



# ***Town of Littleton School Committee***

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JEN GOLD, Vice Chair  
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BRAD AUSTIN, Clerk  
BINAL PATEL, Member

## **SCHOOL COMMITTEE MINUTES December 15, 2022 7:00PM**

**PRESENT:** Justin McCarthy  
Jen Gold  
Brad Austin  
Stacy Desmarais  
Binal Patel (7:02PM)

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

**NOT PRESENT:**

### **CALL TO ORDER**

Justin McCarthy called the meeting to order at 7:01p.m.

On a motion by Jen Gold and seconded by Brad Austin it was voted to approve the Dec. 1<sup>st</sup>, 2022, agenda as presented. (AYE: Unanimous).

### **INTERESTED CITIZENS**

None

### **RECOGNITION**

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy thanked the Music directors and students for two wonderful winter concerts.
3. Superintendent Clenchy also mentioned that the winter fall sport season has begun.

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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.*

## **PRESENTATIONS**

- 1. Superintendent's Update:** All are affected with Colds, Flu, RSV and COVID, but the district's Covid numbers are declining. Students and staff are encouraged to take a Covid test before they return to school after the Holiday break.

➤ Upcoming Vaccination Clinics (Flu, COVID)

Location: Littleton High School Cafe

Time: 3:00- 7:00 PM

Dates: Thursday December 15, 2022

Thursday December 22, 2022

- MSBA, SL School- Enrollment Projection Meeting – Enrollment numbers have been discussed and are being looked at for the potential expansion of classrooms at Shaker Lane's new school building.
- District Leadership team recently completed two professional Development Trainings
- Adaptive X- focuses on creating equitable Classrooms, Schools and District. Explores all aspects of equity.
- Implementing MTSS (Multi-Tiered Systems of Support) through a UDL (Universal Design for Learning) lens
- Reappointment of Superintendent to CASE Board of Directors. Dr. Clenchy asked the School Committee members to vote on his reappointment.

On a motion by Brad Austin and seconded by Jen Gold it was voted to approve the reappointment of Dr. Clenchy to CASE Board of Directors. (AYE: Unanimous).

- 2. Athletic Update:** Athletic Director Mike Lynn gave an update on Fall and Winter Athletics.

### **Fall Athletics Recap**

#### **Sports:**

Cheer (V)

Boys' & Girls' Cross Country (V/MS)

Golf (V)

Field Hockey (V/MS)

Football (V/JV)

Boys' & Girls' Soccer (V/JV/MS)

Unified Basketball

#### **Teams: 17**

Athletes: 279

Contests: 206

### **LHS Fall Varsity Records**

- V Cheer: N/A
- V Boys' Cross Country: 5-2
- V Girls' Cross Country: 6-1
- V Golf: 12-3
- V Field Hockey: 11-5-3
- V Football: 3-8
- V Boys' Soccer: 6-9-3
- V Girls' Soccer: 20-2-1

## **Winter Athletics Preview**

### **Sports:**

Boys' & Girls' Basketball (V/JV/MS)  
Boys' & Girls' Indoor Track (V)  
Boys' Ice Hockey (V/JV)  
Girls' Ice Hockey (V – WA coop)  
Boys' & Girls' Swimming & Diving (V – Bromfield coop)  
Boys' & Girls' Alpine Skiing (V – Lunenburg coop)  
Gymnastics (V – G-D coop)  
Unified Bowling

### **Teams: 11 LPS / 17 Total**

Athletes: 212  
Contests: TBD

### **LHS Winter Participation**

- V/JV Boys' Basketball: 23
- V/JV Girls' Basketball: 21
- V Boys' Indoor Track: 40
- V Girls' Indoor Track: 34
- V/JV Boys' Ice Hockey: 37 (22L/11B/4P)
- V Girls' Ice Hockey: 5
- V Boys' & Girls' Swimming & Diving: 8 (2B/6G)
- V Boys' & Girls' Alpine Skiing: 11 (6B/5G)
- V Gymnastics: 4
- Unified Bowling: TBD

### **LHS Winter Participation**

MS Boys' Basketball: 15  
MS Girls' Basketball: 14

Brad Austin – On behalf of SEPAC I want to thank you for the unified basketball team. I have heard so many great things from the parents of the students involved.

Mike Lynn – Erik Arnold, a LHS Special Ed Teacher is really running this program and he's doing a wonderful job.

Justin McCarthy – Thank you for all that you do, and to everyone involved. You can tell how much the students are supporting each other and it is wonderful to see how much the community is supporting these sporting events as well. You can feel the energy when you attend a game.

3. **Update on November 8th, Tri-District PD Day:** Director of Teaching and Learning Elizabeth Steele gave an update on November 8th, Cross-District PD Day. This was our 6<sup>th</sup> Cross- District PD Day.

#### **3 Districts:**

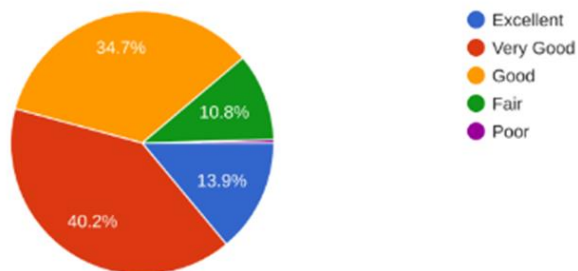
- Ayer-Shirley
- Harvard
- Littleton
- 400 educators
- #LASHlearns

Keynote: Ken Williams: Ruthless Equity: Disrupt the Status Quo and Ensure Equity for All Students

The Cross-District PD Day consisted of the keynote speaker beginning the day off with all faculty attending his keynote, then Workshop sessions I & II. After lunch, educators could collaborate amongst Grade PK-5 and Grade 6-12 faculty. Close out and reflect to end the day.

11. Overall how would you rate this PD day?

251 responses



**Some workshop feedback:**

I wish this could have been longer and can't believe how much I learned in such a short amount of time  
"LOVED IT! I want more of it! I want to go see them Co-Teaching their English Class at ASRHS"  
"Very informative about how to help students keep regulated"  
"Talking to other districts about what strategies they are using."  
"The speakers, sessions, lunch, snacks and spending the day with my colleagues. Everything ran so smoothly!"

**Challenges/To Consider:**

"Less grade level meeting time and time for another faculty led workshop"  
"Perhaps if it was narrowed down to 2 or 3 potential speakers, then have a link to information on each speaker."  
"Less Keynote, more time to collaborate"

Elizabeth Steele thanked the custodial staff, cafeteria staff, and tech department for all their help before, during and after the PD Day. Things ran smoothly all day due to their presence and everyone was well fed with a grab & go breakfast selection and a delicious lunch.

Jen Gold – Thank you to everyone planning this. It is very impressive with so many workshops geared towards PK to grade 12 faculty and the collaboration.

Brad Austin – Want to thank everyone and as an educator I really like the idea that educators get the opportunity to meet with other educators doing the same job and to be able to share ideas and collaborate. I hope we can find a way to make it more structured so these people can stay connected.

Justin McCarthy – This day is offered to all faculty?

Elizabeth Steele – Yes, we offer it to all staff, but some staff have attended other workshops outside of the district, such as NPEN in previous years, as it is geared better towards specific areas such as PE. Our nurses take part in workshops outside of the district's offerings too.

4. **Dyslexia and Early Literacy Screening Update:** Director of Students Services, Lyn Snow, Director of Teaching and Learning, Elizabeth Steele and Shaker Lane Principal Michelle Kane gave an update on Dyslexia and Early Literacy Screening.

## Presentation overview

- 1) Regulatory Update
- 2) Our Data
- 3) After the Screener

### Regulatory Update:

2018 - An Act Relative to Students with Dyslexia

2021 - MA Dyslexia Guidelines

2022 - Updated Regulation (to take effect 7/1/23)

- Each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by DESE.
- If such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress.
- Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion

### Our Data

Yellow=same cohort

Green=same cohort

Orange=single data

Fall 2021	Fall 2022
<b>Kindergarten &amp; Transitional</b> 16 Hi-risk 24 Moderate risk	<b>Kindergarten &amp; Transitional</b> 33 Hi-risk 32 Moderate risk
<b>Grade 1</b> 12 Hi-risk 14 Moderate risk	<b>Grade 1</b> 21 Hi-risk 9 Moderate risk
<b>Grade 2</b> 6 Hi-risk 9 Moderate risk	<b>Grade 2</b> 12 Hi-risk 14 Moderate risk

#### Fall 2021 (K) - Fall 2022 (Gr 1)

- X New enrollments to Shaker Lane - hi-risk
- X Students eligible for special education
- X Students scoring similarly across administrations (Fall 2021 - Fall 2022)
- X Students moved
- X Students improved

#### Fall 2021 (Gr 1) - Fall 2022 (Gr 2)

- X New enrollments to Shaker Lane - hi-risk
- X Students eligible for special education
- X Students scoring similarly across administrations (Fall 2021 - Fall 2022)
- X Students improved

Kelly Clenchy – This data is only one point of data.

Michelle Kane – This is one screener. It is a composite of all the students' scores.

Binal Patel – We are seeing Kindergarten students coming in at very different levels.

Lyn Snow – This has shifted from a specific dyslexia screener to an Early literacy screener due to regulations. It will be interesting to see what the winter data screener shows.

Brad Austin – If I understand correctly. This screening was done in early September and the teacher has had the information and tailored their instruction in October, November and December based on the results.

#### After the Screener

##### Special Education Evaluation:

- The evaluation must include assessments in all areas related to the suspected disability, plus educational assessments
- Evaluation Components:
  - History (Educational Assessment Form A)
  - Assessment (Educational Assessment Form B)
  - Educational and Developmental Potential (i.e., psychological, academic, observation)
  - Observation
  - Psychological Assessment
  - Academic/Achievement Assessment
  - Any other evaluation necessary to address
  - referral questions or suspected areas of disability

##### Determining Eligibility

- When selecting assessment tools, we consider the following sources:
  - Class performance and benchmark assessment data,
  - History
  - Language proficiency
  - Family history of dyslexia/family input
  - Relevant developmental history
  - Psychological assessment
  - Academic assessment
  - Speech and Language evaluation
  - Needs-specific rating scales

## Assessing Reading:

- Foundation level
  - phonemic and phonological awareness, letter recognition, rapid automatic naming-RAN
- Word Level
  - single word reading, of real and nonsense words
- Connected text level
  - rate and fluency of oral reading, reading comprehension
- Standardized Screening Tools
  - KTEA-3 and WIAT-4 with Dyslexia Index Scores

## Dyslexia

- Dyslexia is characterized by:
  - Difficulties with accurate and/or fluent word recognition
  - Challenges with decoding
  - Poor spelling and decoding abilities.
- These difficulties typically result from:
  - A deficit in the phonological component of language that is often unexpected.
- Secondary consequences may include:
  - Problems in reading comprehension
  - Reduced reading experience
  - Can impede growth of vocabulary and background knowledge.

## Early Identification & Intervention

 5 five	IT'S MORE EFFECTIVE
 4 four	THE BRAIN IS READY
 3 three	AVOID THE "3RD GRADE WALL"
 2 two	WAITING HURTS
 1 one	IT'S THE LAW

Brad Austin – I think this committee was excited when we heard about this screener. Is this screener working?

Michelle Kane – Yes, it is. The kids we are identifying, are students whose parents have already notified us that they had some concerns.

Lyn Snow – Requiring the Dyslexia screener is such a great tool to have in our toolbox.

Justin McCarthy – Am I understanding this correctly, that parent notification will become law in July 2023?

Elizabeth Steele – Yes, that is correct, and it is something we must make more formal going forward.

Lyn Snow – The results will be included in the progress reports going forward.

Kelly Clenchy – About 5 years ago I was having more parents telling me they were having concerns with their student's reading ability, so we have brought in Foundations. For the past two years I have not heard the same concerns from parents. We want to catch any students as soon as possible and provide the necessary tools for each student to help them along. We want students to be excited about learning.

Brad Austin – So we are doing another screener in January. We would like to receive an update after the screener is done.

Binal Patel – So it will not be Aimsweb next year?

Elizabeth Steele – We cannot make that decision at this time, but we will not be waiting until the last minute to make that change. We are still waiting for more news from DESE.

Kelly Clenchy – I am hoping that Aimsweb will make it on DESE approved list

- 5. Review of Strategic Plan Standard 3:** Community Engagement/Communication: Schools discussed SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or addition of Goals that should be taken into consideration as we review Standard 3 as part of the process for creating an updated Strategic Plan, 2023- 2028

Goals:

1. Effectively communicate the district's core values, vision, mission, and beliefs within the community.
2. Creatively and effectively utilize technology and media to communicate with all LPS constituents.
3. Strengthen partnerships with business, civic organizations, and community members at large.

#### **Shaker Lane – Accomplishments**

- Holiday Cards for the Military
- LELWD Bucket Truck
- Buddy Family Program
- Kindergarten Ambassador Program
- Grade 2 Podcast
- LHS Student Partnerships
- Community Building Events
  - Springfest
  - Book Fair
  - Shakey Storytime
  - Virtual Dance Party

#### **Shaker Lane - Challenges**

Time...not a challenge but a factor to consider

#### **Shaker Lane - Revisions / Goals to Consider**

- Art Show Relocation
- Kindergarten Overview Video
- LELWD Electrical Safety Presentation
- Other Community Programs

#### **Russell Street – Accomplishments**

Weekend Update - additions

Weekly classroom communication

Twitter, texting apps



Empowering Families Events  
Family Forums  
Mentoring/Internships LHS and LMS  
Virtual opportunities  
Community collaboration

### **Russell Street – Challenges**

What is the right amount of communication?

### **Russell Street - Revisions / Goals to Consider**

Continue to evaluate ways to improve communication and outreach to families and the Littleton community.

### **Littleton Middle School: Accomplishments**

- LMS Roadshow
- “Handle With Care” initiative
- LHS Internships
- Fundraisers: Loaves & Fishes, hurricane relief, etc.
- Holiday cards for local retirement center
- Weekend Update, Instagram

### **Littleton Middle School: Challenges**

- Making LMS a Community Hub
  - Involving families in the middle school culture.
  - Finding opportunities for families to connect with students and staff outside of conferences or email.
  - Developing sustainable ideas for non-academic connections in the building with our school community.
- Developing Two-Way Communication Between School and Home
  - Create a plan to foster sustainable partnerships between school and home
  - Discovering family needs and how the school may assist.
  - Establish an inclusive school culture that also addresses past discomfort for those families with prior negative experiences as children or adults

### **Littleton Middle School: Revisions/Goals to Consider**

- Create opportunities for families to participate in school activities
  - “Lunch With Your Student” Day
  - Classroom Observation Day
  - Assemblies and school-wide celebrations
  - Spaghetti Dinners or Community Potluck Events
  - School Year Kickoff Cookout
  - Chaperoning Dances or Kids Night Out
- Strengthen Two-Way Communication
  - More than just email or phone calls—how to generate meaningful conversations?
  - How to help families feel comfortable about communicating with us about non-academics in order to build trust and knowledge of our family community?

### **Littleton High School – Accomplishments**

- Extensive & engaging Music, Art, Athletic Activities

- Student internships- Mass Hire Program
- Dual Enrollment with Middlesex Community College
- LEF sponsored Holocaust Survivor Presentation in November
- Hosted College Fair in March
- >70 College Representatives visit LHS throughout the year
- Special Olympics Polar Plunge
- Loaves and Fishes Donations
- Coat Drive with Anton's Cleaners
- Sleep in Heavenly Peace Donations
- Effectively communicate the district's core values, vision, mission, and beliefs within the community.
- Creatively and effectively utilize technology and media to communicate with all LPS constituents.
- Strengthen partnerships with business, civic organizations, and community members at large.

### **Littleton High School – Challenges**

- As part of continuous improvement, LHS will continue to consider ways to enhance community connections and partnerships as well as communication and outreach with families

### **Littleton High School - Revisions / Goals to Consider**

- Principals' Evening Roundtables with Parents in January and April
- Principals' Morning Coffees with Parents in January, March, and May
- Financial Literacy Fair in May 2023
- LHS will also review the format of our weekly newsletter
- LHS will make more frequent updates to school webpage
- Survey students, parents, and staff members about Vision of Graduate in spring 2023

### **INTERESTED CITIZENS**

Anne Neary, Co-Chair of SEPAC – Thanked Mike Lynn and Erik Arnold for their unified sport program. How do those Tier 1, 2 and 3 work? How is the process? How do you collect the data from the assessment/benchmark program? Partnership with families? I have heard that some families would like to get some more information if their child needs intervention.

Michelle Kane – Tier 1 is in the Classroom, Tier 2 can happen in the classroom or can be outside of the classroom, Tier 3 would be an additional 5-10 minutes outside of the classroom. Progress monitoring happens every two weeks. Any student would have gone through the SST Process. Parents will sometimes be part of the intervention meeting and we will evaluate how the student is progressing. Our focus is Aimsweb, our early literacy screener, which is given three times a year.

### **SUBCOMMITTEE REPORTS**

**1. PMBC:** None

**2. Budget Subcommittee:** Budget process is well underway. We had a joint meeting on Dec. 5.

**3. SEPAC:** Two events to promote. Jan. 10 from 6-6:30PM – Parent meet & greet and then 6:30-8:30PM is a workshop which will include school psychologists.  
Tuesday Jan. 24 – Basic Right workshop.

**4. Policy:** First Reading of the following policies:

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care

On a motion by Brad Austin, and seconded by Binal Patel, it was voted to accept the first reading of the following policies JFABD, JFABE and JFABF as reviewed and presented. (AYE: Unanimous). Motion carried.

### **ADJOURNMENT**

On a motion by Jen Gold and seconded by Binal Patel it was voted to adjourn at 9:30PM. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

### **NEXT MEETING DATE**

**January 12, 2023**

**7:00PM**

### **DOCUMENTS AS PART OF MEETING**

Athletic Update

Nov. 8 Cross-District PD Day

Dyslexia and Early Literacy Screening Update

Strategic Plan Standard 3

Policies:

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care