



Town of Littleton School Committee

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

MATTHEW HUNT, Vice Chair
BRAD AUSTIN, Member

MIKE FONTANELLA, Chair

TIMALYN RASSIAS, Secretary
JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MEETING

April 15, 2021

7:00 p.m.

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

You are invited to a Zoom webinar.

When: Apr 15, 2021 07:00 PM Eastern Time (US and Canada)

Topic: School Committee meeting of April 15th, 7pm

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/97949676462?pwd=VHJlQyYtNGl3VjBWZkVSUTFNc0o4UT09>

Passcode: 929352

Or One tap mobile :

US: +13017158592,,97949676462# or +13126266799,,97949676462#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099 or +1 253 215 8782 or +1 346 248 7799
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Webinar ID: 979 4967 6462

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**** *A G E N D A* * ***

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

7:00 I. ORGANIZATION

1. Call to Order
2. Consent Agenda
Minutes - April 8, 2021
-Oath to Bills -
and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Lyn Snow,, District Equity Coordinator at 978-540-2500, lsnow@littletonps.org or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.

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7:15 IV. PRESENTATION

1. **State of Curriculum Reports Part II:** *Curriculum Coordinators will present the state of the curriculum reports within their subject:*
 - *Presentation I: Hilary Bridge - Art and Music*
 - *Presentation II: Mike Foustoukos- History and Social Science*
 - *Presentation III: Liz Kelley- World Language*
2. **State/Local/Public Health Metrics:** *Chair, Mike Fontanella and Katrina Wilcox Hagberg will give an update on the State/Local/Public Health Metrics.*
3. **Financial Update:** *Business Manager, Steve Mark will provide a Financial Update.*
4. **District-Wide Update on Mental Health Supports:** *Director of Pupil Personnel Services, Lyn Snow will give an update on District-Wide Mental Health Supports.*

7:40 V. SUPERINTENDENT EVALUATION: *Discussion of feedback from School Committee members regarding the Superintendent's Annual Evaluation.*

7:55 VI. OLD BUSINESS

1. **Pooled Testing Participation:** *Director of Pupil Personnel Services, Lyn Snow will give an update on Pooled Testing student/staff participation.*
2. **9-12 Full In-person return:** *Principal John Harrington will give an update on the 9-12 Full In-person return on Monday, April 12, 2021.*

8:00 VII. INTERESTED CITIZENS

8:10 VIII. SUBCOMMITTEE REPORTS

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

8:15 IX. ADJOURNMENT/EXECUTIVE SESSION

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

NEXT SCHOOL COMMITTEE MEETING
April 29, 2021

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SCHOOL COMMITTEE

MINUTES

April 8, 2021

7:00PM

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

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

On a motion by Matthew Hunt, and seconded by Timalyn Rassias, it was voted to return to open session at 7:00PM. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

On a motion by Matthew Hunt, and seconded by Timalyn Rassias, it was voted to approve the March 25, 2021 consent agenda as presented. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

Katie Richards – I appreciate the thoughtful approach that has been taken to return to school. Really appreciate it but I was wondering what the plan is for the junior college essays for the remainder of the school year, especially for Mr. Tombeno's English class.

John Harrington – I will be happy to inform you privately as well. We are in the process of looking at several applicants for the remainder of the school year.

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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.

34 Gihanah Seb-Di Dio – An Instagram page has been shared about racism and how students have experienced
35 racism while in school. What has Littleton been doing for anti-racism since the start of this school year?
36 Kelly Clenchy – We have lots of Culture diversity in our district. We have received professional development
37 workshops for both administrators and faculty facilitated by Dr. Wornum. The high school is offering a course
38 of diverse culture. We have had round table discussions at the middle and high school with students and staff
39 members.
40 Elizabeth Steele – A lot of teachers have done PD lessons on their own. Teachers have been teaching their
41 coworkers. We have added more inclusive books into our school libraries. Focus groups have been formed.
42 Jason Everhart – We are making steps in this area but there will always be more steps to take. At our last two
43 staff meetings we have discussed how we can include cultural diversity into each curriculum. We have
44 challenged our staff to include it into their curricular at every subject and it is embedded in what we do.
45 Gihanah Seb-Di Dio – Do you have data you can provide for the PD that teachers have taken?
46 Elizabeth Steele – Yes, we do an anecdotal survey of the PD's that teachers have taken, so we have that data
47 from our teachers. We are conducting focus groups, so we can respond to how this has impacted the
48 classroom instructions. We are forming a DEI team which will be data driven.
49
50 Brad Austin – I understand this question was more for administration, but I wanted to let you know that this is
51 also on the school committee members' minds. I have had many emails and conversations with Dr. Clenchy
52 and know that this is part of the curriculum. Focus groups are formed and professional development has
53 happened. The Instagram page you are referring too is somber to look at and reminds us all, we can do better
54 in our school and community.
55

56 **RECOGNITION**

57 1. Superintendent Clenchy recognized Heidi MacGregor for being the April spotlight for ISTE STEM.
58

59 **PRESENTATION**

60 1. **Update to Sewer Discharge Site under LHS/Soccer Fields:** On behalf of the LWD, Director of Public
61 Safety and Communications Ivan Pagacik gave an update on the upcoming project for upgrading the
62 sewer discharge site which is sited under the high school soccer fields. Nick Lawler spoke briefly about
63 the project too. They are hoping to have it completed by November 2021. But the field will need to be re-
64 seeded and that would mean that the field would not be available for fall 2021, spring 2022 and fall of
65 2022 sport use. If sod is put down, the field would not be available fall 2021 and spring 2022. If synthetic
66 turf is put down, it would be at a much higher cost, but the field would be ready to use by spring 2022.
67

68 Mike Lynn spoke highly of having a synthetic field added to the high school fields. Having a second
69 synthetic field in town would be highly beneficial for both high school as well as youth sports.
70

71 Justin McCarthy – Which money are we using? Where do the soccer teams go for the one or two seasons?
72 If we can find the money, I would be open to learn more about synthetic options. What is the lifespan for a
73 turf field?

74 Mike Lynn – We would potentially move the soccer teams to the Russell Street and or Middle school
75 fields, but we would be tight for space. It is not ideal, but we must make the best of it.

76 Nick Lawler – Synthetic turf will have just as long a lifespan as a regular grass field.
77

78 Ivan Pagacik – We can only get bids for seed or sod. Not for synthetic turf. We would need to adjust the
79 current layout.
80

81 Brad Austin – I would need to see cost figures before I can decide. I would like to hear what the
82 community has to say. This is a lot of money.
83

Mike Fontanella – The school budget pays for the watering of the high school fields currently. The other fields are being covered by Park and Rec.’s budget. I personally feel we should investigate this further. We should exhaust every option for a synthetic turf. I think it is beneficial to look into this option. This is the best chance to get a second turf field.

Public Input:

MaryFran Mitrano – I am here to represent lacrosse. We are in full support of another turf field.

Brad Laing – I do see a lot of families using the field all the time. During Covid times we had more than 500 kids in the soccer program. I think it would be a big benefit to the town with another turf field.

Melissa Payer – I missed all the costing information. I support the further investigation. You would use less pesticide.

Mike Fontanella – Yes, a lot less pesticide use with turf.

Todd Gram – Will this jeopardize the leach field? Will the leach field be expanded?

Nick Lawler – It should not be jeopardized.

Ivan P – The discharge will be larger.

2. State of Curriculum Reports Part I: Curriculum Coordinators presented the state of the curriculum reports within their subject:

- i. Presentation I: Meredith Perry - Health and Physical Education
- ii. Presentation II: Elizabeth Rego – Mathematics

- **K-12 PE/Health** was presented by Meredith Perry, who gave a brief overview of the initiatives within the departments at all four schools:

Shaker Lane and Russell Street School

Units Covered: Non-Locomotor, Locomotor Movements, Throwing, Catching, Jumping, and Kicking

Focused on Good Sportsmanship and following HEART during PE class.

Used limited equipment this year - created our own fun.

Teachers met to collaborate on a K-5 PE Scope and Sequence and to come up with common vocabulary and skill checklists.

Middle School

During Hybrid Teaching we wanted to make sure students engaged in some form of physical activity while practicing their social distancing

High School

Utilized different online apps and websites (EVERFI; Map My Run; StoryboardThat)

Use of breakout rooms via Google Classroom.

Continued use of weight room while maintaining social distancing (sanitizing equipment in between student use)

Getting outside as much as possible (weather permitting)

Focusing on lifelong fitness

High School PE following Covid-19 rules

- **6-12 Mathematics** was presented by Elizabeth Rego, who highlighted the initiatives, recognitions, and accomplishments within the Math department at the Middle and High School.

Middle School Accomplishments:

Math Lab – Kara Rice

MCAS Strategies

Professional Development
Problems of the Week
Real World Applications
Student engagement
SEL
Technology in the Classroom

High School Accomplishments:

Advanced Placement
AP Calculus Reader
Two sections of AP Statistics
MCAS Strategies
Aligned to Common Core
Math Tutor: Ray Streeter
Professional Development
Dual Enrollment: CP Statistics
New Statistics textbooks
Technology in the Classroom using ALEKS program
Intermediate Algebra – Financial Applications
Projects

Recognitions and Awards

New England Math League (NEML)
6th Grade – Individual-based contests:
Math Kangaroo, MOEMS, BigHelp, AMC-8, MathCounts, RSM Olympiad
7th Grade – Scholastic Hardest Math Contest

Current Focus Areas

Preparing 10th and 11th grade students for MCAS
Continue to implement technology in the classroom.
ALEKS
Real world applications
New Statistics textbooks and resources
Update graphing calculators
Collaboration with Math Department

3. Spring Sports update: Athletic Director, Mike Lyn gave an update on the Spring Sports and the Fall II Season.

Fall II Participation by sport:

- V Football: 32
- V Cheer: 16
- V Boys' Indoor Track: 22
- V Girls' Indoor Track: 19

State and MIAA Guidance

- All sports at the youth, interscholastic, and adult levels must follow the current EEA guidelines (updated 4/2/21).
- MIAA Spring Season Dates: 4/26/21-7/3/21.
- MIAA Open State Tournament: 6/18-7/3 (not participating).

- MIAA Sport Committees have provided guidelines and modifications for all approved spring sports (available at www.miaa.net > COVID-19 Task Force page).
- Leagues should organize into geographic pods in order to minimize travel and limit opponents.
- Spectators per guidelines.
- Transportation per guidelines.

Sport-Specific MIAA Modifications

- Face coverings are required at all times except for designated mask breaks.
- Maintain social distance whenever possible.
- Sanitation procedures defined.
- Players and officials must arrive in uniform ready to play/officiate. No locker room access.
- Players provide their own water.
- Roster size limitations.
- Team benches redefined and expanded.
- No handshake ceremony.
- Please see the MIAA sport-specific rules modifications and guidelines documents for details.

MIAA District 2/3 Actions

- Follow all EEA, DESE, MIAA, Board of Health, and local district guidelines for athletic participation.
- Shortened season organized into geographic / competitive balance pods of schools rather than divisional alignments.
- District 2/3 Open Tournament: 6/7-6/19 (participating).
- Littleton's baseball/softball pod includes Clinton, Gardner, Lunenburg, Oakmont, Quabbin, Tyngsboro.
- Littleton's outdoor track pod includes Bromfield, Clinton, Lunenburg, Tyngsboro.
- Littleton's lacrosse pod includes Leominster, Marlborough, Nashoba, North Middlesex, St. Bernard's, Tyngsboro.
- Littleton's tennis pod includes Ayer-Shirley, Bromfield, Clinton, Fitchburg, Tyngsboro, West Boylston.
- The plan for spectators is still being discussed at this time.

A few points to consider:

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

Matthew Hunt – I am in support of a spring sport season. It is really good for the kids.

Brad Austin – How are you using the captains to encourage best behaviors. I did not think about the fact that the season goes beyond when the seniors are still in school. They would no longer be taking part in the pool testing since they will not be at school.

Mike Lynn – I remind the coaches and players all the time via twitter, weekly principal emails and coaches remind their players constantly. It is not uncommon for seniors to play beyond when the school is ending. We just have to hope that senior students are making good choices.

Justin McCarthy – I really appreciate all the hard work and best of luck for this last season.

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

- 4. State/Local/Public Health Metrics:** Katrina Wilcox Hagberg provided a presentation on the State/Local/Public Health Metrics. Her data presented was through April 7, 2021. Test positivity rate is now at 2.88% in Littleton. Littleton's rate is 23.4 per 100K. Littleton has 32 new cases and we are back in the red. Within the four schools all pools from the pooled testing have been negative. She presented that the 4 different variants have been found in this state. Mrs. Hagberg reminded everyone, parents and students, to do the right thing. Keep your mask on, social distance and use all the layers of cheese to protect yourself, your family and the community.

Kelly Clenchy – In terms of Covid cases. We have had 9 cases within the last week. 5 cases at the high school and 4 at the middle school and 2 of them were close contacts. Instead of notifications we are working on a dashboard notification, which will provide a snapshot of the overall positive cases.

Lyn Snow – Pool testing is a screening tool not a diagnostic. We have not had any positive pool testing. It is a snapshot of a moment in time. The reason why we have not seen any positive pool testing could be because the student or staff member was home the day of testing, as they should be if they have any symptoms.

Brad Austin – I am encouraged by the DESE data and seeing less infected teachers. But should we be looking at clusters at this time?

Katrina Wilcox Hagberg – We expect to find more clusters at this point, as a cluster is considered 2 or more in a confined space. We are going away from hybrid to full in-person at schools.

Justin McCarthy – Can you explain the cluster again. Is K-12 clusters actually happening in the school buildings, or are they tracing it back to sleepovers and things of that nature? "Vaccinetime" is on twitter and will notify you when vaccine appointments are available.

Katrina Wilcox Hagberg – The definition of a cluster is that you have two cases related in a shared setting.

- 5. District-Wide Update on Mental Health Supports:** This presentation was deferred to another meeting.
- 6. Update on Universal Screening for Dyslexia:** Director of Pupil Personnel Services, Lyn Snow and Director of Teaching and Learning Elizabeth Steele gave an update on Universal Screening for Dyslexia.

An Act Relative to Students with Dyslexia

- Directed the Department of Elementary & Secondary Education to issue guidelines that support district development of screening procedures for students demonstrating signs of a neurological learning disability, including but not limited to dyslexia.
- Stakeholders articulated the following critical goals, needs and concerns
- equitable and immediate access to reading support
- early screening and prompt interventions for students
- addressing risk of dyslexia begins early and in general education
- evidence-based practices for students with dyslexia will be a key concept for districts
- integrate the Dyslexia Guidelines with other DESE guidance

The Dyslexia Guidelines are intended to be a living, evolving document, one that will continue to be a source of direction and support for districts, families and especially for students with dyslexia, learning disabilities and reading needs.

Preventing Reading Failure:

Research conducted over the last 25 years substantiates the notion that students with dyslexia have unique neurological profiles, these profiles exist prior to formal reading instruction and that when provided with early and appropriate intervention, efficient neurological patterns for reading can emerge.

Avoiding a ‘Wait to Fail’ Framework

- ✓ Risk factors for dyslexia can be detected prior to formal reading instruction.
- ✓ Screening for risk is critical for efficient intervention.
- ✓ Screening is not an eligibility determination.

Universal screening for dyslexia is designed to reliably indicate each student’s unique risk for experiencing later difficulties with accuracy and fluency in word reading. Screening for dyslexia risk is not the same as evaluating a student for special education eligibility, as screening tools are designed to predict the likelihood of reading challenges without the presence of targeted interventions and support.

There is evidence to support a referral for Tier 3 instruction and/or a comprehensive evaluation among those students who perform at or below the 5th percentile on screening measures.

Littleton Public Schools – Universal Screening – Early Literacy

- MAP Growth Reading Assessments
- Fountas and Pinnell
- Acadience Reading
- AIMSWeb

Next Steps:

- Preliminary research
- Looping in related staff
- Research tools/screeners
- Finalize and formalize the plan

Justin McCarthy – Can the school diagnose a student with dyslexia now?

Lyn Snow – Yes, we are already doing that. But with this plan we will be able to diagnose a student even earlier.

Mike Fontanella – Encouraging to hear you are not starting from scratch but even more encouraging that you will be able to do even better at this point.

OLD BUSINESS

1. **Draft Calendar 2021/2022 School Year:** Superintendent Clenchy requested the School Committee to approve the 2021/2022 calendar as presented.

Justin McCarthy – Would like to have start time, early release days etc. discussion on the agenda at a later time.

On a motion by Brad Austin, and seconded by Justin McCarthy, it was voted to approve 2021-2022 School Calendar as presented. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

2. **K-8, 9-12 Full In-person return:** K-8 School Principals gave an update on their Full In-person return. HS Principal John Harrington gave an update on grades 9-12 preparations for Full In-person.

Michelle Kane – These last two weeks have been great. We have needed more support from guidance and school psychologists this week. But every student, in-person or fully remote, are “rocking it”.

Cheryl Temple – It was a pretty smooth transition for everyone. Some areas where we are struggling are in the cafeteria and at dismissal. They are making twice as many lunches as usual. Our dismissal time is still taking a little longer than usual, but we are getting better each day.

Jason Everhart – The return to the Middle School has been great, the kids have done a fantastic job. I cannot give enough gratitude to our teachers. They are still having some remote students and a lot more students in their classroom. I could not be more pleased on how well it has gone thus far.

John Harrington – We are looking forward to welcoming the students back on Monday April 12. We have purchased TV-tray tables for the cafeteria to keep the 6-feet distance. We will have the students wipe down their own small tray table before lunch. We have been updating our seating charts. Emails of updated protocols will be sent out tomorrow to students and parents.

Brad Austin – Thank you to everyone for your help in every area.

Justin McCarthy – Congratulations. Good luck to the high school next week.

Timalyn Rassias – Can we get the numbers of students coming back to the high school.

John Harrington – 95 seniors, 78 junior, 87 juniors, 88 freshmen.

3. **Extension of Pooled Testing:** Discussion on the extension of the Pooled Testing to continue to the end of the school year. The state has decided to continue their funding through the end of this school year. Superintendent Kelly Clenchy and the School Committee decided that the district will continue the program moving forward.

Matthew Hunt – I think we should continue to program to the end of the school year.

Timalyn Rassias – I agree. We should continue with the program.

Justin McCarthy – Did the Board of Health contact the school?

Lyn Snow – Yes, they have been in contact.

On a motion by Brad Austin, and seconded by Matthew Hunt, it was voted to approve the pool testing through the end of the current school year. (AYE: Unanimous). Motion carried. Roll Call Vote:

Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

NEW BUSINESS

1. **Spring Reopening MOA:** School Committee voted on the proposed LEA Spring Reopening MOA.

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

INTERESTED CITIZENS

None

383 **SUB-COMMITTEE**

384 **1. PMBC – No update**

385
386 **2. Budget – Shaker Lane – Statement of Interest.** It did not get accepted this year but that is not unusual.
387 Took a couple of years when we put in for Russell Street School.

388
389 **3. Policy – Policy IC/ICA – School Year Calendar – Second Reading**

390
391 On a motion by Brad Austin, and seconded by Timalyn Rassias, it was voted to accept the second reading of
392 Policy ICICA with mortification as presented. (AYE: Unanimous). Roll Call Vote: Matthew Hunt, AYE; Brad
393 Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

394
395 **Policy ID – School Day – Second Reading**

396
397 On a motion by Matthew Hunt, and seconded by Matthew Hunt, it was voted to accept the second reading of
398 Policy ID with mortification as presented. (AYE: Unanimous). Roll Call Vote: Matthew Hunt, AYE; Brad
399 Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

400
401 **Policy IGA – Curriculum Development – Second Reading**

402
403 On a motion by Brad Austin, and seconded by Timalyn Rassias, it was voted to accept the second reading of
404 Policy IGA as presented. (AYE: Unanimous). Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin
405 McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

406
407 **4. SEPAC – Tuesday 7pm meeting on bylaws.**

408
409 **ADJOURNMENT**

410 On a motion by Timalyn Rassias and seconded by Matthew Hunt it was voted to adjourn at 10:11PM. Roll
411 Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and
412 Mike Fontanella, AYE.

413
414 **NEXT MEETING DATE**

415 **School Committee**

416 **April 15, 2021**

417 **7:00PM**

418 **Zoom Meeting**

419
420 **DOCUMENTS AS PART OF MEETING**

421 Public Health Metrics for Covid-19

422 State of the Curriculum – Health and Physical Education

423 State of the Curriculum – Mathematic

424 Littleton Athletics Fall II & Spring 2021 Seasons

425 Dyslexia Screening Update

426 2021-2022 School Calendar

427 2021 Spring Reopening MOA

428 Policy ICICA – School Year Calendar

429 Policy ID – School Day

430 Policy IGA – Curriculum Development

431

Hilary Bridge

Art and Music Presentation Video

<https://www.youtube.com/watch?v=Db9ZhJuqC1Y&authuser=0>

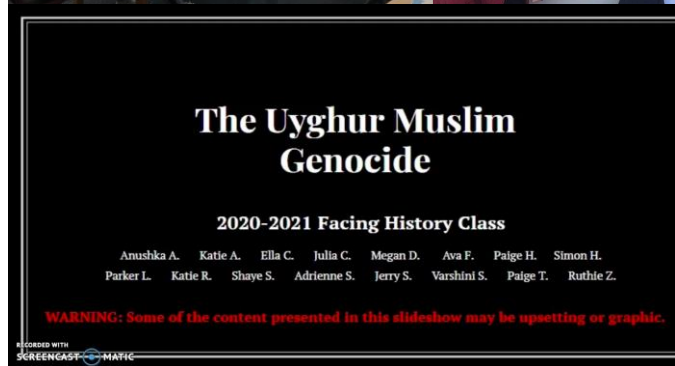
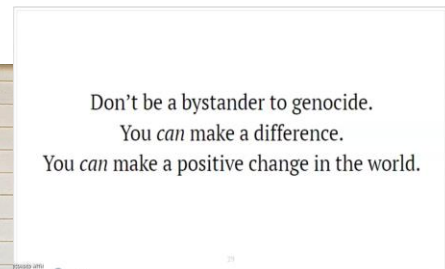
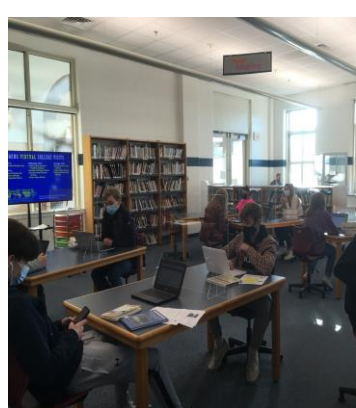
History and Social Science Department Update 2021

Mike Foustoukos

6-12 History and Social Science Curriculum Coordinator

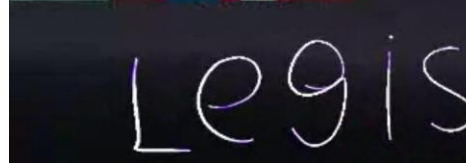
Accomplishments and Highlights

- Transition to Civics at the 8th grade level resulting in a condensed World History at the High School level
- Additional Electives at the High School level
 - Race and Membership
 - Global Studies
 - Sociology
- Presentation by Facing History to the LHS student body on Uyghur Muslims in China
- Physical Timeline of Anti-Racism by Race and Membership
- Virtual visit with Mrs. Janet Applefield, a survivor of the Holocaust in Facing History
- Financial Literacy in Economics through Everfi and DCU



Adaptations to Instruction and Learning

- Differentiated Assessment Practices
- Project Based Learning
 - Research projects in most grade levels
- Civics Project in 8th Grade and U.S. II
- Current Events
- Virtual Field Trips
 - Edward M. Kennedy Institute for Voting rights and access
- Analyzing Primary and Secondary Sources
- Revisions to work
- Higher Order Thinking Questions



Hi Ms. Morgan,

First - thank you for engaging our kids so skillfully in this election process. This had to be both an interesting and challenging time to help steward their understanding of the process and the choices that it involved.

On Wednesday morning, after the close of the election on Tuesday night, [redacted] came downstairs with the following comment:

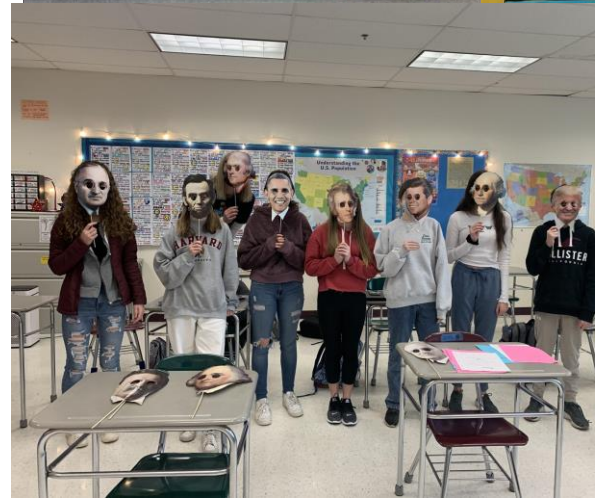
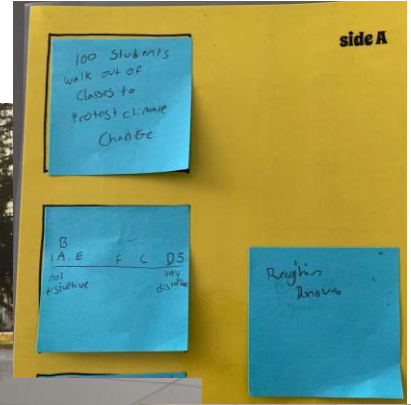
"Mom, my friends and I were just checking the electoral college - and Kanye won 60,000 votes !! lol"

To be sure - he thought that the biggest impact of that statement would be the votes for Kanye - but I was immediately struck by the reality that he and his friends "**were just checking the electoral college**" - I'm pretty sure you were the one to help make that happen. Thank you.

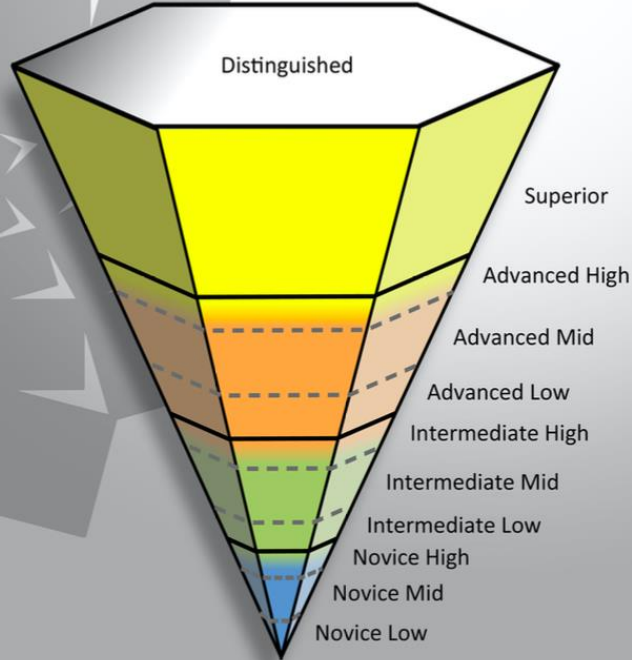


Professional Development

- Let's Talk about Race and Equity
 - Led by Susan Harvey and Heidi MacGregor
- Collaboration with the English Department to develop a shared "Humanities" course
- Middle School Social Studies Curriculum Coordination and Planning
- Best Practices for Hybrid and Remote learning
- Individual Professional Development
 - Equity and Cultural Bias
 - Civics

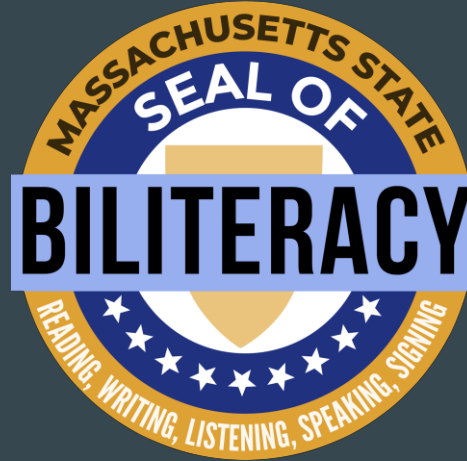


Proficiency Levelled Courses




ACTFL

Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished




Littleton Public Schools World Languages 2021

EAT TO SUPPORT 

LHS WORLD LANGUAGE SCHOLARSHIP

DINE-IN & TAKE-OUT FUNDRAISER!




ANTHONY'S COAL FIRED PIZZA
PIZZA WELL DONE

Mention LHS World Language Scholarship before placing your order

THURSDAY APRIL 8, 2021
-11:00 AM to 9:00 PM-

(978) 486-4124
201 CONSTITUTION AVENUE, LITTLETON 01460
[HTTPS://ACFP.COM/LOCATIONS-ORDER-ONLINE/](https://acfp.com/locations-order-online/)

MORE INFO 

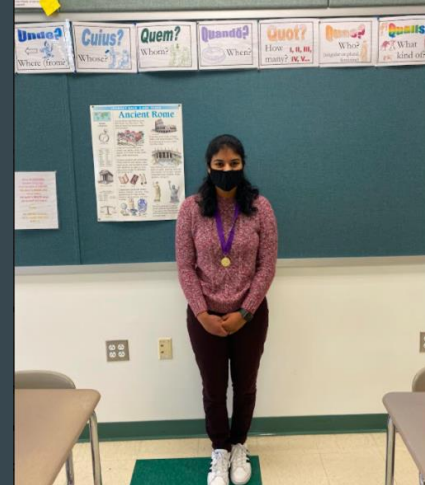
LEVEL UP



Reasons to Be Proud



Novels



Akshaya Naapa Ramesh, NCEE gold medalist

Opportunities for Students:

- National Latin Exam
- National Etymology Exam
- JCL Essay Contest
- MaFLA contests
- World Language Month
- Dual Enrollment Courses

MaFLA Poster of the Year by Leah Dennehy

WOMEN WRITING LATIN

WHO	WHAT	WHEN	COST
For current or future Latin teachers in grades 6-12 who want to include	Exploring Latin texts written by women from antiquity to today	1 hour-long meeting a week for 8 weeks, July-August 2020, on Zoom.	\$160 (\$20/mtg), plus free access to an optional weekly drop-in

ACQUISITION BOOT CAMP

© The Comprehensible Classroom

Acquisition Boot Camp (ABC) is a month-long self-directed intensive intended to introduce you to the basics of acquisition-based teaching. In this course, we will



- [HOME](#) [ABOUT](#) [JOBS](#) [PROGRAMMING](#) [AWARDS | CONTESTS](#) [RESOURCES](#) [CLASSROOM IDEAS](#) [ADVOCACY](#)

Spotlight on the remote / hybrid classroom, 3 webinars in a series on the everyday

Professional Development



REINJECTING COLOUR INTO CLASSICS w8

Echoes of Ancient Poetry in Hip-Hop

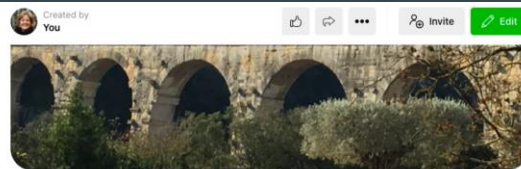
with Vanessa Stovall and Jermaine Bryant

Our final event of HT21 and possibly our favourite answer to the question: 'Why do you study classics if everything is dead?'. At first glance you probably wouldn't compare Ovid to the Notorious B.I.G. or the Augustan period with the Reagan presidency - we certainly didn't - but it turns out ancient poetry has much more to do with modern hip-hop than you might think.



THE CHRISTIAN COLE SOCIETY
FOR CLASSICISTS OF COLOUR

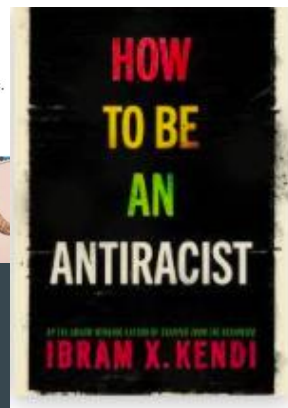
Vocabulary				
What language do I use?	5	3	1	
	Novice High	Novice Mid	Novice Low	
	I can use a limited I can use familiar I can use a small number of memorized words & expressions for common objects & actions.			
(Text type)				
How do I use language?	5	3	1	
	Novice High	Novice Mid	Novice Low	
	I can use phrase I can use memor I can use some isolated words.			
(Comprehensibility)				
How well am I understood doing the task	5	3	1	
	Novice High	Novice Mid	Novice Low	
	My errors in gram My errors in gram I can be understood only with great effort.			
(Comprehension)				
Use only for Interpersonal Tasks- How well do I understand?	5	3	1	
	Novice High	Novice Mid	Novice Low	
	I can understand I can understand I can understand a few rehearsed questions and statements. I regularly need to hear things multiple times.			



Romana

12 items · 43 views

Roman things, topics, jokes, news, etc.



Pan's Labyrinth

Por Madison Shufrin

Experimento la magia de la fantasía y los horrores del fascismo



Pan es una criatura de fantasía

"Yo quiero que tu mires este película con su familia."

Nacionalistas vs. Republicanos



Mercedes y los rebeldes

"Yo espero que te gusten las mujeres porque ellas son importantes."

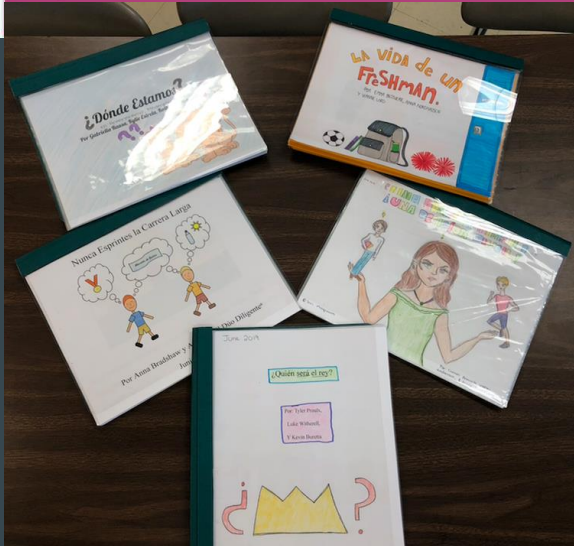


Captain Vidal y su violencia

"Cuando veas este película, no mires los escenas violentas."



Projects



Pingite et Demonstrate

Find the slide for your group number, upload any pictures, label with Latin words, phrases, and sentences.

I: Vivienne, Akshaya, Martina, Heather



2

III: Mike M. & Evelyn

Romani reges uenerunt cum Romanis (per
causam) habebant. Romanus uoluit regere regnum
causam.



5

IV: Mikey & Kashyap



Sed ipse Romulus circumibat
ostendebatque id patrum
superbia Romanis faciendum
esse.

What a Year!



«MERCI»

Stephane Legar

a gagné avec 63 071 votes!



«PEUX-TU ME DIRE?»

21 Juin Le Duo

a perdu avec 20 850 votes.

MATCH #4

«JUSQU'ICI TOUT VA BIEN»

Gims

a gagné avec 75 225
votes!



«ON A MANGÉ LE SOLEIL»

Céphaz

a perdu avec 31 373 votes.



LITTLETON Massachusetts

04/05/2021 15:10
4083smark

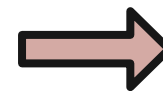
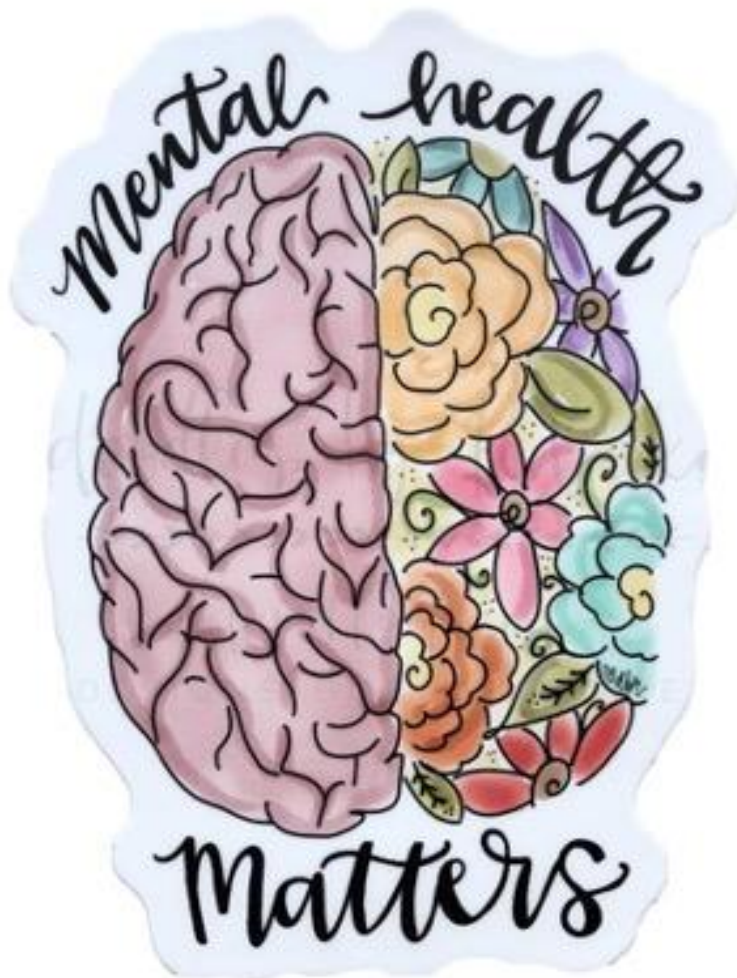
Town of Littleton
YEAR-TO-DATE BUDGET REPORT FY 2021
YEAR TO DATE THROUGH MARCH 2021

P 1
glytdbud

FOR 2021 09

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
310 Regular Education	8,630,064	0	8,630,064	5,032,531.82	31,265.64	3,566,266.54	58.7%
311 Special Education	6,284,615	0	6,284,615	2,805,333.98	801,742.12	2,677,538.90	57.4%
312 Student & Support Staff	1,310,321	0	1,310,321	663,430.08	45,613.28	601,277.64	54.1%
313 Other Instruction	295,425	0	295,425	148,530.57	2,429.03	144,465.40	51.1%
314 System Administration	1,371,194	0	1,371,194	970,055.39	17,775.16	383,363.45	72.0%
315 School Administration	1,172,640	0	1,172,640	898,537.11	914.08	273,188.81	76.7%
316 Transportation and Busing	1,215,260	0	1,215,260	712,560.04	.00	502,699.96	58.6%
317 Facility & Maintenance	1,690,243	0	1,690,243	985,626.23	210,421.14	494,195.63	70.8%
GRAND TOTAL	21,969,762	0	21,969,762	12,216,605.22	1,110,160.45	8,642,996.33	60.7%

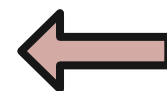
** END OF REPORT - Generated by Steven Mark **



MENTAL HEALTH SUPPORTS District Update

Littleton Public Schools

4/15/2021

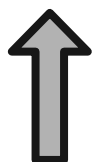


Presented by:

Lyn A. Snow M.S.ABA CAGS BCBA/LABA

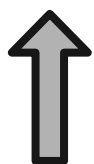
Director of Pupil Personnel Services

Littleton Public Schools





Who supports mental health in Littleton Public Schools?



+ + + + +





Everyone.





Littleton Public Schools – Clinical Team

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 - Danya Sclar
 - Evan Oberle-Hall
 - Maureen McMahon





Littleton Public Schools – Clinical Team (cont.)

- **School Counselors**
 - Justine Mathurin
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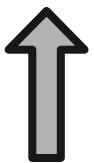
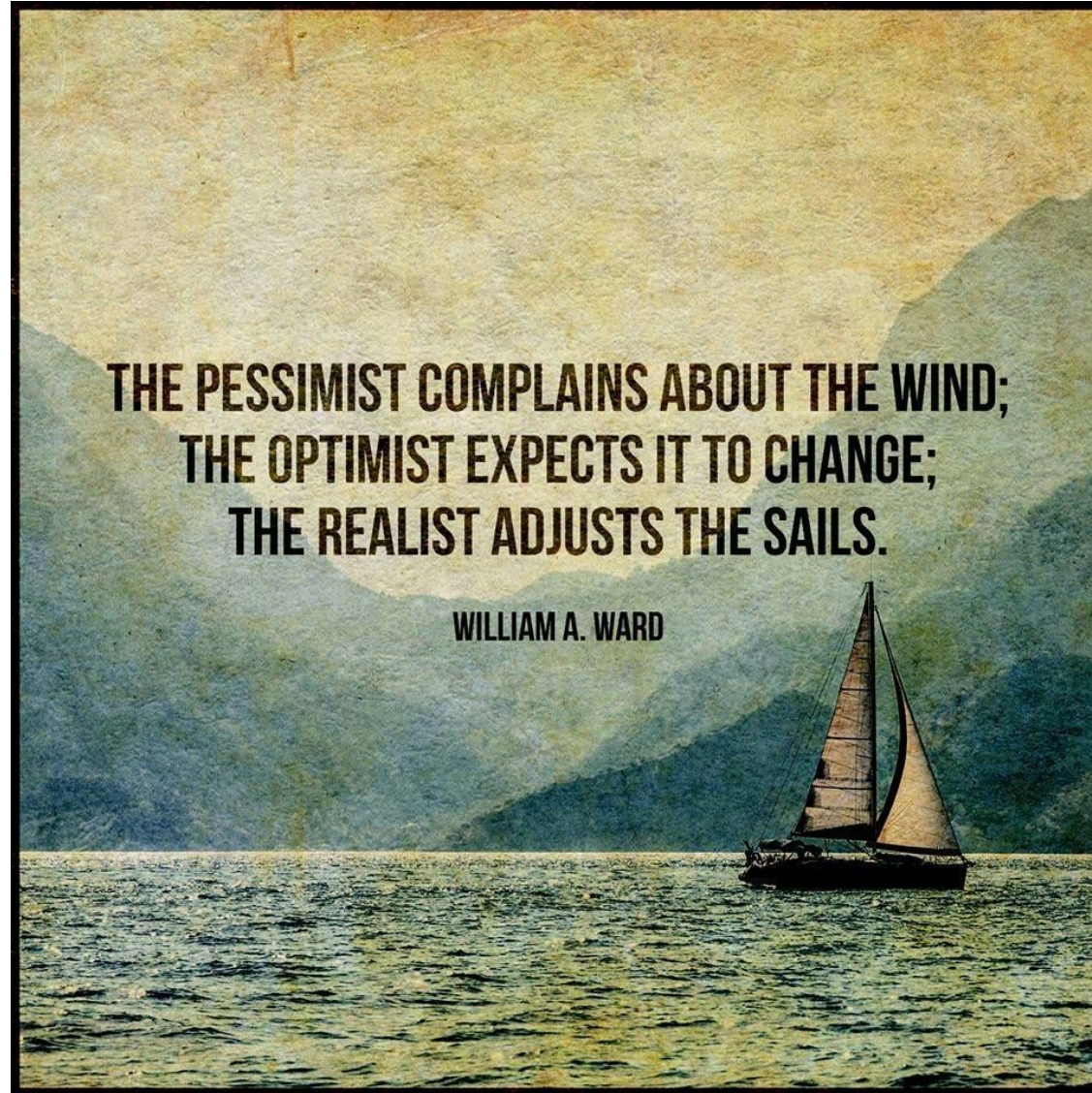
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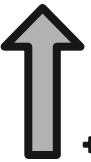




✕ Adjusting ✕ the ✕ sails.



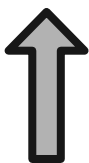
× Highlights





District

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- Using a systems approach
- Project Interface
- Massachusetts Partnerships for Youth
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- Parent Education
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- Wellness Committee
- Counseling - shift from soc. > ind.
- Student Education
- Employee Assistance Program
- Team Building
- Accommodations
- District Professional Development
- Faculty Led Professional Development
- The Gift of Time



+ + + + +





Littleton High School



- Creating a safe and welcoming environment
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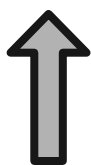
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Littleton Middle School

- Clinical team collaboration
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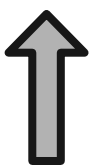
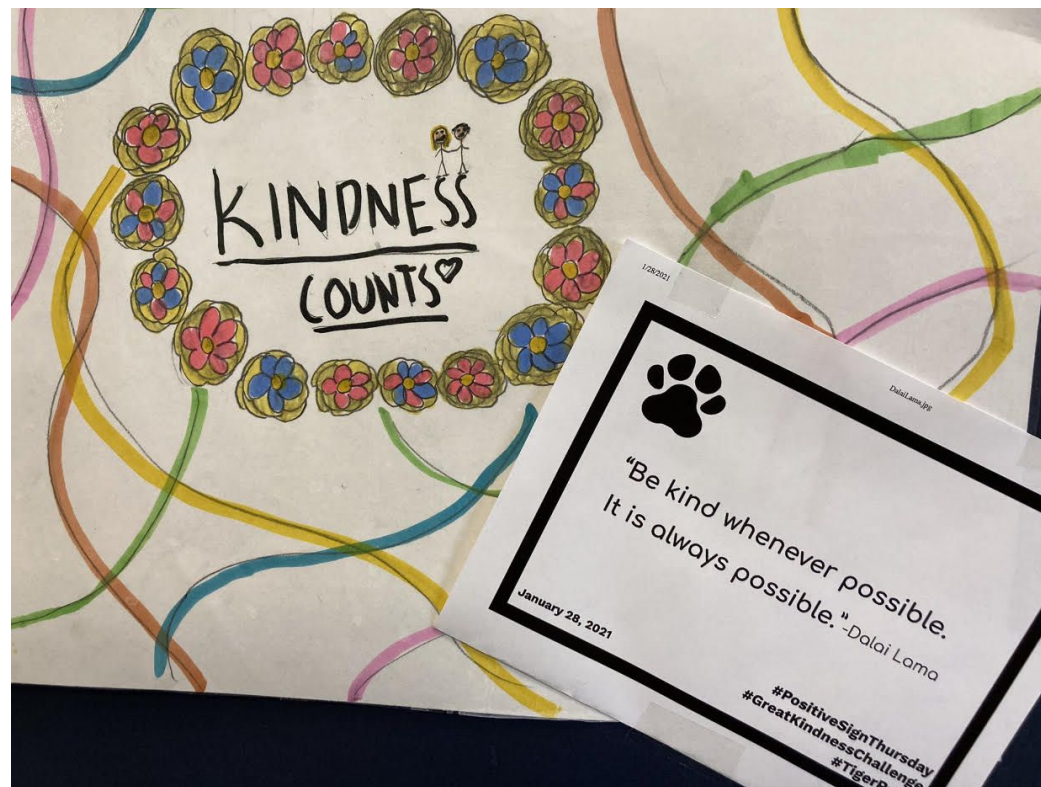




Russell Street School



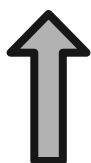
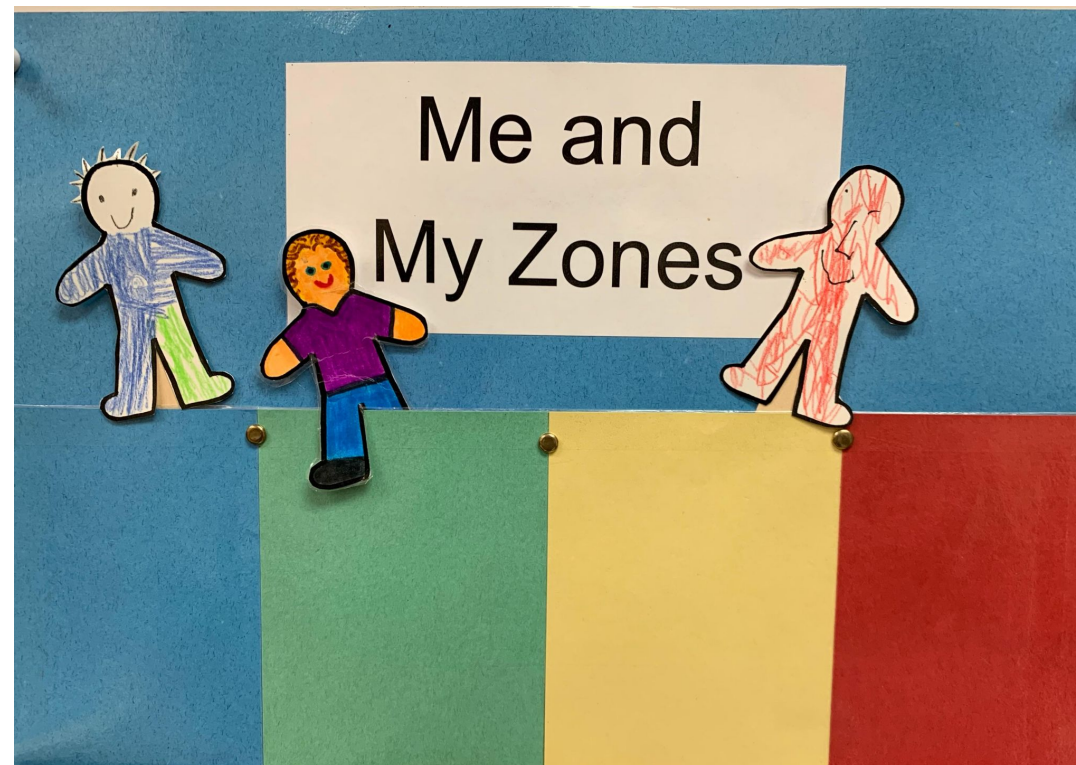
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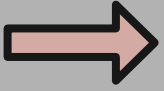




Shaker Lane

- Staff Meetings - Embedded PD
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- Focusing on the culture of the building
- Working to keep staff & students happy and motivated
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- Social Stories





Intertwining social and emotional learning and academics advances the ability of our students to adapt to change with the essential skills to effectively manage new challenges.

— Karen Burke



SOCIAL THINKING



Thoughts and Feelings



The Group Plan



Thinking with Your Eyes



Body in the Group



Whole Body Listening



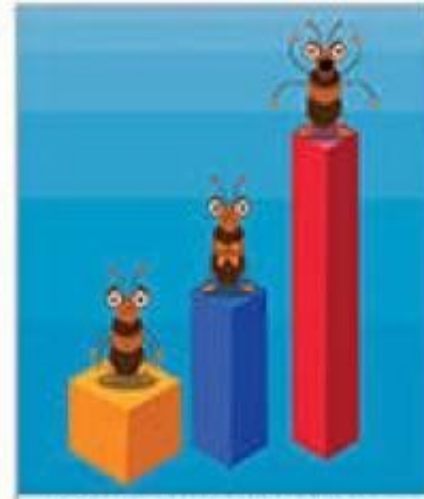
Hidden Rules & Expected-Unexpected Behaviors



Smart Guess



Flexible and Stuck Thinking



Size of the Problem



Sharing an Imagination

ZONES OF REGULATION



The Road to Regulation



STOP



SLOW DOWN



GOOD TO GO



REST/ENERGIZE



I CAN...

Have fun
Do my job
Focus
Be in control
Join in
Solve the problem



Welcome to
Destination
Regulation

STEP 1

How do I feel?



STEP 2

What Zone
am I in?



STEP 3

Do I need a tool
to regulate?
Which one?



STEP 4

Use the tool.



THE
ZONES OF
REGULATION

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25^{YRS} Social
Thinking





SECOND STEP



Empathy



Emotion Management



Emotion Recognition



Problem Solving



Impulse Control



Calming Down



Communication



Assertiveness

↑ SYSTEMIC SEL

Where do we want to go?
Where are we now, and
where have we been?

- Strategic Planning

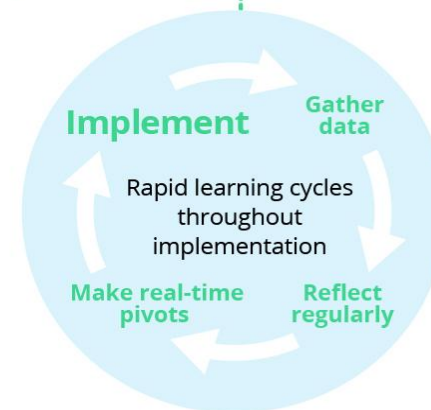
Are we moving in
the right direction?
What are we learning
on our journey?

- Reflection on implementation and outcomes
- Data analysis and planning



How do we get from
where we are now to
where we want to be?

- Implementation
- Interim Data Tracking
- Progress Monitoring





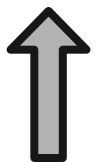
Next Steps



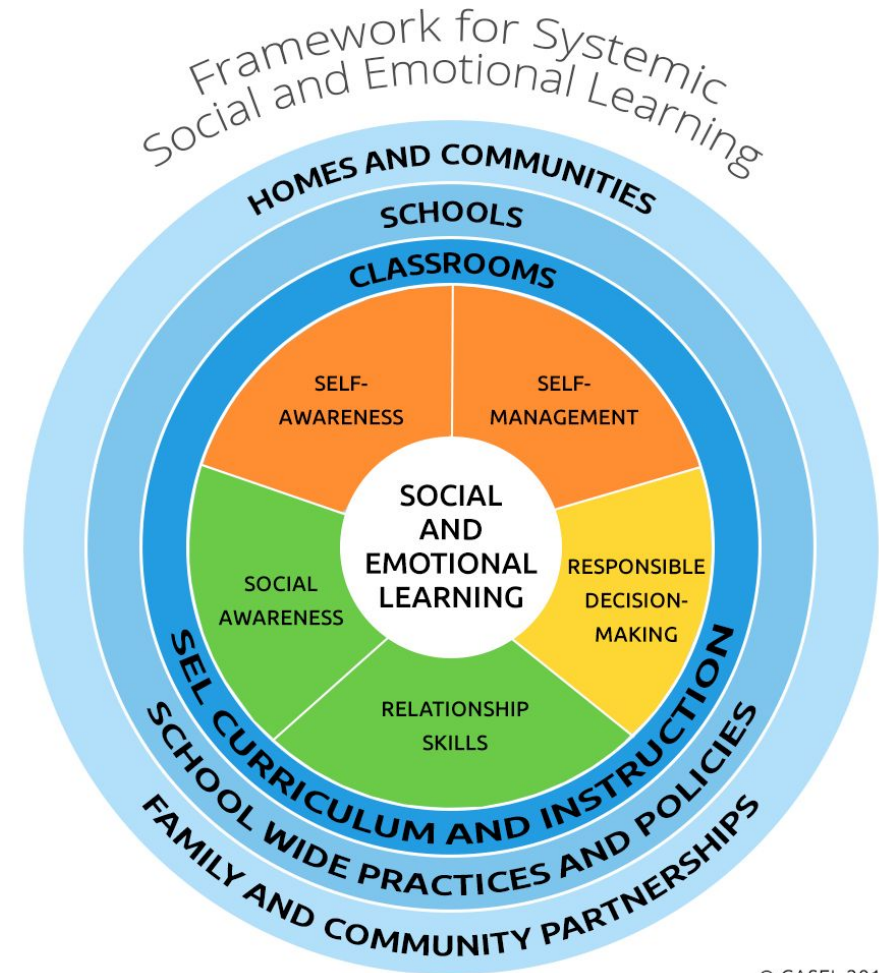
- Assessing need for additional supports
- Continuing to identify needs and priorities
- Elementary & Secondary School Emergency Relief Fund (ESSER)
- School Mental Health Quality Assessment
- Massachusetts School Mental Health Consortium
- National Center for Safe & Supportive Schools (5/10)
- Devereux Student Strengths Assessment
- Diversity, Equity and Inclusion Team
- More professional development
- More curriculum
- More Social Emotional Learning
- More kindness and grace

IMMEDIATE NEXT STEPS!

- Students, staff & families enjoy April vacation!!



+ + + + +



© CASEL 2017





References



CASEL - District Resource Center



<https://drc.casel.org/build-foundational-support-and-plan/shared-vision-and-plan/process/>

Weaving Social-Emotional Learning and Academics Through Powerful Stories

<https://edublog.scholastic.com/post/weaving-social-emotional-learning-and-academics-through-powerful-stories>

Social Thinking

<https://www.socialthinking.com/>

Zones of Regulation

<https://zonesofregulation.com/index.html>

Second Step

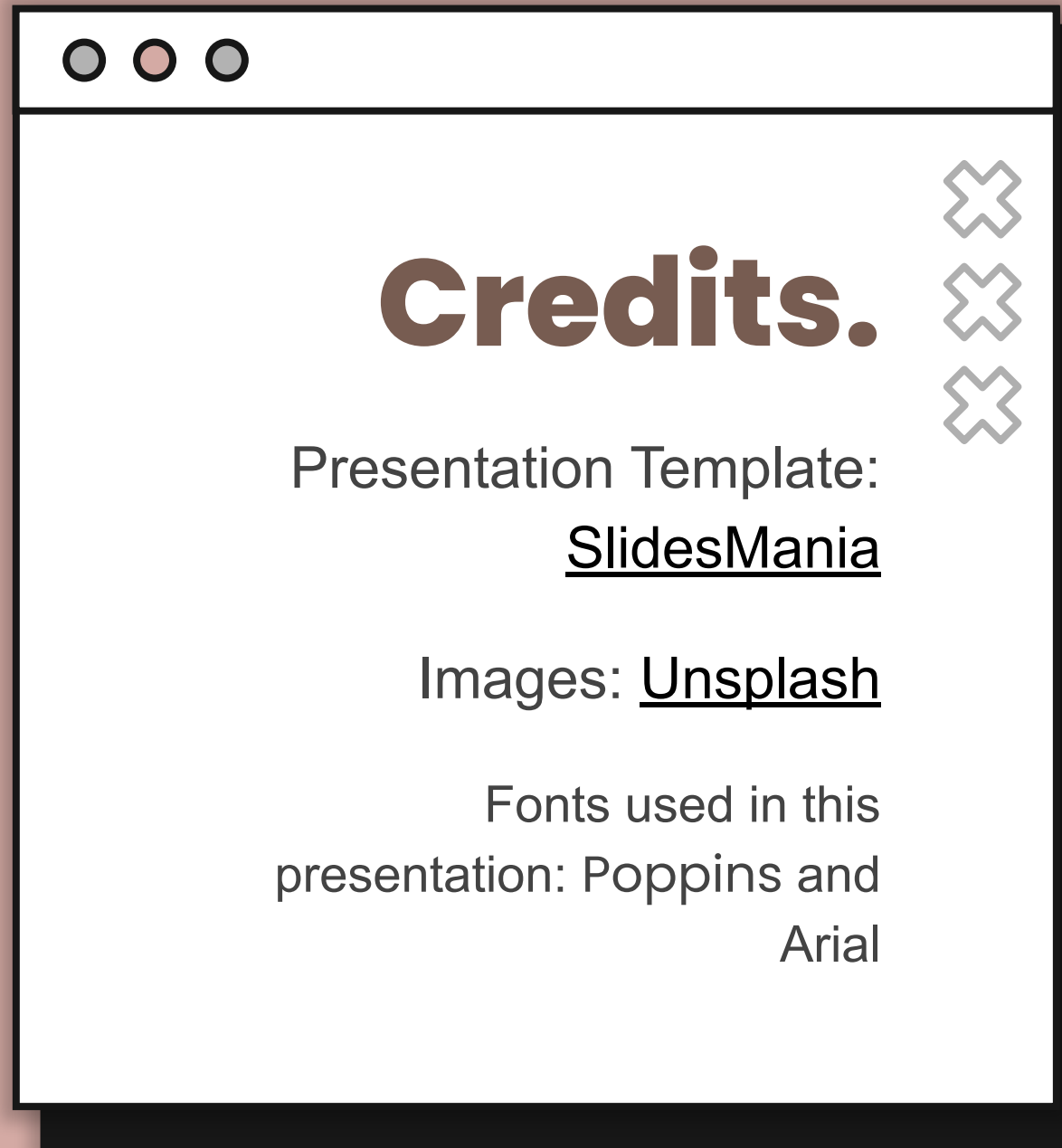
<https://www.secondstep.org/second-step-social-emotional-learning>

Thank you!



lsnow@littletonps.org
978-540-2503
littletonps.org







Everyone.





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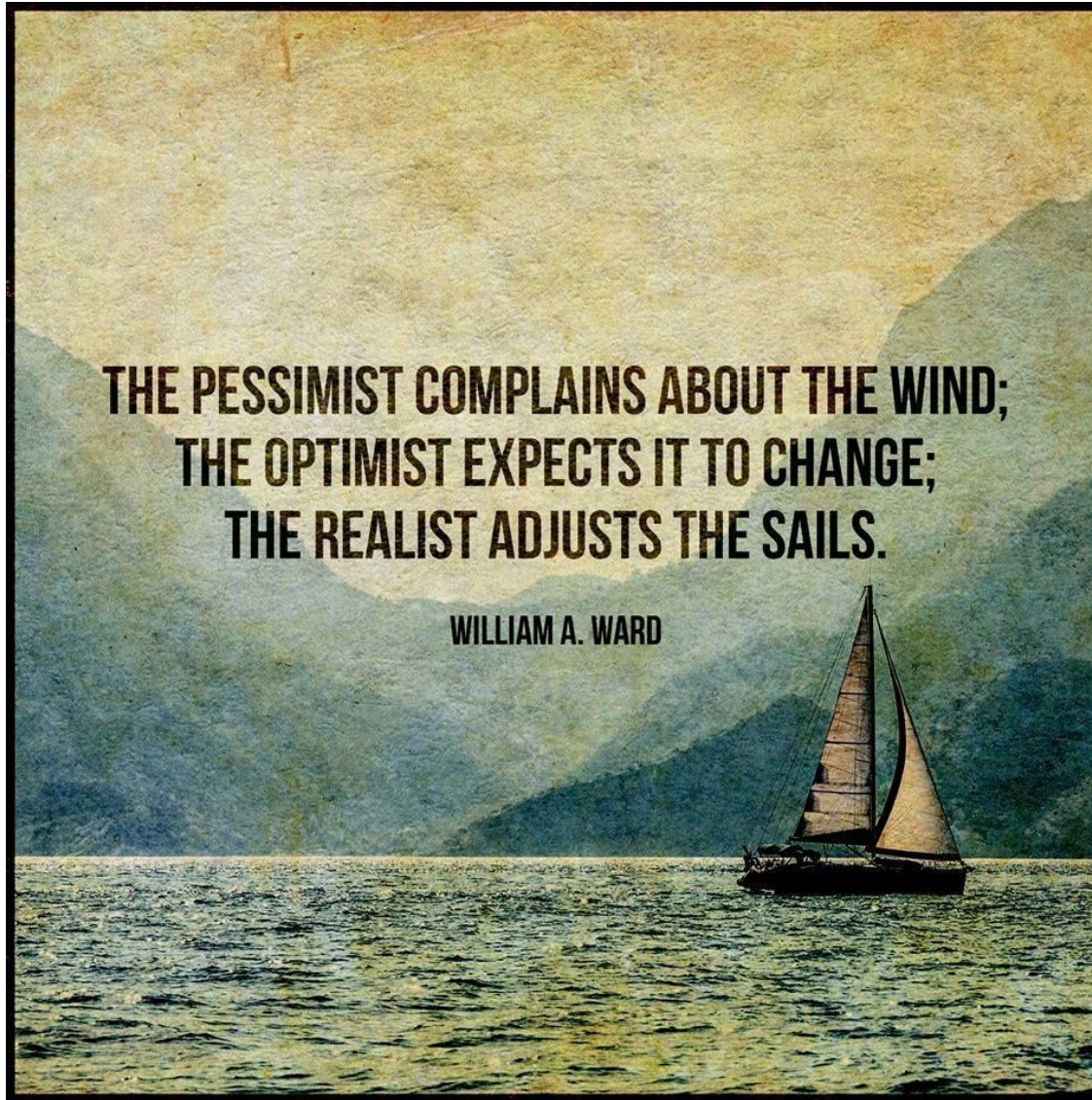
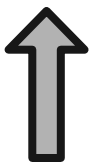


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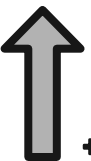


THE PESSIMIST COMPLAINS ABOUT THE WIND;
THE OPTIMIST EXPECTS IT TO CHANGE;
THE REALIST ADJUSTS THE SAILS.

WILLIAM A. WARD



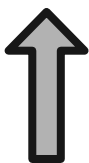
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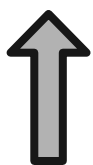




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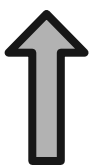
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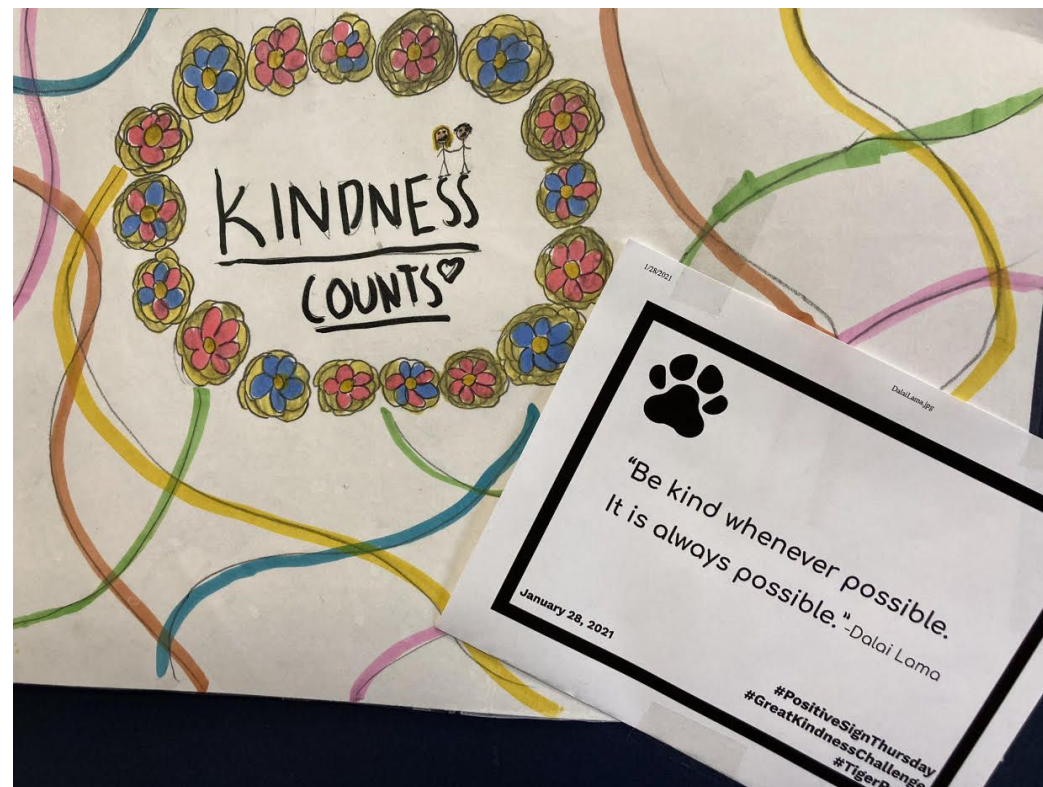




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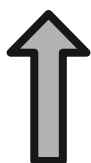
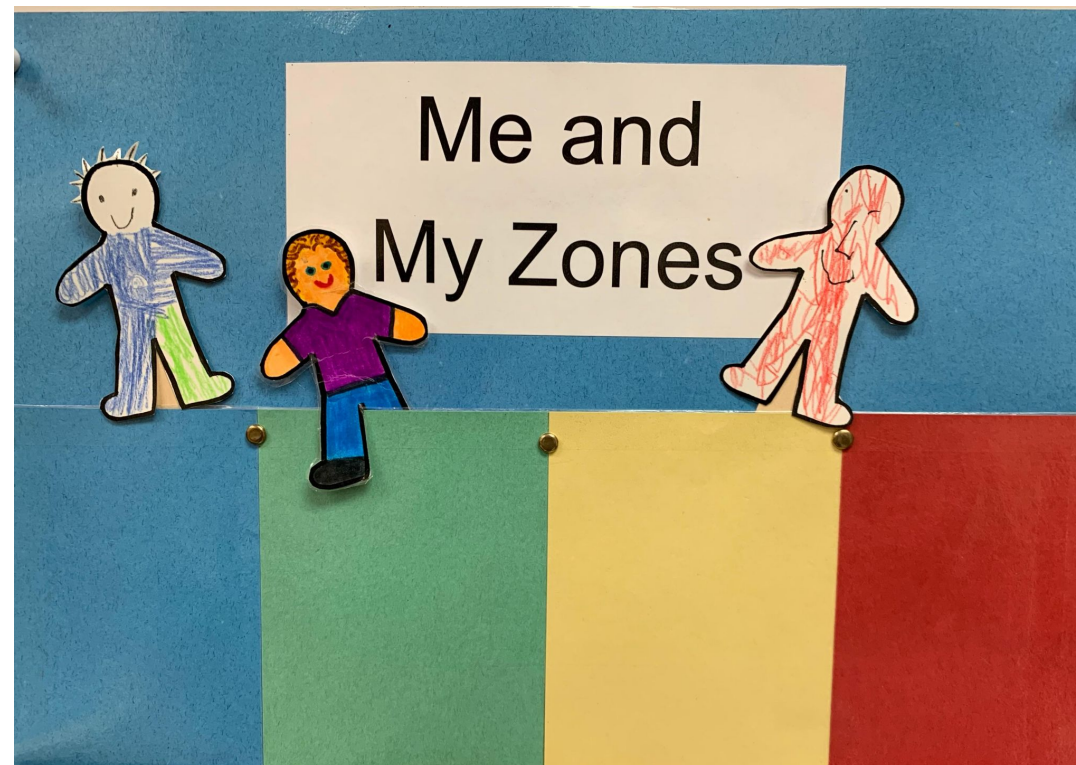
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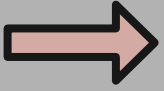




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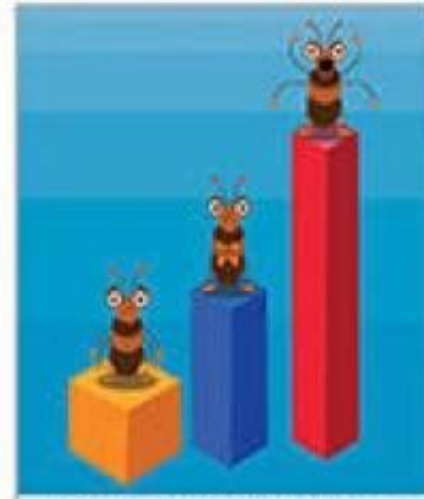
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25^{YRS} Social
Thinking





SECOND STEP



Empathy



Emotion Management



Emotion Recognition



Problem Solving



Impulse Control



Calming Down



Communication



Assertiveness

↑ SYSTEMIC SEL

Where do we want to go?
Where are we now, and
where have we been?

- Strategic Planning

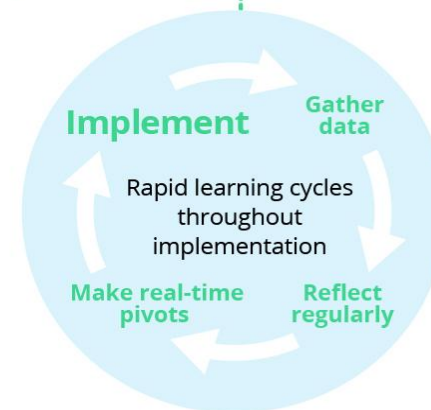
Are we moving in
the right direction?
What are we learning
on our journey?

- Reflection on implementation and outcomes
- Data analysis and planning



How do we get from
where we are now to
where we want to be?

- Implementation
- Interim Data Tracking
- Progress Monitoring





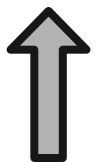
Next Steps



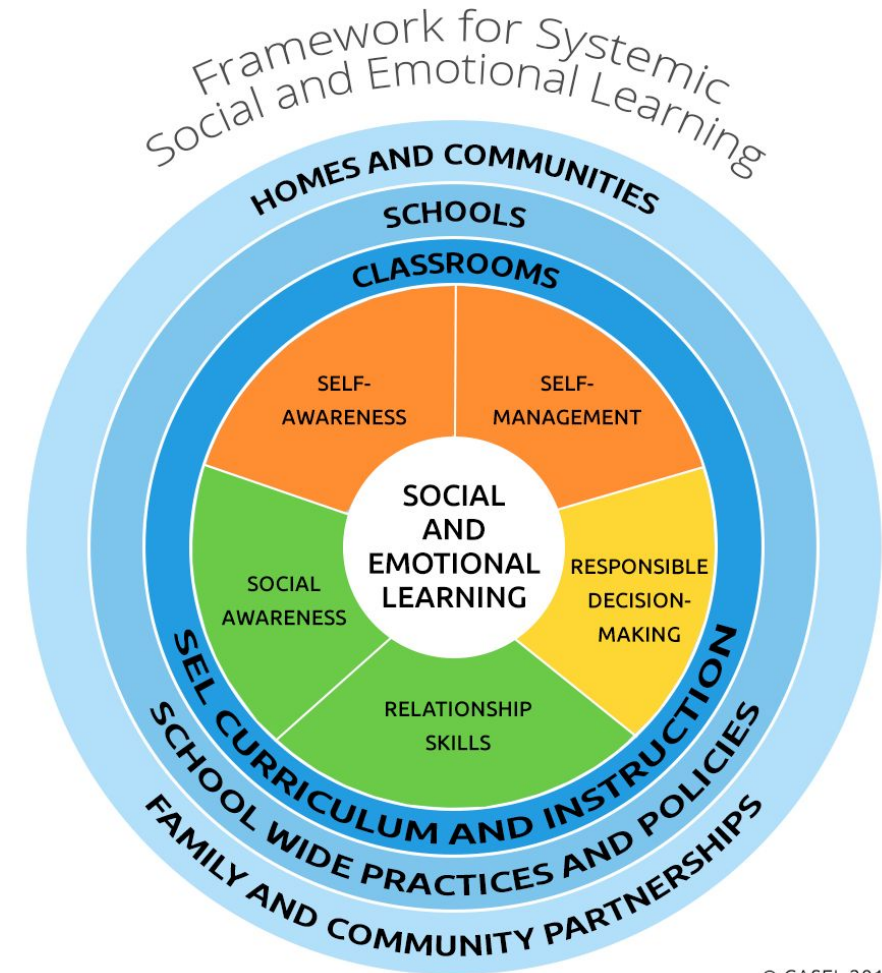
- Assessing need for additional supports
- Continuing to identify needs and priorities
- Elementary & Secondary School Emergency Relief Fund (ESSER)
- School Mental Health Quality Assessment
- Massachusetts School Mental Health Consortium
- National Center for Safe & Supportive Schools (5/10)
- Devereux Student Strengths Assessment
- Diversity, Equity and Inclusion Team
- More professional development
- More curriculum
- More Social Emotional Learning
- More kindness and grace

IMMEDIATE NEXT STEPS!

- Students, staff & families enjoy April vacation!!



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References



CASEL - District Resource Center



<https://drc.casel.org/build-foundational-support-and-plan/shared-vision-and-plan/process/>

Weaving Social-Emotional Learning and Academics Through Powerful Stories

<https://edublog.scholastic.com/post/weaving-social-emotional-learning-and-academics-through-powerful-stories>

Social Thinking

<https://www.socialthinking.com/>

Zones of Regulation

<https://zonesofregulation.com/index.html>

Second Step

<https://www.secondstep.org/second-step-social-emotional-learning>

Thank you!



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