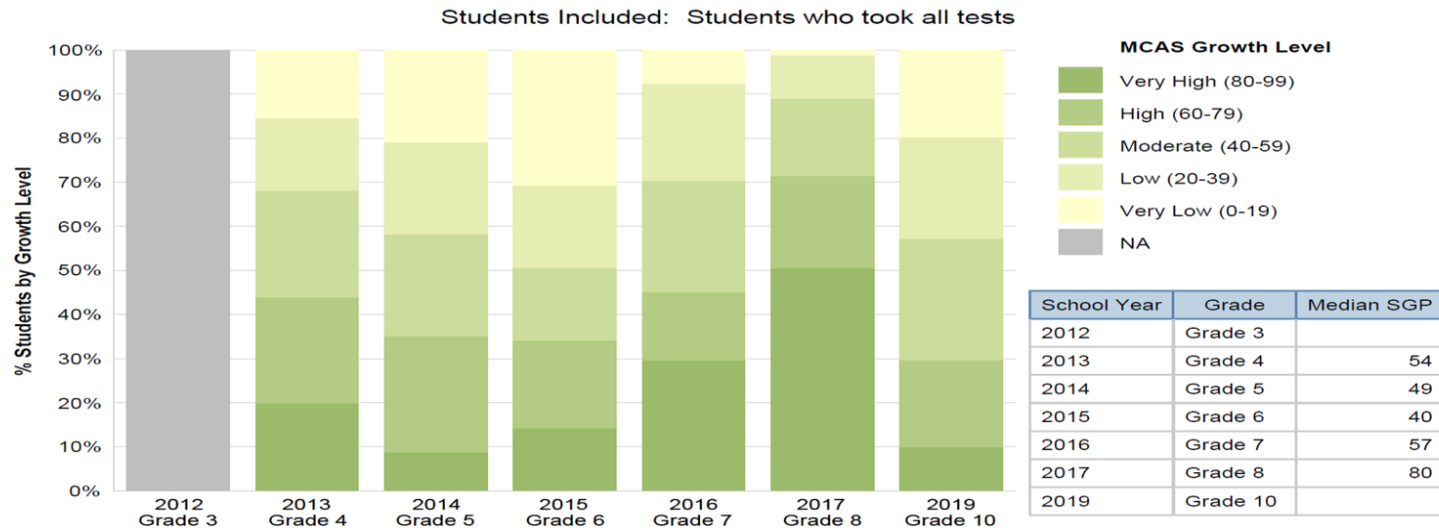
Students Included: Students who took all tests



MCAS Achievement Level	Grade 8		Grade 10	
	#	%	#	%
Exceeding/Meeting	75	82%	79	87%
<b>Total</b>	<b>75</b>		<b>79</b>	
Exceeding Expectations	19	21%	17	19%
Meeting Expectations	56	62%	62	68%
Partially Meeting Expectations	15	16%	12	13%
Not Meeting Expectations	1	1%		
<b>Total</b>	<b>91</b>		<b>91</b>	

# LPS Class of 2021 ELA

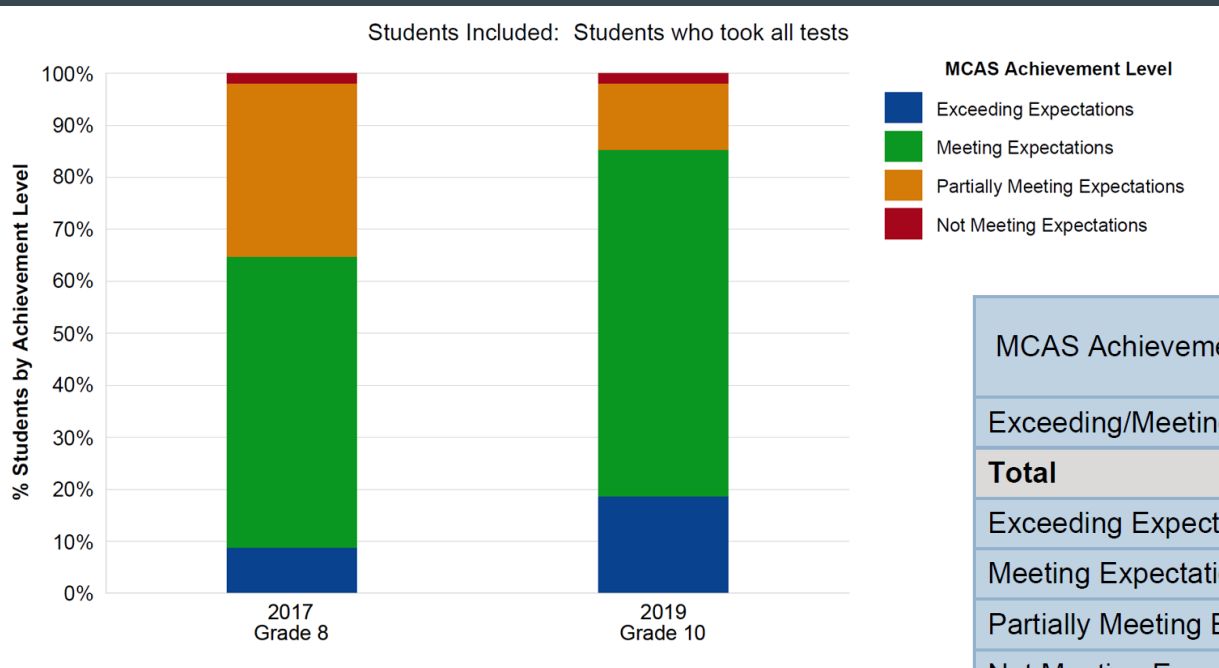
## Current 11<sup>th</sup> grade - Growth Levels



MCAS Growth Level	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very High (80-99)			18	20%	8	9%	13	14%	27	30%	46	51%	9	10%
High (60-79)			22	24%	24	26%	18	20%	14	15%	19	21%	18	20%
Moderate (40-59)			22	24%	21	23%	15	16%	23	25%	16	18%	25	27%
Low (20-39)			15	16%	19	21%	17	19%	20	22%	9	10%	21	23%
Very Low (0-19)			14	15%	19	21%	28	31%	7	8%	1	1%	18	20%
NA	91	100%												
<b>Total</b>	<b>91</b>		<b>91</b>		<b>91</b>		<b>91</b>		<b>91</b>		<b>91</b>		<b>91</b>	

# LPS Class of 2021 Mathematics

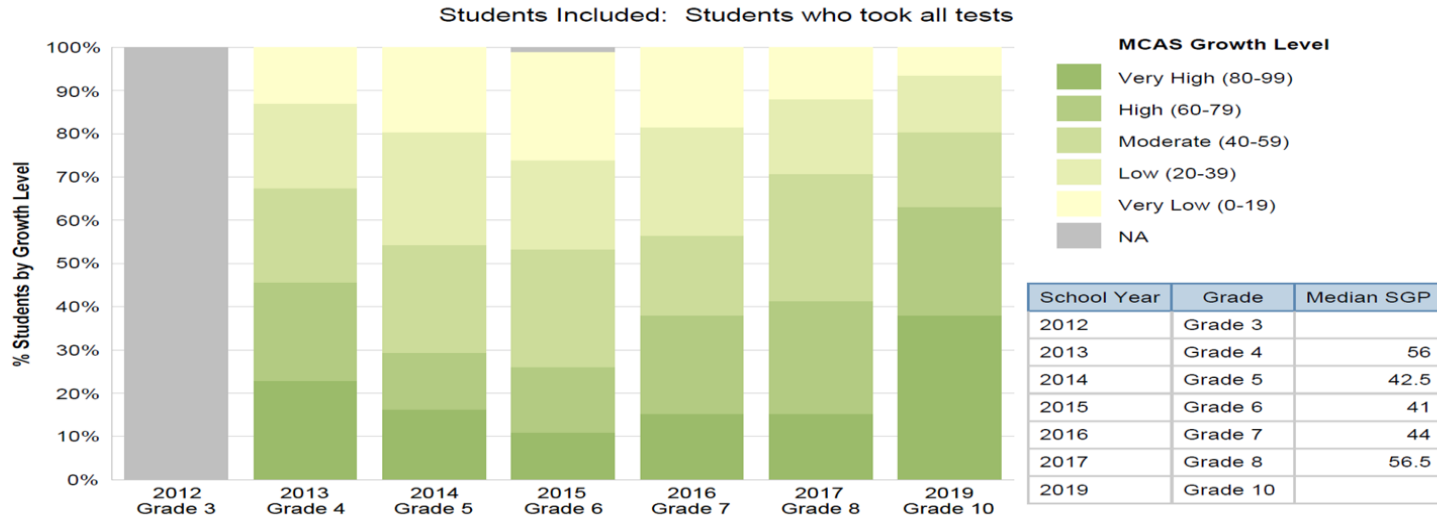
## Current 11<sup>th</sup> grade - Achievement Levels



MCAS Achievement Level	Grade 8		Grade 10	
	#	%	#	%
Exceeding/Meeting	57	62%	77	84%
<b>Total</b>	<b>57</b>		<b>77</b>	
Exceeding Expectations	8	9%	18	20%
Meeting Expectations	49	53%	59	64%
Partially Meeting Expectations	33	36%	13	14%
Not Meeting Expectations	2	2%	2	2%
<b>Total</b>	<b>92</b>		<b>92</b>	

# LPS Class of 2021 Mathematics

## Current 11<sup>th</sup> grade - Growth Levels



MCAS Growth Level	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very High (80-99)			21	23%	15	16%	10	11%	14	15%	14	15%	35	38%
High (60-79)			21	23%	12	13%	14	15%	21	23%	24	26%	23	25%
Moderate (40-59)			20	22%	23	25%	25	27%	17	18%	27	29%	16	17%
Low (20-39)			18	20%	24	26%	19	21%	23	25%	16	17%	12	13%
Very Low (0-19)			12	13%	18	20%	23	25%	17	18%	11	12%	6	7%
NA	92	100%					1	1%						
<b>Total</b>	<b>92</b>		<b>92</b>		<b>92</b>		<b>92</b>		<b>92</b>		<b>92</b>		<b>92</b>	



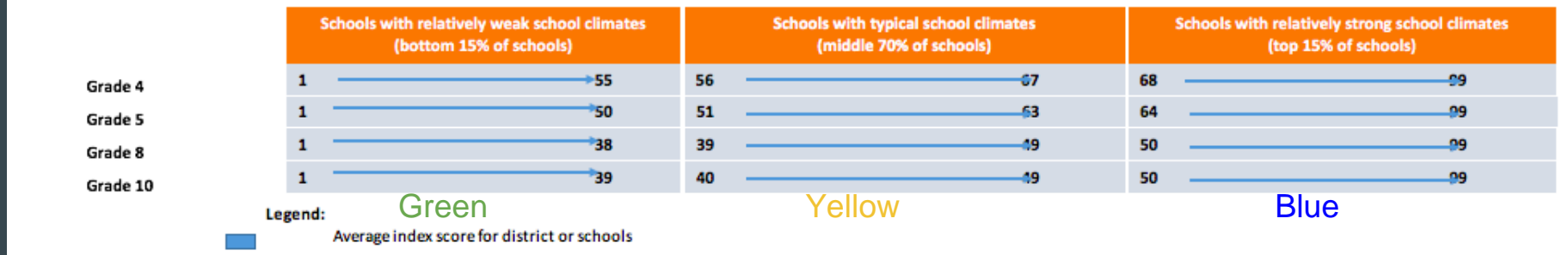
# Littleton High School

## Next Steps

- Continued preparation for Next Generation and computer-based testing in English and Math and also in Science Technology and Engineering
- Instructional Adjustments as needed
  - What alterations in instructional and assessment practice is needed for success on the new style of questions.
- Proactive approach and frequent communication with parents of academically struggling students and students who scored in the “Not Meeting” category
- Continued Early Intervention in 9<sup>th</sup> and 10<sup>th</sup> grades

# VOCAL (Views of Climate and Learning) Data:

Students who took MCAS	Students who participated in VOCAL	Participation Rate
District - 492	486	99%
Grade 4 - 124	122	98%
Grade 5 - 134	133	99%
Grade 8 - 121	119	98%
Grade 10 - 113	112	99%



Grade Level	Overall School Climate Score	Engagement Climate	Safety Climate	Environment Climate	Bullying Climate
	LPS / State	LPS / State	LPS / State	LPS / State	LPS / State
District	53 / 51	52 / 51	54 / 51	53 / 52	54 / 50
Grade 4	57 / 61	54 / 59	56 / 60	59 / 62	
Grade 5	60 / 57	57 / 55	59 / 56	61 / 56	
Grade 8	47 / 43	46 / 44	50 / 44	43 / 44	
Grade 10	48 / 44	48 / 45	50 / 43	46 / 45	

# Where to go for more MCAS information on MCAS

## School and District Profiles:

[http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=01580000&orgtypecode=5&](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=01580000&orgtypecode=5&)

## Information on Next-Generation MCAS:

<http://www.doe.mass.edu/mcas/nextgen/default.html>

## Parent/Guardian Information:

<http://www.doe.mass.edu/mcas/parents/>

# **MAP GROWTH ASSESSMENTS NWEA - NORTHWEST EVALUATION ASSOCIATION**

Report to Littleton  
School Committee

December 12, 2019

Elizabeth Steele  
Interim Director of Curriculum

# TONIGHT'S PRESENTATION

1. What are MAP Growth Assessments?
2. What is the MAP Growth testing experience within LPS?
3. How are MAP Growth assessments scored?
4. What do the reports and data say?
5. What are highlights of the 2018-2019 MAP Growth assessments?



# 1. WHAT ARE MAP GROWTH ASSESSMENTS?

**“MAP® Growth™ measures what students know and informs what they’re ready to learn next.”**



**Dynamically adjusts to student responses**



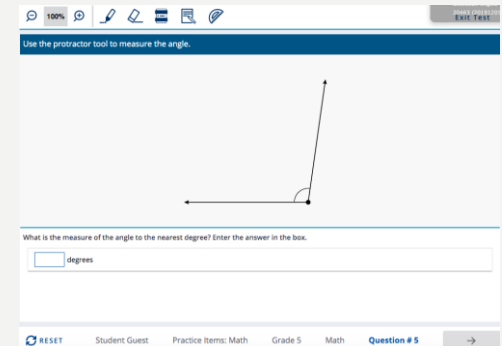
**To create a personalized assessment**



**To measure performance accurately**

## MAP GROWTH ASSESSMENTS ARE:

- K-12 interim assessments
- Web-based, computer-adaptive
- Multiple-choice, drag and drop and other types of questions
- Grade level independent
- Aligned to State Learning Standards



# KEY FEATURES OF MAP GROWTH ASSESSMENTS

- Provide valid, longitudinal data based on Equal Interval Scale, demonstrating academic growth over time.
- Provide real-time data on student mastery and achievement on standards-based content.
- Identify instructional level for each student independent of enrolled grade level.
- Link to Instruction / Learning Targets / Interventions.





## 2. WHAT IS THE MAP GROWTH TESTING EXPERIENCE WITHIN LPS?



- Computer-based
- Audio instruction for Grade 2 Assessment to support non-readers
- Testing accommodations are provided when appropriate
- Untimed assessment, although NWEA states the average time of completion is under 60 minutes
- Students are not expected to get every question correct
- Adaptive Assessment:
  - Provide a challenging test for every student.
  - Each student has the same opportunity to succeed and maintain a positive attitude toward testing:
- Experience of high achieving student
- Experience of struggling learner
- Dynamically built based on achievement level of student to provide accurate and reliable information for every student



# MAP GROWTH TESTING IN LITTLETON

- MAP Growth assessments in reading and mathematics are administered 3 times (fall, winter, spring) during the school year.

## Reading Components:

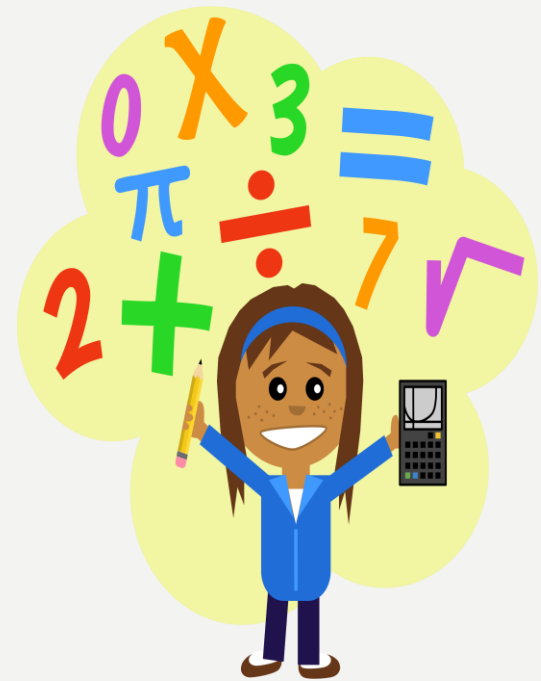
- MAP Growth for Grade 2
  - Foundational Skills
  - Language and Writing
  - Literature and Informational Text
  - Vocabulary Use and Acquisition
- MAP Growth for Grades 3-8
  - Literary Text
  - Informational Text
  - Vocabulary Acquisition and Use



# MAP GROWTH TESTING IN LITTLETON

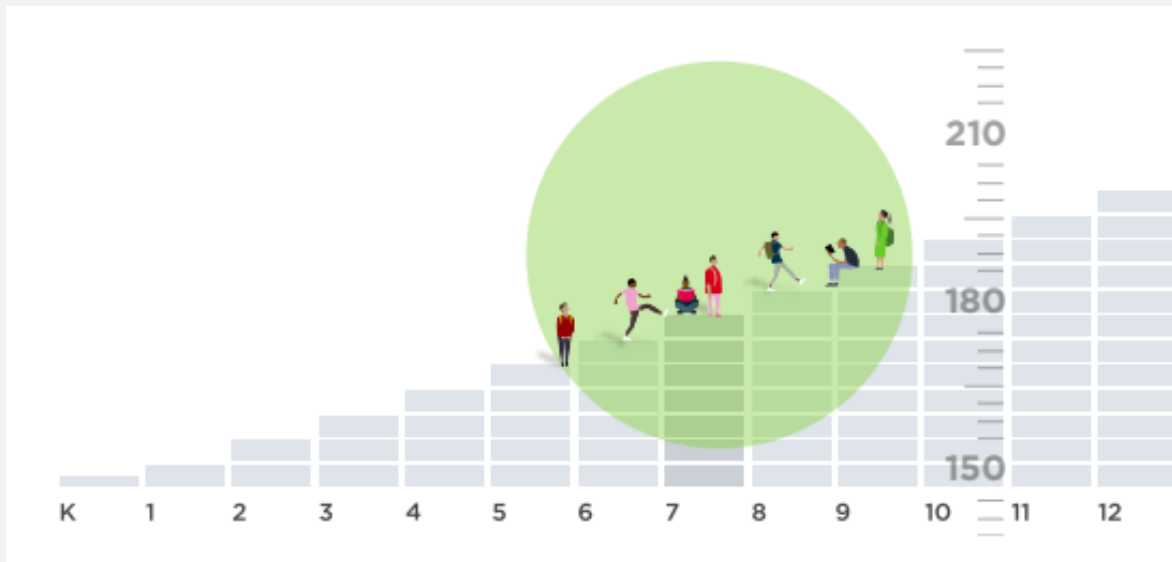
## Math Components:

- MAP Growth for Grades 2-5
  - Operations and Algebraic Thinking
  - Number and Operations
  - Measurement and Data
  - Geometry
- MAP Growth for Grades 6-8
  - Operations and Algebraic Thinking
  - The Real and Complex Number Systems
  - Geometry
  - Statistics and Probability



# 3. HOW ARE MAP GROWTH ASSESSMENTS SCORED?

- MAP Growth assessments measure student achievement and growth using the RIT scale.
- RIT stands for Rasch Unit.
- The RIT scale is an equal interval scale like feet and inches on a ruler.
- RIT scores range from about 100-300.



# NWEA NORMS 2015

**2015 READING Student Status Norms**

	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73

**2015 MATHEMATICS Student Status Norms**

	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11

# USES OF MAP GROWTH

## Student / Class Level:

- Planning for individual instruction
  - Meeting individual needs (at risk, advanced)
- Flexible student groupings
- Monitor progress over time



## School/District Level:

- Identify at-risk learners for targeted interventions.
  - RTI Placement (Elementary Level)
  - Title I Academic Support (Elementary Level)
  - LMS Math Lab & Reading Lab
- Inform student placement.
- Identify school level trends.
- Monitor school and district performance.
- Inform resource management / staff allocation.

# 4. WHAT DO THE REPORTS AND DATA SAY?

## Fall 2018 – Spring 2019 Shaker Lane Student Growth Summary

Grade & Subject	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Observed Growth
Gr 2 Reading	188.3	203.4	15.1
Gr 2 Math	190.3	208.4	18.0

# Fall 2018 – Spring 2019 Russell Street Student Growth Summary

<b>Grade &amp; Subject</b>	<b>Fall 2018 Mean RIT</b>	<b>Spring 2019 Mean RIT</b>	<b>Observed Growth</b>
Grade 3 Reading	198.8	207.9	9.2
Grade 3 Math	197.7	209.7	12.0
Grade 4 Reading	209.1	216.6	7.6
Grade 4 Math	209.9	221.1	11.2
Grade 5 Reading	213.0	218.5	5.5
Grade 5 Math	218.6	229.1	10.5



# Fall 2018 – Spring 2019 Littleton Middle School Student Growth Summary

<b>Grade &amp; Subject</b>	<b>Fall 2018 Mean RIT</b>	<b>Spring 2019 Mean RIT</b>	<b>Observed Growth</b>
Grade 6 Reading	221.3	223.1	1.8
Grade 6 Math	224.8	232.1	7.3
Grade 7 Reading	227.4	228.7	1.2
Grade 7 Math	234.1	240.3	6.1
Grade 8 Reading	230.3	229.7	-0.6
Grade 8 Math	243.1	247.3	4.2

# 5. WHAT ARE HIGHLIGHTS OF THE 2018-2019 MAP GROWTH ASSESSMENTS ?

## Spring 2019 Highlights: Elementary Reading

<b>Cohort:</b>	<b>2029 (2<sup>nd</sup>)</b>	<b>2028 (3<sup>rd</sup>)</b>	<b>2027 (4<sup>th</sup>)</b>	<b>2026 (5<sup>th</sup>)</b>
Total Students	114	128	133	136
LPS Mean RIT	203.5	207.9	216.3	218.5
Norm Grade Level Mean RIT	188.7	198.6	205.9	211.8
Students at / above Norm Grade Level Mean RIT	103	101	110	105
Grade Level Successes	Vocabulary Use & Functions	Informational Text	Literature Text: Language, craft and structure	Vocabulary Acquisition & Use
Areas of Improvement	Foundational Skills	Literature	Literature Text: Key ideas and details	Literature Text: Key ideas and details <sup>1,4</sup>

# Spring 2019 Highlights: Elementary Mathematics

<b>Cohort:</b>	<b>2029 (2<sup>nd</sup>)</b>	<b>2028 (3<sup>rd</sup>)</b>	<b>2027 (4<sup>th</sup>)</b>	<b>2026 (5<sup>th</sup>)</b>
Total Students	114	128	133	136
LPS Mean RIT	208.7	209.8	221.2	228.7
Norm Grade Level Mean RIT	192.1	203.4	213.5	221.4
Students at / above Norm Grade Level Mean RIT	104	94	90	93
Grade Level Successes	Geometry	Measurement & Data	Number & Operations	Number & Operations
Areas of Improvement	Number & Operations	Number & Operations	Operations & Algebraic Thinking	Geometry

# Spring 2019 Highlights: Middle School Reading

<b>Cohort:</b>	<b>2025 (6<sup>th</sup>)</b>	<b>2024 (7<sup>th</sup>)</b>	<b>2023 (8<sup>th</sup>)</b>
Total Students	125	120	117
LPS Mean RIT	223.3	228.3	229.7
Norm Grade Level Mean RIT	215.8	218.2	220.1
Students at / above Norm Grade Level Mean RIT	95	95	92
Grade Level Successes	Vocabulary Acquisition & Use / Literature	Vocabulary Acquisition & Use	Vocabulary Acquisition & Use
Areas of Improvement	Literary Text: Language, Crafts and Structure	Informational Text	Informational Text

# Spring 2019 Highlights: Middle School Mathematics

<b>Cohort:</b>	<b>2025 (6<sup>th</sup>)</b>	<b>2024 (7<sup>th</sup>)</b>	<b>2023 (8<sup>th</sup>)</b>
Total Students	126	121	116
LPS Mean RIT	232.3	240.2	247.4
Norm Grade Level Mean RIT	225.3	228.6	230.9
Students at / above Norm Grade Level Mean RIT	93	97	97
Grade Level Successes	Statistics & Probability / Number Systems	Statistics & Probability / Geometry	Operations and Algebraic Thinking
Areas of Improvement	Geometry	Operations & Algebraic Thinking	Geometry

# NWEA / MAP GROWTH INFORMATION

For Further Information:

■ NWEA.org

*Family Toolkit*

<https://www.nwea.org/parent-toolkit/>



## ANIMALS IN SCHOOL

The Littleton School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

### Service Animals ~~Dogs~~

The Littleton School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts and Federal Laws concerning the rights of persons with a service ~~dogs-animal~~ and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments such as “seeing eye dogs” or “guide dogs”
- alert individuals with hearing impairments to sounds
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments
- ~~provide balance assistance to individuals with mobility impairments assist mobility-impaired individuals who have mobility impairments with balance.~~

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the building Principal

or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, district, and transportation staff and will include the involvement of the parents/guardians of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, ~~such staff member~~ a student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they **have read and understood the school's regulations specific to service animals.** ~~foregoing.~~

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of **service** animals in District facilities and on school transportation vehicles.

#### Therapy Animals (New Section Inserted)

The school district supports the use of therapy animals for the benefit of its students subject to the conditions of this policy. Benefits from working or visiting with a therapy animal include, reduced stress, improved physical and emotional well-being, decreased anxiety, improved self-esteem and normalization of the environment increasing the likelihood of academic success. Examples of activities that students may engage in with a therapy dog include ~~petting~~**petting** and/or hugging the dog, speaking to the dog, giving the dog simple commands ~~that to which~~ the dog is trained to respond ~~to~~ and reading to the dog.

Animal Assisted Activities and Animal Assisted Interactions are non goal driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, educational and/or recreational activities that enhance the quality of life.

Animal Assisted Therapy is a goal driven intervention which is directed and/or delivered by a health, human or education service professional and is meant to improve physical, social, emotional and/or cognitive functioning of an individual.

A therapy animal is an animal who has been individually trained, evaluated and registered with his/her handler to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility. Therapy animals are not "emotional support animals" or "service animals."

A handler is an individual school district staff member, contracted service, or volunteer who owns a therapy animal and who has been individually trained, evaluated, and registered with his/her therapy animal to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility.



A therapy animal is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the therapy animal's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

### *Therapy Animal Standards and Procedures*

The following requirements must be satisfied before a therapy animal will be allowed in school buildings or on school district property.

*Request:* At the request of the principal or the principal's designee, a handler who wishes to bring a therapy dog on school property, shall submit a completed written request form to the Superintendent or the Superintendent's designee, for approval. The request for approval shall be submitted each school year, or whenever a handler wishes to use a different therapy dog. Such approval may be rescinded at any time by the Principal and/or Superintendent. Once the Superintendent or Superintendent designee approves the request, a protocol outlining the intended use of the therapy animal inclusive of scheduled times will be submitted and authorized by the school Principal and Superintendent.

*Training and Registration:* The handler shall submit proof of registration as a therapy animal handler with each individual therapy animal that will be utilized within the school district. Such registration will be from an organization that requires an evaluation of the therapy dog and handler prior to registration. Registration shall remain current and in good standing at all times.

*Health and Immunization:* Proof from a licensed Veterinarian indicating that the therapy animal is in good health and is current with all required vaccinations.

*Licensing:* The handler shall provide proof of licensure from the local dog licensing authority.

*Insurance:* The handler shall submit a copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while they are on school district property.

*Exclusion or Removal from School District Property:* A therapy dog may be excluded from school district property if the school administrator determines that: (1) The handler does not have control of the therapy dog; (2) The therapy dog is not housebroken; (3) The therapy dog presents a direct and immediate threat to others in the school; (4) The therapy dog's presence otherwise interferes with the educational program. The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.

Once the handler has been approved by the Superintendent/Designee to bring a therapy dog into the school district, such handler shall adhere to the rules of his/her registering organization as well as expectations set forth by the school district.

## **Educational Program**

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "*Animals in the classroom, Recommendations for schools*" and review student health records to determine which animals may be allowed in the school building. No animal shall be brought to school without prior permission of the building Principal. The decision of the Principal **and/or Superintendent** shall be final.

~~Use of animals, including therapy dogs to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "*Animals in the classroom, recommendations for schools*" and any other conditions established by the Principal to protect the health and well-being of all students.~~

## **Student Health**

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have **his/her** their health impaired and each student shall have full access to available educational opportunities.

## **Animals Prohibited from School**

Rabies is a growing problem and any fur-bearing animal is susceptible to this ~~very serious fatal~~ disease. Infected animals ~~can~~ could transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations, the following animals are prohibited from schools within the Littleton School District.

**Wild Animals and Domestic Stray Animals** - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

**Fur-Bearing Animals** (pet dogs, cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries. **Exceptions include, fur bearing animals that are trained service or therapy animals and Law enforcement dogs. All animals must have proof of rabies vaccination ( with the exception of service animals) prior to entering a school.**

Exceptions may be made with the prior approval of the Superintendent of Schools.

**Bats** - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

**Poisonous Animals** - Poisonous and venomous animals of all types are prohibited for safety reasons.

~~\*Exception: Guide, Hearing and Other Service Dogs Animals or Law Enforcement Dogs--~~  
These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

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~~Exceptions may be made with the prior approval of the Superintendent of Schools.~~

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SOURCE: MASC February 2011

References: Massachusetts Department of Public Health "Animals in the classroom,  
Recommendations for schools"

US Department of Justice Information and technical assistance on the Americans  
with Disabilities Act "Revised ADA Requirements: Service Animals" (2010)

Adopted: 10 May, 2012  
Reviewed: 10 December 2015  
Revised.

## RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To foster relationships with parents/guardians, community and booster organizations (referred to as “Parent Organizations”) that encourage working together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parent organizations to share in school planning and in setting objectives and evaluating programs.
2. Help parent organizations understand the educational process and their role in promoting it.
3. Provide for parent organizations understanding of school operations.

To accomplish the above and to enhance communications between Parent Organizations and school officials, the Committee will officially recognize parent organizations. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. All parent organizations shall obtain 501C3 status and file appropriate paperwork with state authorities and submit proof of such status to school district administration.
3. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.
4. The Littleton School Committee is committed to transparency in fund raising and requires each parent organization to submit annually to the School Committee, via the Superintendent an itemized listing of fundraising events, expenses and net proceeds. The format and content is based on the information requirements of IRS form 990 Schedule G Part 2, Fund Raising Events.
5. All parent organizations that are fundraising for major projects (defined as greater than \$5000) shall make annual donations to a school department “Gift account” established for the purpose of the designated project.
6. The School Committee shall periodically evaluate the effectiveness and efficiency of parent organization fundraising and may vote to terminate recognition of the organization

LEGAL REFS: Title IX, Education Amendments of 1972

SOURCE: MASC Oct 2016 with local additions

Adopted: September 22, 2005  
Reviewed: November 21, 2013  
Revised: Jan x, 2020

Attachment for Policy KBE  
Fundraising reporting for parent organizations

Information required is based on IRS form 990 Schedule G Part 2

		(a)Event 1	(b)Event 2	(n) (Insert as necessary)	Total All Events Add col (a) through last
		(Event Name)	(Event Name)	(Event Name)	
		(Event Type)	(Event Type)	(Event Name)	
1	Gross receipts				
2	Less Contributions				
3	Gross Income Line 1 – line 2				
4	Cash prizes				
5	Non cash prizes				
6	Rent/Facility costs				
7	Food and beverages				
8	Entertainment				
9	Other direct expenses				
10	Direct expense summary. Add lines 4 through 9 in column (d)				
11	Net income summary. Subtract line 10 from line 3, column (d)				