



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 27, 2022 7:00PM

PRESENT: Justin McCarthy
Jen Gold (7:03PM)
Brad Austin
Stacy Desmarais
Binal Patel

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

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

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to approve the Oct. 13, 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 district's coaches for their dedication to our students throughout this fall season.
3. Superintendent Clenchy thanked everyone who was involved with the Connections Workshops which were held on Wednesday Oct. 26.

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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.

4. Superintendent Clenchy mentioned that the district held another Vax clinic on Wednesday, Oct. 26, and more are scheduled in November. The clinics are all at Littleton High School.

PRESENTATIONS

1. **Advanced Placement (AP) Testing:** The high school administration gave a brief overview of the May 2022 AP assessment results.

AP Courses at LHS

AP Psychology

2. AP English Literature & Composition

3. AP United States History

4. AP Calculus AB

5. AP Statistics

6. AP Biology

7. AP Physics C: Mechanics

8. AP Computer Science Principles

9. AP Computer Science A

10. AP French

11. AP Spanish

12. AP Art History

AP Studio Art

14. AP Macroeconomics

Subjects where students took 2022 AP Exams

1. Computer Science A

2. Calculus AB

3. Spanish Language & Culture

4. English Literature & Composition

5. United States History

6. Psychology

7. French Language and Culture

8. Latin

9. Environmental Science

10. Music Theory

11. Biology

12. Calculus BC

13. Statistics

14. Computer Science Principles

15. Physics C: Mechanics

16. Chemistry

17. Human Geography

18. AP Drawing

Number of students taking AP exams: 107 students took 210 AP exams

Number and Percentage of Exams at each AP Score Level, May 2022

*Results include students who took multiple exams

36% of the students taking the AP Exam scored a 5 on their exam

Number & Percentage of students with one or more scores of 3 or higher

87% of the students taking the AP exam scored a 3 or higher.

Summary

- 81% of students scored at least a 3 on one AP Exam
- 46% of Graduating class scored a 3 or higher on an exam at least once
- 75 exams scored a 5
- AP Calculus and AP Statistics had two sections last year
- AP Statistics and AP Psychology have two sections this year
- AP Computer Science A was added this year

Binal Patel – It is so important that you are looking after the balance of the individual student. Can you talk a little about the AP Course(s) vs Dual enrollment.

John Harrington - Dual Enrollment can be very beneficial if a student knows that they will be entering a state school. They will be able to use them as college credits. We do try to encourage the students to take some electives and enjoy their senior year at the high school.

Brad Austin – Dual enrollment can be tricky. Some classes can count towards college credits.

Stacy De – AP Classes – trying to stand out amongst their peers. Are there other ways that we help them to stand out?

John Harrington – Our intern and work internship programs have grown. It started out small but has really grown within the last few years and we are having students being paid for their internship while in high school.

Justin McCarthy – It looks as if it is about 40% of our students that take an AP class/exam.

John Harrington – You do not need to take 6 or 7 AP classes, just one of two AP classes will pop on a college application form.

Justin McCarthy – How many students do we have on average in each class?

John Harrington – We have some classes with just a few students where our teachers are teaching both AP and honors curriculum in the same class.

- 2. LPS Professional Development Plan 2022-2023:** Director of Teaching and Learning Elizabeth Steele gave an update on LPS Professional Development Plan 2022-2023, Standard 2, Professional Development, Goal 1:

Focus Areas:

Universal Design for Learning
Culturally Responsive Teaching Practices
Elementary Writing Curriculum
Elementary Math Curriculum
Updated WL Standards & Arts Standards
Foundations
Social Emotional Learning

LPS PD Roadmap: A total of 12 Early Release Professional Development Days

2 District-Based PD Days
4 Building-Based PD Days
6 Faculty-Led PD Days

The Plan: District**First Day of School: September 6, 2022**

Keynote by Dr. Katie Novak. During this session, we explored what MTSS is and is not and covered specific UDL aligned strategies on how to universally design lessons and activities to increase accessibility, equity, and inclusivity in school systems.

District-Based PD Pathways: September 28 & November 2

Culturally Responsive Teaching Early Adopters

UDL with Novak Educational Consulting

District-Run Culturally Responsive Teaching

Cross-District PD Day: November 8, 2022

Cross-district professional development with Ayer-Shirley Regional School District and Harvard Public Schools. We will welcome Ken Williams as our keynote speaker. The focus of this year's Cross-District PD Day will be a continuation of themes from last year including UDL, Equity, SEL, Trauma Informed Practice, and Innovation. Littleton will host this day-long PD this year at Littleton High School.

The Plan: Schools:

Building-Based PD

Shaker Lane and Russell Street →

Curriculum focused PD for math and writing

Littleton Middle →

Building Relationships (advisory, developing team/school identities, establishing new school traditions)

Littleton High →

UDL, Advisory Platform, Staff Wellness and Collaboration

The Plan: Faculty-Led:

The Faculty Led Professional Development is intended to benefit both teachers' individual development and school and district-wide improvement efforts by connecting meaningful differentiated professional development with school and/or district improvement goals. The 2018-2023 Littleton Strategic Goal areas include 1) Curriculum, Instruction, Assessment 2) Professional Development 3) Community and Communication 4) Climate and Culture 5) Technology. Each Strategic Goal includes Strategic Objectives and Action Steps to frame the improvement efforts. Professional Development proposals must connect to either the School Improvement Plan or the District Strategic Plan.

Examples of PD Topics / Activities:

- Professional Book Club, Study Group, Literature Review or Action Research
- Planning school-wide initiatives
- Curriculum: Vertical planning, new coursework, Interdisciplinary units, Strategy/Methodology implementation
- Looking-at-Student Work
- Instructional Strategies, SEI, Technology integration

Binal Patel – Can you tell us some more about the Culturally Responsive Teaching workshop?

Elizabeth Steele – Cultural Responsiveness and practices. On the first PD Day we sat down and defined how to identify and engage with the students in a culturally responsive way. What can I (the teacher) do to be aware during my time teaching in the classroom?

Kelly Clenchy – Nothing is in a silo; we just have to put a label on it but it all connects.

Brad Austin – This is also about choosing resources.

Elizabeth Steele – It is being reflected in how we design and instruct lessons and what we use to do that.

Stacy Desmarais – Do you have any data on how many teachers are participating in which faculty-led workshops.

Elizabeth Steele – I do not have that data yet, as the faculty-led workshops haven't taken place yet this school year, but we do track it. We provide professional development certificates to our faculty as well. We do have an official sign up for our staff. We do track their attendance.

Kelly Clenchy – We are involving more staff in our professional development. We highly use the “train the trainer” model. We are in a really good spot in this district.

Brad Austin – How are we choosing? How long will the Social and Emotional be a focus for this district?

Elizabeth Steele – I believe we will be focusing on this for at least another year. We will be focusing on UDL for at least another 3-5 years. Our educators are really excited about this topic, and we want to see it fully embedded in our classrooms.

Brad Austin – I believe that faculty is comfortable with UDL so I would like to believe that faculty is not taking their first step in cultural responses. Could you elaborate a little more.

Elizabeth Steele – This is another step moving in that direction. Our administrative team had training provided by Dr. Wornum, which was our first step a couple of years ago. Certain things are already embedded.

Kelly Clenchy – This is similar to technology integration. Some teachers are more comfortable than others, but we support them all along the learning curve. I do not think the “checkmark” is ever complete. Everything keeps evolving.

Brad Austin – I really like the structure of the PD days and that you are giving the faculty time to work together. To collaborate and show each other their way of teaching.

Elizabeth Steele – The structure we are currently using has worked really well for our district. All of our educators and administrators are working together. We do have high expectations for our district, and we are able to continue to have high expectations because of our professional development days.

Kelly Clenchy – There is always talk about the benefits of full days vs. half days. Our biggest challenge is finding time. The challenge of a full day is how to find the time and the money for it. If we used a full day vs a half day, we must make up that school day somewhere else to obey the 180 school days. We would have to pay the teachers for an extra day if we were to extend their total days. This would need to be negotiated.

Elizabeth Steele – Our teachers are able to learn and grow with ongoing and embedded professional development.

Justin McCarthy – Thank you for the presentation. It sounds like it is Littleton's culture. But how much professional development do we really need? I do hear from the community that we have a lot of half days. But how much do we benefit from 12 days versus 8 days instead? Do we have a way to measure the success of 8 half days versus 12 half days. Every 3 hours out of the classroom is about 27 students not getting instructions in each classroom. We all know that our students are behind because of the last two years so wouldn't it be better if we had students in the classroom and getting instruction instead of having 12 half days. I'm thrilled that our teachers are doing yoga, I am just not sure how much benefit we get from a yoga class. Amended as requested on the Nov. 17th school committee meeting: I'm glad that we are offering diverse professional development such as yoga classes, which can be applied to the classroom, but I am just not sure how much benefit we have with massive amounts of professional developments.

Elizabeth Steele – Education is constantly evolving. The yoga class is not just about yoga poses. It teaches our faculty to teach the students ways to cope with stressful situations and they learn how to center themselves.

Kelly Clenchy – I'll compare this to taking up a trade. People learning a new trade take up a lot of time practicing. To become an effective teacher, you do spend a lot of time practicing the domain.

Justin McCarthy – I do see that our teachers are having many opportunities for other professional development through the tuition program. They get pulled into workshops for math curriculum and other instructions.

Elizabeth Steele – Our faculty do have many options for professional development. But it is for the benefit of our students. We are all in this because of the students/kids.

Stacy De – I think it is a balancing act. Between families, students, and our faculty, maybe we can find a more common ground for everyone to benefit.

Jen Gold – Maybe look at other surrounding towns and see how we can deliver this information. I would like to see some alternatives. How many professional days do they offer?

Kelly Clenchy – Our professional days are worked in with our negotiation. These days have paid off.

Stacy De – Is there any program we could look at where the students were part of the professional development days?

Brad Austin – Measure of successful rating. It is more than college admission. The Social and Emotional aspect plays a big role. A welcoming environment in the schools is important too.

Justin McCarthy – The half days cause stress for the families. The alternative for the child can sometimes add more stress on the child as well. Most kids just want to be in school.

INTERESTED CITIZENS

Åse Kaldestad - Co-chair SEPAC – Thanked the District for being invited to the Connections workshop last night. As far as I could see from the AP report I do not see any students with disabilities taking the AP course. Even if a student does not get a perfect score, they should have the chance to participate in an AP class. Has the high school had any students with a disability take an AP class? It looks as if we need to encourage our students with disabilities to take an AP class.

Kelly Clenchy – We do have students on 504 how have been taking dual enrollment classes.

Justin McCarthy – We will provide an answer directly to Åse if any students with disabilities have taken any AP courses.

SUBCOMMITTEE REPORTS

1. PMBC: None

2. Budget Subcommittee: Budget subcommittee has a meeting scheduled for Nov. 9th.

3. SEPAC: A parent meeting took place on Oct. 17th. More meetings are scheduled for Dec. and Jan. 2023.

4. Policy: None

5. School Start time Subcommittee: Survey being sent out to families on Tuesday. We have had lots of responses already. We encourage everyone to participate. An open forum is scheduled for Nov. 10, 2022.

6. Shaker Lane building: None

ADJOURNMENT

On a motion by Brad Austin and seconded by Binal Patel it was voted to adjourn at 8:45PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

DOCUMENTS AS PART OF MEETING

AP Exam Results

Strategic Plan, Standard 2, Goal 1 Professional Development

NEXT MEETING DATE

November 17, 2022

7:00PM