



Town of Littleton School Committee

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JEN GOLD, Vice Chair
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

ELAINE SANTELMANN, Clerk
BINAL PATEL, Member

SCHOOL COMMITTEE MINUTES May 18, 2023 7:00PM

PRESENT: Justin McCarthy
Jen Gold (7:02PM)
Stacy Desmarais
Elaine Santelmann

ALSO PRESENT: Kelly Clenchy
Dorothy Mulone
Bettina Corrow

NOT PRESENT: Steve Mark & Binal Patel

CALL TO ORDER

Justin McCarthy called the meeting to order at 7:00p.m.

On a motion by Stacy Desmarais and seconded by Elaine Santelmann it was voted to approve the May 11, 2023, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

None

RECOGNITION

- 1. Recognize Student Representative:** School Committee Chair Justin McCarthy recognized John Feltus for his year of service (2022-2023) as the Student Representative to the School Committee and presented him with a small token of appreciation.
- 2. Student Representative(s) Report:** Student Representative, John Feltus gave his last update of events for each school.

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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.

3. Superintendent Clenchy recognized the Financial Literacy Fair at the High School and thanked Mrs. Pam Abate for her hard work, getting this event off the ground.
4. Starting an online registration for our new students. An easier way to input all the data, and for parents it will be easier for them to see their students' schedule and other important information at one place.
5. Erik Arnold, Special Ed and PACE Teacher at High School has implemented a partnership with Acton Toyota Career for our PACE students.

PRESENTATIONS

1. Two of the Curriculum Coordinators presented their State of Curriculum reports within the following subjects:

State of the Curriculum Science presentation was presented by Valerie Finnerty, who highlighted the initiatives and accomplishments within the 6-12 Science,
WE FOCUS ON ACTIVE LEARNING!

We set priorities for our curriculum review:

- Eight 1-hour after school department
- Six 3-hour PD Days
- Spend hours of extra time evaluating materials.

6-12 Science Priorities for Curricula

- Aligned to MA STE standards and NGSS.
- Inquiry-based learning can be a priority.
- Up-to-date, research-based instructional materials
- Rigorous, meets the needs of all learners
- Includes promotion of interest in STEM careers
- Includes scientific literacy--application to students' lives and interests
- Course offerings should be relevant and future-minded.
- Graduates should be college and career-ready (What is the vision of an LHS graduate?)
- Graduates who go on to major in STEM should be prepared to access college-level STEM courses
- We evaluated our current curriculum:
- Each teacher completed a curriculum survey for each course they teach.
 - Students were administered a survey for each course in which they were enrolled.
 - The surveys aimed to measure teacher and student perceptions of our current curricula:
 - What is taught, how it is taught, do the material and the course reflect diverse cultures and backgrounds, and is the classroom a safe and comfortable learning environment?

Littleton Middle School Science, Technology, & Engineering

Littleton High School Science, Technology, & Engineering

For the first time LHS students attended the 9-12 Science and Engineering Fair: MSEF

Jen Gold – So pleased with the many projects and STEM efforts. Hearing from students how much they enjoy the STEM work in the classroom.

Elaine Santelmann – I am pleased with the adoption of all the programs. I am impressed with the number of courses you offer to our students. Could you elaborate a little more on the vision of a Graduate?

John Harrington – The parameters are still being determined at school council meetings along with other committees.

Valerie Finnerty – The students are really excited to be able to participate in the STEM fair. We help them after school, during advisory and give them the necessary time to create these projects.

State of the Curriculum English Language Arts presentation was presented by David Pascucci, who highlighted the initiatives and accomplishments within the 6-12 ELA,

Highlights and Accomplishments:

- With the help of an LEF Grant, Beth Richards (author and professor at University of Hartford) Mr. Tombeno's Creative Writing classes.
- Littleton ELA Students (Grades 6, 8 and 10) in comparison with the state Scored Higher on every single question.
- 8th grade students, Sadie Roberts & Gabe Gustainis, entered the "Young Writers" writing contest. Both are going to be published in this year's journal of exceptional student work.

Professional Development

Discussed the book "Making High School Grades Meaningful" by Dr. Thomas R. Guskey (acclaimed author and professor emeritus in the College of Education at Univ. of Kentucky.) within and across departments.

In line with district and state plan goals, faculty engaged in collaborative projects within and across departments.

A part of our focus on Universal Design for Learning (UDL) as a district. ELA teachers attended evidence-based professional development on multi-tiered support systems, evidence-based tiered interventions, evidence-based literacy models, and effective leadership practices.

MCAS Magnificence in the Middle

* Creation of a positive all-school messaging campaign

"SHOW WHAT YOU KNOW!"

-Schoolwide, Student Council-sponsored poster contest

-ELA Department presentation to staff about communicating a more positive mindset.

*Focused instruction around time management

*Targeted lessons on essay organization & length

*Proctor observed outcomes:

-Students worked so hard that they required the testing window to be extended by 30 minutes.

-More students than ever before created and used their own graphic organizers to plan out their writing.

Stacy Desmarais – ChatGPT app.

David Pascucci – We have been reading articles and there is a lot of chatter on social media. Some colleagues have been very interested. How do we use this as a tool? Maybe integrating it and using it to brainstorm a lesson plan. Everyone is at a different comfort level with the program currently. We need to teach students how they can use it. There is still a large learning curve.

Elaine Santelmann – I am wondering how it could be a good tool for students. Congratulations on the work on UDL. It is a lot of work. It takes a lot of time and effort to embed these into your lesson plan.

Justin McCarthy – Can you elaborate a little more on the grading that has taken place during your PD time.

David Pascucci – What makes grades meaningful. As an English teacher we can add in so many comments. What skills students need to improve on. Certain benchmarks are universal, so we now have consistency across all subject areas.

State of the Curriculum Elementary Curriculum presentation was presented by Rachel Duarte, Ann Brazinski, Susan Mitchell.

Social Studies K-5

Shaker Lane

In grades K-2, students study citizenship, communities, and map skills through hands-on learning.

A focus on hands-on projects, creativity, and collaboration

Russell Street

In grades 3-5, students study our state's history, regions of the US, and American history and government.

A focus on reading and writing about social studies, project-based learning, and group problem solving

Science K-5

Grades PreK - 2 Connecting Themes

Pre-K

- The World Around Me

Kindergarten/Transitional

- Materials & Motion
- Animals, Two by Two
- Trees & Weather

Grade 1

- Living Non-Living
- Plants and Animals
- Light & Sound

Grade 2

- Pebbles sand and silt
- Solids and liquids
- Insects and plants

Grades 3-5 Connecting Themes

Grade 3

- Structures of Life
- Motion and Matter
- Water and Climate

Grade 4

- States of Matter
- Energy
- Soil, Rocks and Landforms

Grade 5

- Earth and Sun
- Mixtures and Solutions
- Water Cycle
- Living Systems

Math at Shaker Lane

Kindergarten and Transitional

Representing, relating & operating on whole numbers with sets of objects

Describing shapes and space

Hands-on games

Manipulatives

First Grade

Addition & Subtraction

Compare numbers

Data & Graphing

Place Value

Count & Represent to 120
2 digit add & subtract
2D & 3D Shapes
Time
Measurement
Intro to Fractions
Waggle/DreamBox

Second Grade

Fluency Add/Subtract w/in 20
Equal groups
Data
Place Value
Read, Write & Show to 1000
Coins & dollar amounts
Time
Add/Subtract strategies & fluency
Algebra
3 digit add & subtract
Length
Waggle/DreamBox

Math at Russell Street

Third Grade

Multiplication & Division
Addition & Subtraction
Fractions
Time
Measurement
Multi-Step Word Problems
Waggle/DreamBox

Fourth Grade

Place Value
Multi-Digit Multiplication & Division
Fractions
Geometric Figures
Multi-Step Word Problems
Waggle/DreamBox

Fifth Grade

Multiplication & Division (whole numbers and decimals)
Volume
Fractions
Coordinate Planes
Multi-Step Word Problems
Waggle/DreamBox

ELA-Reading K-5

Letters and Phonics

Foundations & Spelling
Handwriting
Print Concepts
Phonics & Word Study
Spelling

Speaking & Listening

Heggerty & Foundations

Phonemic Awareness

Vocabulary

Reading

Journeys & Engage NY

Fluency

Comprehension

Small Group Reading Instruction

Literature Study

ELA-Writing: Units of Study K-5

Narrative

- Small moments
- Weekend News
- Personal Essays

Informational

- Expert Writing topics
- “How To” writing
- Bringing history to life

Persuasive/Opinion

- Collections-Best in Show
- Reviews
 - Restaurant
 - Toy/Movie/Places
 - Book
- Persuasive letters

Grade Specific Topics

- Introduction to Writer’s Workshop
- Realistic Fiction series
- Poetry
- Fairy Tales
- Literary Essay
- Memoirs

Social Emotional K-5

Shaker Lane School

Showing HEART

“We are building a safe, caring, and ready-to-learn community.” - School Vision Statement

Second Step Curriculum

Diverse Read Alouds

School-Wide Community Meetings

Russell Street School

STRIPE Program

Safety, take responsibility, respect, integrity perseverance, empathy

Second Step Curriculum

Responsive Classroom

Classroom Book a Day

180 picture books read to class by classroom teacher.

Chill Zone

Shared space under stairs

STEM Integration K-2

Kindergarten

Three Little Pigs: Paper and Wood Exploration (Science)

Transitional

Storytelling with Robots (ELA)

First Grade

Mapping Our Lasercut Community (Art, SS)

Coding in Scratch Jr.

Second Grade

Cardboard Community Day (SS)

Lasercut Geometry Windows (Math) Coming soon!

STEM Integration 3-5

Third Grade

Lifecycle of a Seed Stop Motion Animation (Science)

Makey Music (Music)

Fourth Grade

Choose Your Own Adventure: Coding Stories (ELA)

Explorers with Root Robot (SS)

3D Printed Bubble Wands (Engineering)

Fifth Grade

Novel Engineering (ELA)

Functional 3D Printing (SEL)

Coding Interactive Math Word Problems (Math)

Go Bananas Unruly Splats (PhysEd) (Featured in the Lowell Sun)

Elaine Santelmann – This presentation reminds me why I chose to go into teaching.

Jen Gold – Very impressive curriculum.

Stacy Desmarais – How important is the transitional classroom?

Ann Brazinski – It is such a gift of time for students in that classroom. They are still interacting with students in grade 1 and Kindergarten and we never heard from any student that it is a negative thing to be in the transitional classroom. It allows students extra time to prepare for first grade.

Michelle Kane – Now more than ever we need this option for some of our students.

John Feltus – I went to transitional with Mrs. Constantine, which was one of my best memories.

Justin McCarthy – I was wondering about the transition from Shaker Lane to Russell Street. Are we screening our students?

Susan Michell – We do MAP testing in Grade 2. We use unit assessments. We support our students with SEL, we have reading support, math support and some teachers will re-teach concepts to our students. We analyze the data and use it.

- 2. ESSER III Update:** Director of Teaching and Learning, Elizabeth Steele, gave an update on ESSER III grant review and update.

Review ESSER III

Elementary and Secondary Schools Emergency Relief Fund (ESSER) to address learning recovery and the impact of COVID-19

- Wide range of allowable expenses
- ESSER funds are designated for one-time, short-term expenditures to address the ongoing impact of the pandemic

LPS Plan Review & Update

The ESSER Grant Plan – Updated

Total = \$357,471.00

1. 0.9% PPE Supplies
2. 9.8% Outdoor Educational/Lunch Space
3. 5.6% Technology Support
4. 5.1% Mental Health Supports
5. 27% MTSS Support
6. 21% Literacy Screener and Materials
7. 5.6% Special Education Program Evaluation
8. 25% Social Emotional Learning

Stacy Desmarais – Is this money that is out there to be spent or money we already spent?

Elizabeth Steele – Some of this money we have already spent or have already planned for.

Elaine Santelmann – Thank you for this presentation. I think the priorities set forth to allocate funds for these items are perfect for this grant.

NEW BUSINESS

1. **Town Administrator search committee appointment:** School Committee Chair Justin McCarthy discussed the Town Administrator Search Committee appointment process.

On a motion by Stacy Desmarais and seconded by Elaine Santelmann it was voted to elect Justin McCarthy to the Town Administrator Search Committee. (AYE: Unanimous).

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. **PMBC:** Meeting in June regarding the Shaker Lane building.
2. **Budget Subcommittee:** None
3. **Reading of Policy:** A revised policy will be brought to the next school committee meeting.

ADJOURNMENT

On a motion by Elaine Santelmann and seconded by Jen Gold it was voted to adjourn at 8:48PM. Roll Call Vote: Justin McCarthy, AYE; Jen Gold, AYE; Elaine Santelmann, AYE; and Stacy Desmarais, AYE.

NEXT MEETING DATE

June 1, 2023

7:00PM

DOCUMENTS AS PART OF MEETING

State of Curriculum, ELA, Science and Elementary Curriculum
ESSR III Grant Review & Update