



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 October 13, 2022 7:00PM

PRESENT: Justin McCarthy
Jen Gold
Brad Austin
Stacy Desmarais

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Dorothy Mulone

NOT PRESENT: Binal Patel

CALL TO ORDER

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

On a motion by Jen Gold and seconded by Brad Austin it was voted to approve the Sept. 29, 2022, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

Mike Gillen – Ballot question #1- Littleton teachers are urging voters to support question one on the ballot.

RECOGNITION

1. Superintendent Clenchy and Mrs. Kane have been contacted by MSBA and invited to view a school in Harvard. Today they went for a tour, which has given them some great insight to the New Shaker Lane school building.
2. Superintendent Clenchy recognized SRO John Janakos who retired this past Tuesday and wished him the best at his retirement.
3. Superintendent Clenchy recognized Jenna Kivlin, a high school senior this year and a girl football player on the Littleton football team. She was featured on Channel 5.

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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. Review of Strategic Plan, Standard 4, Goal 1, School Safety:** Update from the School Resource Officer, Detective Wodzinski, and Police Detective Fernandez, Safety and Security Advisory Committee regarding school and district safety plan. Our School Resource officer and other members of LPD gave an overview of school safety training and procedures. Detective Wodzinski explained what the ALICE protocol stands for and what it entails.

Stacey Desmarais – Issues with the doors? Are there certain devices to be used to pry open the doors?
Detective Wodzinski – I have noticed a few doors at Shaker Lane and that is being addressed immediately.
Detective Fernandez – Some of the issues have to do with fire codes. Barricades and procedures are being discussed. We must teach our students to use anything they have in their classroom.

Jen Gold – Who do we direct parents' questions to in regard to safety or questions in general?
Detective Fernandez – I would suggest they reach out to Detective Wodzinski or even the Superintendent of Schools.

Brad Austin – Our goal is to assure the public that we have a plan in place, and we are prepared.
Detective Fernandez – Our police department has been very proactive, and our police officers have lots of training.

Brad Austin – Can you walk us through a “day in your work life”.
Detective Wodzinski – Depending on the day, I start at the high school and meet with the principal to ensure there isn't any issue I need to learn about. I roam the halls to meet the students and I try to be there at lunchtime to meet the students that way as well. I continue to Middle School and Russell Street School and Shaker Lane. The younger students have a lot of questions if I'm in uniform.

Justin McCarthy – Thank you for your service! Who is the first to respond in case of an emergency?
Sergeant Doug Langley – First officer on the scene would enter – If we had an active shooter, whoever is there first, will go in. We have gotten plenty of training and during the summer, we do have mock scenarios with the fire department as well at the schools. We all have access to all the school buildings.
Detective Wodzinski – There is always someone nearby, and we will be able to respond within minutes.

Justin McCarthy – At each school we have double doors to get into the building. But once you are buzzed in, you are in the building. Is the police department ok with that system?
Detective Wodzinski – I think the system is working. There might be a better system out there, but I do believe the current system is working fine.

Justin McCarthy – Under the goal it is listed you have safety meetings, are these meeting open to the public? Maybe going forward, we will have to look at the wording of this goal.
Kelly Clenchy – They are internal meetings. We talk about strategies, and they would not be as effective if it was an open meeting. There are certain things we cannot disclose at an open meeting. And we must keep a certain confidentiality.

- 2. SEL Strategies and interventions that support building positive school climates:** Superintendent Clenchy and Director of Student Services, Lyn Snow gave a brief overview of supports and programming tailored toward building and maintaining positive school climates.

Who supports the social emotional needs of Littleton Public Schools?

- Everyone

Clinic Team Leaders

Sarah Dorfman, School Counselor, Licensed Social Worker

Teresa Fiori, Behavior Analyst, Board Certified Behavior Analyst

- Conduct Monthly Meetings
- Formal/Informal Needs Assessments
- Review district protocols, data collection procedures
- Referral/Intake/Discharge/Ongoing Monitoring & Follow-up
- Serve as a member of the LPS Wellness Committee
- Coordinate screenings, organize implementation, analyze results
- Professional Development
- Community Outreach

Clinic Team Members per school

@ Shaker Lane

Danya Sclar, NCSP, School Psychologist

Anna Dyadko, LMFT, Adjustment Counselor

Katie Sapp, LABA/BCBA, Behavior Analyst

Mary Philpot, NP, Nurse

@Russell Street

Jacklyn Quesnel, CAGS, School Psychologist

Rachel Leighton, M.Ed, School Counselor

Teresa Fiori, LABA/BCBA, Behavior Analyst

Kathleen Sullivan, RN, Nurse

@Middle School

Maureen McMahon CAGS, School Psychologist

Sarah Dorfman, MSW, Adjustment Counselor

Teresa Fiori, LABA/BCBA, Behavior Analyst

Kathy McCarthy, RN, Lead Nurse

Cassandra Caley, RN

@High School

Melissa Benson, LMHC, School Psychologist

Tracy Turner, LICSW, Adjustment Counselor

Chris Christy, MSW, School Counselor

Jennifer He, M.Ed, School Counselor

Chris Porell, RN

District Strategies

- Diversity, Equity & Inclusion
- Care Solace
- Massachusetts Partnerships for Youth
- Parent/Staff/Student Surveys
- Community Connections
- Screening/Evaluations
- Wellness Committee
- Counseling
- Student Education
- Employee Assistance Program
- Team Approach
- District Curriculum Accommodation Plan
- District Professional Development

- Faculty Led Professional Development
- Ecological Restructuring

Littleton High School

- Safe and welcoming environment; open doors, comfortable furniture
- Surveys/Needs Assessments/Progress Monitoring/ Screening
- Youth Risk Behavior Survey/Signs of Suicide Program
- Staff drop-in times
- Mindfulness practices
- Individual school counseling & short-term counseling groups
- Young Adult Group with Transition (18-22) Program
- Therapy Dogs
- SEL instruction imbedded throughout the day
- LHS School Counseling Newsletter & Instagram
- School wide assemblies
- Walking Club on Wednesdays
- Advisory program
- New programs/initiatives development - e.g., Bridge Program, Universal Screening
- Consultation and collaboration with community-based treatment providers
- Information & referrals for community-based treatment

Littleton Middle School

- Clinical team collaboration
- Anxiety reduction
- Re-entry after hospitalizations
- Mindfulness practices
- Signs of Suicide Prevention Program
- Youth Risk Behavior Surveillance
- Helping students through hard moments
- Accountability partners
- Classroom lessons - pronouns
- Fact vs. Feelings, Three good things
- Field day
- Friday music (staff)
- Pizza trolley
- Cairns
- Advisory Program
- Liaison to outside clinicians
- Referrals-Care Solace, Interface

Russell Street School

- Spirit Week
- STRIPES - PBIS
- Special themed activities
 - (RSS Day, You've Been Booed, sports days, etc.)
- Breaks with students
- Therapy dog visits
- Lunch Bunch
- Parent Engagement
- Check ins/consults with students and families

- Mental Health Minute added to the Weekend Update
- Keeping students connected with one another - morning meeting/end of the day activities
- Constant adult presence - arrival, dismissal, cafeteria, recess
- Social Thinking lessons
- SEL times added to the schedule
- Table Talk Tuesdays
- WIN Wednesdays

Shaker Lane School

- Staff Meetings - Embedded PD
- Relationship Building
- School Pride/Spirit Days
- Focusing on the culture of the building
- Working to keep staff & students happy and motivated
- Being there for staff - pivotal impact on students
- Group and individual support
- Class Lessons
- Zones of regulation
- Social Thinking
- Social Stories

Social and Emotional Programs in our schools:

Second Step Program – Problem Solving Steps program for Grade K through Grade 5.

Social Thinking or thinking socially refers to a process we all go through in our minds as we try to make sense of our own and others' thoughts, feelings, and intentions in context, whether we are co-existing, actively interacting, or figuring out what is happening from a distance (e.g., media, literature, etc.). Our ability to think socially is part of social emotional learning that begins at birth and evolves across our lifetimes. Social thinking, in this context, is also referred to as social cognition and has a deep and rich base of support in developmental research.

NEXT STEPS

- Community Connections
- MS/HS - SEL Curriculum Review
- LHS BRIDGE Program
- VOCAL Data Follow Up Survey
- Universal Screener 6-12
- Review of Existing Surveys/Screeners

Brad Austin – I really appreciate this presentation. How we are pro-active especially at Middle and High School. I really like hearing how the teachers are collaborating. Common planning time. What is going on with the Bridge program?

Lyn Snow – We are still looking to staff it. It is so important to have the right staff to assist students' needs. But we are actively looking for personnel.

Stacey Desmarais – It doesn't seem like we have a lot of data on students' social and emotional needs but mostly on their academics. How are we measuring all of these combined?

Lyn Snow – The screening tools that we use do help us gain that data.

Kelly Clenchy – We do track all our referrals. As an example, if a grade 2 teacher is working on SEL skill in their classroom, we measure the progress. Certain SEL skills may take longer to learn for some students.

Brad Austin – Care Solace - Are we still using it?

Lyn Snow – Yes, we are still using it. We have heard from families how much this has helped them.

Brad Austin – Suicide prevention, how to deal with anxiety.

Lyn Snow – We continue to work with these programs and provide support.

- 3. Superintendent's Update:** October 1st student enrollment. The overview was included in the packet. He mentioned the upcoming vaccination clinics on Nov. 1st, Nov. 15th and Nov. 29th. This fall Connections Workshops program will take place on Oct. 26th from 5:30-7:45PM. An email was sent out to all LPS families on Friday Oct. 7th. Park and Rec will provide daycare during the workshops.
- 4. Review of Strategic Plan:** Principal Everhart and Principal Harrington reviewed the Strategic Plan as noted: Standard 1: Curriculum, Instruction, and Assessment. Each Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or goals that should be taken into consideration as we review Standard 1 as part of the process for creating an updated Strategic Plan, 2023-2028

Middle School Presentation:

Goals:

- Goal #1: Implement standards-based Pk-12 curriculum that is aligned with State Frameworks and is well articulated vertically and horizontally.
- Goal #2: Develop and implement a five-year curriculum review cycle to enhance and/or refine curriculum, Pk-5 and 6-12.
- Goal #3: Use multiple forms of data to measure and evaluate student achievement.
- Goal #4: Identify and implement effective instructional practices to support the academic achievement and social-emotional skills of diverse learners.

Accomplishments:

- LMS ELA Department aligned curriculum to spiral skills and texts from grades 6-8 and build on previous learning.
- LMS Math Department adopted a new math curriculum.
- LMS Science Department began the process of a curriculum review.
- Focused greater attention on MAP scores as an indicator of academic growth and to determine the need for remediation or Tier 2 supports.
- Increased expectations for projects and assessments that require students to transfer and apply content knowledge, demonstrate proficiency and reduce homework load.

Challenges:

- Finding time for educators to work with their department teachers to consistently assess content, skill acquisition and student expectations as they move from grades 6-8.
- Supporting educators with consistent professional development that target middle school-specific instructional strategies.
- Evaluating our Tier 2 supports to address individual student needs over general remediation.

Revisions/goals to consider:

- Implementation of Culturally Responsive Instruction and Universal Design for Learning as consistent, daily practices.
- Inquiry-based, high engagement lessons with a focus on critical thinking and demonstration of content knowledge.
- Digital citizenship that goes beyond internet safety and targets the identification of misinformation and finding credible sources for online research.

Brad Austin – I love the UDL focus in the classroom. The assessments have to match that.

Jason Everhart – Assessment should be part of what we are doing. That focus is part of our trend.

Justin McCarthy – I appreciate MAP assessments and that you are doing something with the test scores. Maybe we can do a better job finding more appropriate materials for professional development that is better geared towards middle school level.

Jason Everhart – We are trying to look at new ways, better ways to do things in the middle school.

High School Presentation:

Goals:

- Review Program of Studies and conduct comparative analysis of high school graduation requirements
- Science and Fine & Performing Arts departments are commencing the first stage of their Curriculum Review Process
- Mathematics department is focused on identifying and addressing any skills gaps from past two years
- World Language is aligning curriculum units to the new state Frameworks
- History & Social Science department is providing Genocide education
- ELA is focused on developing reading identities, writing fluency, and self-efficacy
- All departments are focused on incorporating UDL practices and emphasizing lesson relevance

Accomplishments:

- New Financial Algebra Class
- Strong emphasis across departments on integrating UDL into instruction
- History & Social Science implemented revised Curriculum Frameworks
- Mentoring and coaching new science teachers in grades 6-12
- Offered more electives in Fine & Performing Arts
- New PACE Program in Special Education
- Abundant professional opportunities related to UDL were provided over the school year
- Revamped Student Support Team process for students struggling with behavioral, academic and emotional concerns
- Offered Dual Enrollment courses in partnership with Middlesex Community College in US History, English, Latin, French, and Statistics
- Continued Seal of Biliteracy
- New Electives: AP Macroeconomics, Financial Algebra, Intro to Programming, Theater Arts
- Financial Literacy units in Economics and Statistics courses continue
- Civics emphasis and Projects in US History II

Challenges:

- Addressing and remedying student attendance concerns from the past two years
- Adapting instructional practices in response to disrupted learning experience for students during the past two years
- Supporting social emotional and academic needs
- Creating and implementing a new Bridge Program that provides short-term, intensive academic and emotional support for students returning to school after an extended absence

Revisions/goals to consider:

- Develop Bridge Program
- Continued implementation of UDL and Culturally Responsive Teaching
- Review and align assessment and grading with best practices
- Commence re-accreditation preparations in Fall 2023
- Provide time and support for World language department as they implement new frameworks
- Make any necessary adjustments in response to recent changes in MCAS
- Review and enhance Computer Science, Engineering, and Environmental Science Offerings

NEW BUSINESS

1. **2023/2024 LPS Capital Plan:** Business Manager, Steve Mark presented a draft Capital Item Plan Request for the FY24 budget year. The draft overview was included in the packet.

Brad Austin – I have heard a lot of schools are putting solar panels on their school roofs.

Steve Mark – We have discussed this with the electric department already.

One of the main focuses is the high school roof. Its life span of 20 years is close and soon we will have to start thinking of the roof at the middle school, which currently is 16 years old. We do have an option to seek funding through MSBA but we would not be able to do so until the roof is 25 years old and there is no guarantee that we will receive any money. So, we need to have some discussion about this soon.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. **PMBC:** None
2. **Budget Subcommittee:** Budget subcommittee before next school committee meeting.
3. **SEPAC:** A meeting is scheduled for Oct. 17th at 1PM with staff of LPS.
4. **Policy:** None
5. **School Start time Subcommittee:** Sending out survey to families the last week of October. Open forum meeting scheduled for Nov. 10, 2022.

ADJOURNMENT

On a motion by Jen Gold, and seconded Brad Austin by it was voted to adjourn at 9:17PM. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; and Stacy Desmarais, AYE.

DOCUMENTS AS PART OF MEETING

Strategic Plan, Standard 4, Goal 1

SEL Strategies and Interventions

October Enrollment

Strategic Goal – Standard 1 – Middle and High School overview

2023-2024 DRAFT Capital Plan for FY24