



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

DARYL BAKER, Vice Chair
MATTHEW HUNT, Member

MIKE FONTANELLA, Chair

JENNIFER WILSON, Secretary
ERICA PODGORNI, Member

**The Littleton School Committee will meet at the
Littleton Police Department Community Room
500 Great Road
Thursday, October 25, 2018**

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

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes – October 11, 2018
 - Oath to Bills -
and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

1. **Fall Sports:** Superintendent Clenchy will recognize the Fall Sports Teams.
2. **Student Representative(s) Report:** Student Representative(s), Madelyn O'Meara and Kriti Sharma will give a report of events for each school.

7:20 IV. PRESENTATIONS

1. **Littleton High School Senior Project:** *LHS Senior Andrew Reilly is asking for approval from the School Committee to Construct a covered sitting area and flower bed combo for the Littleton High School.*
2. **School SIP Updates:** *Principals John Harrington and Cheryl Temple will present an update on the major highlights and successes of the 2017/2018 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.

3. **Alternative Structured Learning Day Programs:** An initial presentation that discusses the concept of Blizzard Bags as a means of replicating instruction during school cancellations due to inclement weather.

8:30 V. OLD BUSINESS

1. **Distribution of Meal Charge Policy EFD**

8:35 VI. NEW BUSINESS

1. **Question 3:** A question of transgender rights
2. **MASC Resolutions:** Chair Fontanella will lead a discussion in regard to the proposed MASC Resolutions.
3. **Discussion in regard to November 8, 2018 School Committee Meeting.** Superintendent and one SC member will not be in attendance due to MASC/MASS conference.

8:50 VII. INTERESTED CITIZENS

8:55 VIII. SUBCOMMITTEE REPORTS

1. **PMBC**
2. **Budget Subcommittee**
3. **Policy Subcommittee:** (see LPS website to view all policies)

9:00 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

NEXT MEETING DATE

November 8, 2018

**The Littleton School Committee will meet at the
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SCHOOL COMMITTEE MINUTES October 11th, 2018 7:00 PM

PRESENT: Mike Fontanella
Daryl Baker
Jennifer Wilson
Erica Podgorni

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Madelyn O’Meara (8:10)
Kriti Sharma (8:10)

NOT PRESENT: Matthew Hunt

CALL TO ORDER

Mike Fontanella called the meeting to order at 7:00p.m.

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the Sept. 27, 2018 consent agenda. (AYE: Unanimous). Motion carried.

INTERESTED CITIZENS

Maggie Buckley – She has two students at Shaker Lane and supports adding another SRO to the district and having a more visible police officer at the Elementary schools. They have a great influence on the community and build a healthy relationship for younger students, who learn at an early age, who they can reach out to for help other than school faculty.

RECOGNITION

1. National Merit Scholarship Awards - Principal Harrington recognized the two students, Sarah Gordon and Ella Heitmeyer, who received the National Merit Scholarship Award.
2. Academic Excellence Award: Superintendent Clenchy and Principal Harrington recognized the two LHS students, Sarah Gordon and Ella Heitmeyer, who received the NSDC Academic Excellence Award.
3. Madelyn O’Meara & Kriti Sharma gave a brief overview of the activities taking place at the schools.

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35
36 **PRESENTATION.**

- 37 1. PTA Update by Timalyn Rassias, PTA President. She provided an update of all the PTA's
38 involvement within the entire district. A couple of events to be on the lookout for is Shaker Lane's
39 Winterfest in January 2019 and the 4th Corn Hole Tournament at Littleton Middle School scheduled
40 for March 2019. At Russell Street School and Littleton Middle School the PTA is trying a new
41 approach this year. Instead of several fundraising efforts they have started RSS & LMS Annual
42 Appeal. RSS goal is \$10,000 and LMS has a goal of \$6,000.
43 The School Committee members thanked the PTA for their involvement and all the effort they are
44 putting into the schools.

- 45
46 1. 1:1 Chromebook Update presented by Natalie Branch, Julie Lord and Principal Harrington -

- 47 ● Second year of the LHS 1:1 Program Rollout
48 ● Program Options: Lease/Purchase or BYOD – Annual technology fee
49 ● Freshman, Sophomore, and Juniors
50 ● All Grades participating by 2019-2020

51 **For Students and Families:**

- 52 ● LHS 1:1 Program Website - FAQs
53 ● Informational night with the Tech team in July - prior to enrollment
54 ● technology@littletonps.org
55 ● Chromebook charging station located in Library & Chromebook loaners cart located in Library

56 **For Staff:**

- 57 ● Cross district collaboration yearly in November with Harvard and Ayer/Shirley
58 ● Professional Development scheduled for December 5, 2018 - Google Environment

59 **Program Survey Highlights:**

- 60 ● Brief survey sent to LHS Faculty in June 2018
61 ● 20 Respondents - Limited sample size
62 ● Close response questions and one open-ended question
63 ● Overall results corresponded with anecdotal feedback from parents, students, and faculty throughout
64 the year
65 ● Very positive views of program and its impact on instructional experience
66 ● Enhanced access to technology tools for researching, reading, writing, creating, collaborating, and
67 presenting
68 ● Some concern surfaced with student responsibility: Bringing devices charged and ready for class
69 ● Some students still adjusting to the new routine of bringing device to classes
70 ● Impact on classes with Seniors who do not participate in 1:1 Program will lessen next year when all
71 grades participate

72 **Positive Highlights**

- 73 ● "The new program allowed me to utilize Google Classroom more effectively"
74 ● "The 1:1 program means my students always have access to the internet and can work easily in a
75 group on a shared document."
76 ● "Chromebooks allow access to digital technology such as videos, online interactives and shared
77 documents."

78 **Areas for Growth**

- 79 ● Strengthening student responsibility for charging and bringing device to class
80 ● Increasing awareness of instructional technology tools that enhance instruction
81 ● Expanding program to all LHS grades in 2019-2020
82 ● Survey Parents and Students for additional feedback

83
84 Meredith Perry, Health Teacher at LHS and Jennifer Feudo, LHS Special Ed teacher spoke of the
85 benefits of the 1:1 Program and how it has enhanced their curriculum and given students opportunities
86 to be more engaged and involved. Google classroom allows for students to share online portfolios and
87 post work in multiple formats. It has had a positive impact on the students and teachers and has been a
88 huge help when searching for reliable sources and having all students able to be online at the same
89 time.
90

91 The Superintendent and the School Committee thanked the Tech department for their leadership in the
92 roll-out and the success of this program and all the support given to the teachers.
93
94

- 95 2. Advanced Placement (AP) Testing - Principal John Harrington and Assistant Principal Comeau gave a
96 presentation on Advanced Placement scores of the Spring 2018 exams. 98 High School students took
97 AP exams and 88% scored 3 or higher. A total of 31 students received AP scholar.
98 Final notes: LHS students are taking multiple AP exams and are excelling in multiple disciplines.
99 11 AP Courses are currently running at LHS, 87/98 (89%) Students scored at least a 3 on one AP
100 Exam, AP Art History is offered again in 2018-2019, AP French is offered this year, AP Calculus AB
101 has two sections this year, LHS would like to offer AP Computer Science in the future
102
- 103 3. School Improvement Plan (SIP) updates from Shaker Lane and Russell Street School 2017-2018:
104

- 105 ● Curriculum, Instruction and Assessment
 - 106 ● Professional Development
 - 107 ● Community / Communication
 - 108 ● Climate and culture
 - 109 ● Technology
- 110

111 Mrs. Kane, Principal of Shaker Lane School gave an overview and highlighted the topics within the SIP for
112 her school. She spoke briefly of the many initiatives at Shaker Lane.

- 113 ● Curriculum, Instruction and Assessment:
 - 114 ○ Implementation of the Fountas and Pinnell Benchmark Assessment System, Leveled Literacy
 - 115 Intervention, Beginning implementation of Dreambox, FOSS Science curriculum exploration,
 - 116 Social Thinking Curriculum, Guided Math Exploration, SST Committee & Intervention Form,
 - 117 Final SBRC development
 - 118 ● Professional Development:
 - 119 ○ Fountas & Pinnell Benchmark, SEL, Guided Math, and Faculty-led sessions.
 - 120 ● Community / Communication:
 - 121 ○ Parent Communication Survey, Collaboration with LHS Staff & Students, Service Learning
 - 122 Projects, Participation in Global Read Aloud & Global Play Day, Continued Shaker Lane
 - 123 Weekly News, Twitter, Press Releases through Jordan Mayblum Account Executive John
 - 124 Guilfoil Public Relations
 - 125 ● Climate and culture:
 - 126 ○ Monthly Community Meetings, Council on Aging Partnership, Scheduling Committee,
 - 127 Monthly Team Leader Meetings, Grade 2 to 3 Teacher Collaboration & Move-Up Day,
 - 128 Monthly Staff Outings
 - 129 ● Technology:
 - 130 ○ Integrated VR Goggles, Continuation with Tech Tuesdays & Hour of Code, Building
 - 131 Technology Team developed, Digital Citizenship program
- 132

133 Mr. Bazydlo, Principal of Russell Street School gave an overview and highlighted the topics within the SIP
134 for his school. He spoke briefly of the many initiatives at Russell Street.

- 135 ● Curriculum, Instruction and Assessment:
 - 136 ○ K-5 Vertical Alignment Teams, Guided Math K-5, ANSWER Extended Writing Protocol 3-8,
 - 137 Addition of Kiln to Art Program, Redesign Intervention Block, Extended Grade Level Data
 - 138 Meetings, Dreambox Math, SBRC available in Parent Portal
- 139 ● Professional Development:
 - 140 ○ Vertical Alignment (3-5), SEL, Technology (Lego WeDo/Scratch/VR), Executive Functioning
 - 141 Anxiety, Faculty-led professional development sessions
- 142 ● Community / Communication:
 - 143 ○ RSS Engaging Families:101, Social Action Projects @ each grade level, Participation in
 - 144 Global Read Aloud, Participation in Global Play Day, K-5 Vertical Alignment, Partnership
 - 145 with LCTV, Ongoing spirit events (Basketball, Bingo), Ongoing communication (blasts,
 - 146 Twitter etc. Professional Press Releases

- 147
148 • Climate and culture:
149 ○ SEL - Students/Adults – Positivity, Outdoor Classroom, School-wide meeting, RSS Clubs
150 program, Shout Outs, Addition of ALICE safety drills K-5, Tweets - highlight student &
151 teacher efforts/PD, Grade 5 capstone trip – Cedardale
152
153 • Technology:
154 ○ K-5 STEM Integration Specialist. Think Tank Blog, Think Tank (Lego WeDo/VR), Google
155 Hangout/Skype Author Visits/Student movie trailers (conferences/classroom news), Complete
156 transition to Next Gen MCAS
157
158 4. Comparison of School Fees with surrounding districts was included in the packet.
159

160 **NEW BUSINESS**

- 161 1. School Resource Officer – Chief Pinard gave a brief overview of the benefits of increasing the
162 Resource Officer presence within the Littleton Public Schools.
163 **School resource officers** (SRO) are typically Full time sworn police officers. They are mainly
164 responsible for safety and crime prevention in schools. However, they can act as a counselor to those
165 in need. SROs work closely with administrators in an effort to create a safer environment for both
166 students and staff. The responsibilities of SROs are similar to regular police officers in that they have
167 the ability to make arrests, respond to calls for service, and document incidents.
168 School resource officers typically have additional duties, including mentoring and conducting
169 presentations on youth-related issues. In Massachusetts they are certified as the Supervisor of
170 Attendance through the Department of Education.
171 Why now? Currently one SRO/Juvenile Detective, no change in 15 yrs., Population increase, Severity
172 of Safety, Changing times / challenges PROJECT ALERT, in 2004 population 8500,
173 in 2016 population increased to 10,000 of which 21% of population in school
174
175 Erica Podgorni expressed concerned having an officer in the Elementary schools caring a weapon.
176 Afraid that the curiosity factor would get the best of the students. Chief Pinard reassured that no
177 students would get their hands on the SRO’s weapon and that it is locked in their belt. She also asked
178 if the SRO present could lead to more arrests of students rather than an issue being handled by school
179 staff. Principal Harrington assured that the faculty handles any school issues without involvement of
180 the SRO and that there have been incidents where he has asked the SRO not to participate in solving
181 an issue. But he also stressed that an SRO has been instrumental when problems has aroused with
182 student’s well-being and that SRO’s have helped in many cases during and after school hours.
183
184 Daryl Baker supports the idea of adding another SRO but can’t commit to \$22,000 out of the current
185 budget at this time.
186
187 Jennifer Wilson want to focus on the overall health of the students and wants to ensure that money
188 allocated is being used for the best support staff, whether it be a mental health professional or adding
189 another SRO to the staff list.
190
191 Mike Fontanella wants to further discuss this topic and gather input from the community. He supports
192 adding another SRO but wants to ensure funds are available and allocated properly.
193
194 2. Jennifer Wilson asked if Ballot question 3 could be added to the agenda for the meeting on Oct. 25th to
195 be discuss if School Committee would support the ballot question.
196

197 **INTERESTED CITIZENS**

198 None
199

200 **SUBCOMMITTEE REPORTS**

- 201 1. PMBC: Track work/fundraising is in the works.
202

- 203
204 2. Budget Subcommittee: Meeting every other Thursday going forward.
205
206 3. Safety and Security: ALICE training has taken place at all four schools and has been well received by
207 all students and faculty.
208
209 4. Policy Subcommittee: EFD Meal Charge

210
211 Second Reading
212 EFD Meal Charge
213

214 On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to accept the second reading
215 of the following policy as reviewed: EFD Meal Charge as presented. (AYE: Unanimous). Motion carried.
216

217 **ADJOURNMENT**

218 On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to adjourn at 9:46PM to go into
219 Executive Session for the purpose of contract negotiation discussion with no intention to return to Open
220 Session. Roll Call Vote: Jennifer Wilson, AYE; Daryl Baker, AYE; Erica Podgorni, AYE, and Mike
221 Fontanella, AYE.
222

223 **NEXT MEETING DATE**
224 **Thursday, October 25, 2018**
225 **7:00PM**

226 **Littleton Police Department Community Room**
227
228

229 **DOCUMENTS AS PART OF MEETING**

230 2019 National Merit Scholarship program
231 NSDC
232 LHS 1:1 Program update
233 AP Placement
234 SIP for Shaker Lane and Russell Street Schools
235 Schedule of user fees
236 School Resource Officer
237 Meal Charge Policy - EFD

LITTLETON PUBLIC SCHOOLS



SIP ACCOMPLISHMENTS

October, 2018

MIDDLE SCHOOL



ACCOMPLISHMENTS

October 2018

Curriculum, Instruction, & Assessment



- Implementation of new math textbooks
- Implementation of strategies for struggling learners: Executive Functioning Workshop, Math Lab, Literacy Lab, ASC
- Implementation of strategies for advanced learners: VHS, NJHS, Problem of the Week
- Develop and implement two transdisciplinary units/projects per grade level
- Modified the daily schedule to include a rotation in the morning and a rotation in the afternoon

Professional Development



- LMS PDC members attended district PDC meetings to review the model
- Building-based and district-based PD opportunities including Facing History, Keys to Literacy, iGen Book Group, PASCOCO, SLIFE curriculum development and Technology Implementation
- Math teachers participated in multiple McGraw Hill PD sessions for the new online textbook implementation
- Administrators and teachers attended MassCUE for technology

Community & Communication



- School-wide implementation of Aspen
- Aspen Family Portal
- Weekend Update every Friday
- Message board updated regularly
- School and teacher websites
- Teacher emails
- Twitter
- Eat Lunch with your Child Day
- Transitions: RSS to LMS and LMS to LHS
- Meeting and visit to Nashoba Tech for 8th graders

Climate & Culture



- Development and implementation of a revised Advisory program
- Annual review of emergency protocols - police and fire
- Best Buddies Program and CASE Collaborative
- Randy Pierce - inspirational speaker
- All school Veteran's Day Program
- Whole School Spring Picnic
- Turkey Trot
- Season of Giving

Technology



- Reorganized the chromebook carts for easier distribution
- Chromebooks distributed to Special Education Learning Centers and ASC
- Library Chrome Lab available to classes and students all day
- Addition of document cameras
- Integrated VR goggles
- Creation of a Makerspace C-Lab

Littleton High School



ACCOMPLISHMENTS

October 2018

Curriculum, Instruction, & Assessment



- Partnered with Middlesex Community College in the creation of Dual Enrollment courses in Latin, Spanish, and Statistics
- Adopted Littleton High School Pin of Biliteracy for graduating seniors who have successfully completed four years of Foreign Language study at the high school level
- World Language teachers continue to instruct with new strategies focused on comprehensible input and teaching proficiency
- Alumni guest speakers presented about the value of learning a second language
- Variety of instructional technology strategies across departments: Kahoot, Socrative, museum walks, video productions, podcasts, essays, research papers, book creation, google forms/surveys

Curriculum, Instruction, & Assessment



- Completed alignment to the Common Core in Mathematics courses
- Integrated Everfi Financial Literacy Program into Statistics course
- Adopted new text for Precalculus
- Featured Math instructional technology includes Desmos, EquatION, Google Classroom, Equation Editor, Chromebooks, Online MCAS Practice, Khan Academy
- Introduced new Music Theory and Film & War courses in 2018-2019
- Piloted new Standards-based Measurement of Proficiency (STAMP) in French language
- College Essay Conferences. Continued with a recent tradition at LHS in October, a week of individual college essay conferences during which seniors met with one English teacher to receive personalized feedback on their essays.

Curriculum, Instruction, & Assessment



- New Earth Science course integrated executive skills
- Integrated cutting edge biotechnology techniques into life sciences
- Routine integration of chromebooks for science webquests, virtual labs, guided inquiries
- Partnered with Ayer-Shirley to refine Anatomy & Physiology course
- Participated in Edward M. Kennedy Institute Senate Immersion module
- Participated in the Lemkin Summit in Washington D.C.
- Updated Curriculum of Nutrition, Wellness Topics, and Child Development courses (CommonCurriculum.Com)
- Conducted Curriculum Alignment activities for Math – Grades 9-12, Fine & Performing Arts- Grades 6-12, Health & Physical Education – Grades 6-12, and Biology- Grade 9

Professional Development



- Variety of Professional Development experiences detailed at previous School Committee Meetings
- Faculty actively engaged in District Trainings, School-based activities, Graduate Coursework, workshops, seminars, conferences

The following list provides examples of recent professional development activities:

- Primary Source “Islam in the U.S.- Today & Yesterday”
- Teachers from the ELA and History departments collaborated in “Teaching Strategies that Foster Civil Discourse” (with 6-12 ELA department)
- ELA teachers reviewed student samples that the DESE provided for the first time this year and then revamped their open response TEAC method to fit the new MCAS 2.0 demands.
- Keys to Literacy: ELA and Special Ed teachers learned how best to prepare students for writing extended responses to prompts based on sources that require argument, informational, or narrative types of writing.
- ASCD (Association of Supervision & Curriculum Development) Empower 18 conference

Professional Development



- Cross-District PD
- NPEN - Northeast Professional Educators Network Conference
- Massachusetts Association for Physical Education, Health, Recreation, and Dance (MAPEHRD) Conference
- Conferences on Social and Emotional Well-being - Mindfulness, Mental Health Summit, Wellness Summit
- Google Classroom Exploration
- English Language Learners/Sheltered English Immersion

Professional Development



- SPED Curriculum Development and Transition Planning
- Creating a Standard for Standard Nursing Practices (Grades K-12)
- YRBS Review and Planning (Grades 6-12)
- Instituting Comprehensible Input and TPRS Strategies in the Latin / World Language Classrooms (Grades 6-12)
- Executive Functioning Skills (Grades 6-12)
- Google Apps for Education & Introduction to Adobe Creative Cloud
- Epi-Pen training
- ALICE (Safety & Security Protocols) refresher training
- Physical Restraint Training
- Reducing Student Stress & Anxiety
- Yoga & Mindfulness for Teachers

Community & Communication



- Continued collaboration with Littleton Fire Department in providing CPR/AED training to sophomores and seniors annually and staff bi-annually
- Hosted Community “Repair Cafe” in November
- Received generous funding from the M.H. Kimball Fund for a significant upgrade of the Library Media Center into a more collaborative work space
- Expanded student internship and work study opportunities with local schools, businesses, and organization
- Continued partnership with MCC (Middlesex Community College) for dual enrollment courses

Community & Communication



- Engaged community with active volunteers and PTA (Parent Teacher Association), LEF (Littleton Education Fund), LABA (Littleton Athletic Booster Association), SEPAC (Special Education Parent Advisory Council), and Music Boosters
- Maintained partnership with Littleton Cable TV to offer a TV Studio & Production course
- Continued partnership with the CASE (Concord Area Special Education) Collaborative with the assignment of a classroom for students with with significant special needs

Climate & Culture



- Active National Honor Society, Student Council, and Best Buddies Program
- National Merit & AP Scholars & Scholastic Gold Key Winners
- French IV students placed 3rd in American Association of Teachers of French (AATF)
- Band performances at football games, annual concerts, Suites and Sweets, Holiday Bazaar
- Annual events such as our Music Concerts, Drama Productions, Art Shows, Prom, Homecoming Dance, Winter Semi-Formal, and College Fair
- Students participate in Community Service projects throughout the year

Climate & Culture



- Student Support Team met bi-weekly to monitor student progress and recommend interventions as needed
- Advisory activities this past year included the following:
 - executive skills development
 - anti-bullying education
 - driver safety & substance use prevention
 - career inventory
 - Scholarship applications
 - Signs of Suicide (SOS) screening
- We plan for more integration of Social-Emotional Skills and Executive Skills in our advisory program and courses. Staff and students participate in daily advisories and scheduled activities to foster supportive connections

Climate & Culture



Special Olympics Massachusetts recognized Littleton High School as a Unified Champion School in 2017 and 2018.

The MIAA (Massachusetts Interscholastic Athletic Association) recognized Littleton High School Athletics for Outstanding Sportsmanship with the 2017-2018 Sportsmanship Honor Roll.

Boston Magazine ranked Littleton High School among the top 30 high schools in Massachusetts in September 2018.

U.S. News & World Report awarded Littleton High School a Silver Medal and listed Littleton among the top 25 high schools in the state in 2018.

Technology



The Littleton High School Technology Integration Plan is intended to support the school-wide integration of technology to assist faculty, staff, students, and families in effective and efficient communication, teaching, and learning.

The District Strategic Plan and LHS School Improvement Plan prominently feature sections and goals dedicated to the improvement of instructional technology.

LHS launched a 1:1 Technology Program featuring Chromebooks with a BYOD (Bring your own device) option in summer 2017. The 1:1 Technology program is now fully established in grades 9, 10, and 11. Next year, every grade level will participate in the 1:1 program. Ongoing professional development opportunities tailored to this program are underway.

Technology



We have a longstanding partnership with virtual high school (VHS), which allows students to enroll a wide variety of additional courses. Online learning opportunities from Coursera, Harvard edX, Keystone, Apex, and Edgenuity are also available to students.

LHS actively provides professional development on integrating instructional technology. Faculty forums and workshops have focused on Google Classroom, 1:1 program, and a variety of instructional technology topics.



LPS Snow Day Cancellation Pilot Proposal for January - May 2019

Report to Littleton School Committee
October 25, 2018

Dr. Geri Lyn Ajemian, Director of Curriculum

Elizabeth Steele, LHS Spanish Teacher

Kat Dale, RSS Grade 4 Team Leader

Rebecca Deacon, Shaker Lane Asst. Principal



Alternative Structured Learning Day Programs

- Locally approved programs first recognized by DESE in February 2015 and 2016
- Possible solutions to scheduling issues posed by inclement weather so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met



Alternative Structured Learning Day Programs

- The DESE adopted the term “alternative structured learning day” in place of “blizzard bags” as it reflects the variety of ways in which students may access assignments while outside the school building.



Alternative Structured Learning Day Programs

Programs are designed to:

- Reduce the number of additional school days beyond the 180 required days
- Minimize student learning disrupted by weather related emergencies by providing alternative learning activities for students that may be completed at home
- Meet the standard for structured learning time



LPS Rationale

“Although we firmly believe that the highest form of learning takes place in a classroom with a qualified teacher, support staff or specialist, we also acknowledge that days made up at the end of the school calendar are not of the same quality as those that could be offered with alternative structured learning day opportunities.”



Record of Snow Days in Littleton 2011-2018

- **2017 - 2018** school year: **5 Snow Days & 4 2-hour delays**
- **2016 - 2017** school year: **5 Snow Days & 3 2-hour delays**
- **2015 - 2016** school year: **3 Snow Days**
- **2014 - 2015** school year: **4 Snow Days & 3 2-hour delays**
- **2013 - 2014** school year: **4 Snow Days**
- **2012 - 2013** school year: **4 Snow Days**
- **2011 - 2012** school year: **2 Snow Days**



LPS Guiding Beliefs

21st Century Students :

- Will engage in some form of blended learning
- Will most likely work in a distance environment from home, satellite offices or while travelling

Alternative Structured Learning Day Programs will provide our students opportunities to acquire the necessary skills and work habits for this type of learning and employment.



LPS Goals: Snow Day Cancellation Pilot

As a K-12 district divided into elementary, middle and high schools:

- To Create a model that is flexible within the district, within schools, and within grades to insure that instructional activities meet the DESE definition of Structured Learning Time.
- To Identify Alternative Structured Learning opportunities for students to complete in lieu of making up five (5) snow days at the end of the school year.



Definition of Structured Learning Time

- “Structured learning time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the ‘core subjects’ and ‘other subjects’.”
- “In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.”
- **603 CMR 27.02** (MA Education Laws and Regulations)



LPS Guiding Practices

Vision 2020

- FOCUS on Student Engagement
 - LPS Focus Element on Educator Evaluation Teacher Rubric
 - Focus element in ***The New Art & Science of Teaching***
- Standards-Based Teaching & Learning
 - Authentic connections to ***Curriculum Frameworks***
- Blended Learning Opportunities
- Literacy Across the Curriculum
 - Reading ***Learning Standards***: Close reading of texts; determine central themes; assess point of view
 - Writing ***Learning Standards***: Write opinions to support claims with evidence; Write informative texts to examine a topic and convey ideas and information clearly.



DESE Guidance

Alternative Structured Learning Day Programs must:

- Involve substantial assignments and/or projects rather than resembling traditional homework assignments
- Be accessible to all students
- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device
(for programs that include a digital learning component)
- Be able to serve all students, including students who receive special education services



DESE Guidance

Central Tenets:

- Programs must be approved by the district school committee.
- For implementation during the 2018-2019 school year:
Districts submit a copy of the locally-approved program to DESE within one week after the date of local approval.
- At the end of the pilot / implementation, conduct a survey to allow feedback from stakeholders and to evaluate the success of the alternative structured learning day programs.



Proposed Timeline for Pilot

- October 25, 2018 Presentation of Pilot to SC
- Nov. & Dec 2018 Ongoing Planning
 - Planning student learning opportunities, defining roles and responsibilities for educators
 - Technology interface, website connections & communication to stakeholders
- January 10, 2019 Presentation of final proposal for SC approval
- January 28, 2019 Proposed start date of pilot
- May 15, 2019 Student assignments due



Pilot Calendar Contingencies

- If there is a snow day prior to January 28, 2019, it will be made up at the end of the school year.
- School cancellations beyond five (5) snow days during the pilot period will be made up at the end of the school year.



Initial Planning District-Wide

LPS Central Tenets:

- Emphasis is placed on the ***quality*** of the learning experiences not on quantity or compliance.
- Student work will **NEVER** be due on the day that students return to school after a snow day.
- Paper materials accompany digital components of assignments to ensure all students have access to educational materials during a storm.
- Access to student assignments through LPS website and other platforms such as Aspen, Google Sites, Google Classroom.



Initial Planning District-Wide

Estimated time to complete student assignments:

- **Grades K-2:** approximately 60 minutes
- **Grades 3-5:** approximately 90 minutes
- **Grades 6-8:** 20 minutes per each of the 7 periods
 $20 \times 7 = 140$ minutes \rightarrow 2.5 hours
- **Grades 9-12:** 30 minutes per each of 6 periods
 $30 \times 6 = 180$ minute \rightarrow 3 hours



Planning Process: Spring, Summer, Fall 2018

- “Blizzard Bag” brainstorming sessions at faculty meetings at each school
- Administrative Council review of faculty feedback to develop LPS pilot & priorities
- Preliminary planning meetings to research exemplars from other districts and to identify parameters for student assignments
- Instructional Planning Leads:
 - Shaker Lane: **Rebecca Deacon**, Assistant Principal
 - Russell Street: **Kat Dale**, Grade 4 Team Leader
 - LMS / LHS: **Elizabeth Steele**, LHS Spanish Teacher
- Continued instructional planning by representative grade level teachers (K-5) & selected secondary level faculty
- Ongoing review of pilot documents and student assignments by Administrative Council



Elementary Level Planning: Shaker Lane

- Components of Shaker Lane Planning:
 - Blended Learning Model
 - *Standards of Mathematical Practice*
 - Book and Topic Based
 - Three differentiated reading options about the same topic that will be assigned by the teacher



Elementary Level Planning: Shaker Lane

- On each day, students will complete four activities:
 - Activity 1: Reading and Comprehension
 - Activity 2: Math
 - Activity 3: Science, Social Studies or Writing
 - Activity 4: Art, Music or Gym



Elementary Level Planning: Russell Street

- Components of Russell Street Planning:
 - Blended Learning Model
 - *Standards of Mathematical Practice*
 - Book and Topic Based
 - Requirements: ELA (2 days), Math (1 day), Student Choice (2 days)



Elementary Level Planning: Russell Street

- Grade 3 book:
 - *Girl Wonder: A Baseball Story in Nine Innings* by Deborah Hopkinson
- Grade 4 book:
 - *Grandfather's Journey* by Allen Say
- Grade 5 book:
 - *Henry's Freedom Box* by Ellen Levine

Elementary Level Planning: Russell Street

<p>STEM (1/2 Day)</p>	<p>ART (1/2 Day)</p>	<p>MUSIC (1/2 Day)</p>
<p>P.E. (1/2 Day)</p>	<p>CREATIVITY (1/2 Day) In the book you read, Alta showed perseverance and courage. Use the attached frame and create a piece of artwork showing a time when you demonstrated either courage or perseverance in your own life. Add a caption that briefly explains the topic of your art piece.</p>	<p>SOCIAL STUDIES (1 Day) Research a famous sports figure that interests you. Use the attached research guide to organize your information. Then, create a 5-slide Google Slides presentation, a poster, or a brochure with facts about the person's life.</p>
<p>FIELD TRIP (1 Day) Visit one of the places on the attached list. Complete the "Field Trip Time" reflection page to share about your experience.</p>	<p>COOKING (1/2 Day) Find a new recipe in a cookbook or online and cook it for your family. Make sure you have an adult's supervision. Complete the "What's Cooking?" reflection page to share about your experience.</p>	<p>WRITING (1/2 Day) Choose to write a narrative or persuasive essay. See further directions on the attached activity page.</p>

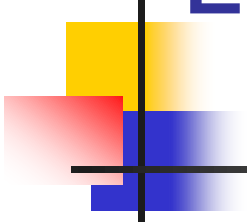
Example:
Grade 3
Choice
Board



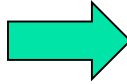
Secondary Level Planning

- Students will complete at least 1 assignment for every class.
- Requirements:
 - Grades 6-8: ELA (3), Math (3), Science (3)
 - Grade 9: ELA (3), Math (3), Science (3)
 - Grades 10-12: ELA (3), Math (3)
- The advisory and flex block periods at the secondary level will be important venues for reviewing and planning student choice boards.

LMS/LHS Student Choice Board



Student Choice Board:



Assignment Options:



	Day 1	Day 2	Day 3	Day 4	Day 5
1.5 hour block					
1.5 hour block					

1.5 hr ELA:	1.5 hr ELA:	3 hr ELA:	1.5 hr Arts/Music:	3 hr Arts/Music:
1.5 hr Math:	1.5 hr Math:	3 hr Math:	1.5 hr Health/Wellness:	3 hr Health/Wellness:
1.5 hr Science:	1.5 hr Science:	3 hr Science:	1.5 hr History:	3 hr History:
1.5 hr World Language:	3 hr World Language:			



Secondary Considerations

- Assignments are course specific.
- While maintaining student choice, students will be required to complete an assignment for each course.
- AP courses are exempt due to course pacing per College Board recommendations and scheduling.
- Templates will be created for assignments at the middle and high school level.
- Common rubrics for assessment will be created for assignments at the middle and high school level.



Next Steps

- Outline Roles and Responsibilities
 - Teachers
 - Support Staff
 - Paraprofessionals
 - Administrators
- Map Technology Connections
 - Website
 - Assignments



Planning for Next Year

- Survey of the pilot program at the end of this year
- Fall implementation of Snow Day Cancellation Program
- Presentations to stakeholders at all Back to School Nights
- Revision of assignment due dates



Resources for LPS Planning

DESE Guidance Documents:

- January 5, 2018 Memorandum from Acting Commissioner Jeff Wulfson
- Commissioner's Weekly Update, October 12, 2018

Exemplars from Other Districts:

- Burlington Public Schools
- Melrose Public Schools
- North Middlesex Regional School District

FOOD SERVICE POLICY

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services strives to be a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program and provide guidance specific to unpaid meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email. If account balances remain unpaid, a notice will be mailed to the parents indicating that they have an outstanding balance that needs to be paid. If balances remain unpaid, parents will receive a phone call from the food services department. If the phone call does not result in payment the food service manager shall turn the account over to the business office. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have concerns with student purchases, they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks, Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year. All school cafeterias possess computerized point of sale/cash register systems. The point of sale system is designed to prevent direct identification of a student's meal status.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, or postal) for a refund of any money remaining in their account. Graduating students also have the option to transfer funds to a sibling's account or to donate remaining funds to a student upon submission of a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for his/her review. The Superintendent/Designate shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

Adopted: October 2018

report of the resolutions committee

The MASC Resolutions Committee met on Monday, July 9, 2018 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2018 Annual Meeting of the Association. Members present were: Devin Sheehan, (Holyoke), Chair; Beverly-Hugo (Framingham), ex officio; Carrie Greene (Mt. Greylock); Irene Feliciano-Sims (Holyoke), Mildred Lefebvre (Holyoke); Jake Oliveira (Ludlow); Jason Fraser (Plympton); Brian O'Connell (Worcester); Laura Fallon (Northampton); William Fonseca (East Longmeadow); Brendan Walsh (Life Member); Kim Hunt (Plymouth); Denise Schultz (Franklin).

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: Rejecting the Arming of Educators (Submitted by the MASC Board of Directors)

WHEREAS: The Massachusetts Association of School Committees has been a strong advocate of providing students, faculty and staff a safe and supportive school and classroom; and

WHEREAS: Attention has been focused recently on the mass killing of students in schools in Florida and Texas; and

WHEREAS: The President of the United States and other policy makers have given support toward equipping educators with firearms;

THEREFORE BE IT RESOLVED that: The Massachusetts Association of School Committee rejects the notion of providing firearms to any educators.

RATIONALE: The safest environment would be to provide additional mental health resources and violence prevention programs in public schools.

RESOLUTION 2: Small and Rural Districts (Submitted by the MASC Board of Directors)

WHEREAS: Massachusetts has a number of small and rural school districts that have special academic, social, financial, and operational needs, and, yet, operate with an enviable measure of success; and

WHEREAS: Some of the factors that create disproportionately severe impact upon small and rural districts are declining population, lower bases upon which to set property taxes, loss of employment, inequitable access to technology including wireless and traditional internet access, costs of transportation, access to social supports and major health care centers, and isolation of the population; and

WHEREAS: The already onerous compilation of state regulations imposes an added burden on small and rural districts with small staffs and fewer administrators to comply with the many reporting requirements and standards imposed by the Commonwealth;

THEREFORE BE IT RESOLVED that: MASC call for the creation of a working group to advise the legislature on the best public policy solutions to support small and rural school districts; and further

That this working group propose modifications to the Foundation Budget and other elements of the Chapter 70 financial assistance program; designate specific instances where excessive regulation interfere with the ability of school leaders to direct the academic improvement of children; identify and advise on eligibility for state and federal programs to support public education; and find strategies to ameliorate the impact of forces that jeopardize the growth, stability and success of these school districts; and further

MASC oppose legislation or unlegislated regulations that would attempt to undermine the right of any city, town or regional district to have imposed upon it a mandate to restructure, expand, regionalize, or dissolve its school district without its consent.

RESOLUTION 3: Elimination of the Federal Department of Education (Submitted by the MASC Board of Directors)

WHEREAS: The current Administration has made proposals to merge the U.S. Department of Education with the U.S. Department of Labor to create the Department of Education and the Workforce; and

WHEREAS: The role of the Department of Education is to serve as a fiduciary agent over federal education funding, drive education policy for the country and protect the rights of all students; and

WHEREAS: The merger of the two government agencies could diminish the work of the current Education and Labor Department;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees works with the federal delegation to reject any notion of combining the U.S. Department of Education with other government departments.

RESOLUTION 4: Regional School Transportation (Submitted by the MASC Board of Directors)

WHEREAS: Among the transportation cost concerns for regional school districts is the lack of competition for bus contracts for regular day ("yellow bus") services, as well as the steadily mounting cost for special education transportation; and

WHEREAS: M.G.L. c. 71, § 7C prohibits certain uses of regional transportation authorities to provide school district transportation services; and

WHEREAS: Elimination of M.G.L. c. 71, § 7C would free the Regional School Districts and Regional Transportation Authorities to collaborate on plans to provide safe and efficient transportation alternatives that lessen the financial impact on the both the districts and the Commonwealth; and

WHEREAS: The lack of bidders on school transportation contracts requires a deeper analysis by the appropriate state officials;

THEREFORE BE IT RESOLVED that: To promote greater competition for bus service contracts, the Legislature should eliminate M.G.L. c. 71, § 7C, and authorize a deeper analysis of the lack of bidders on school transportation contracts.

RESOLUTION 5: Reporting and Accountability Standards
(Submitted by the MASC Board of Directors)

WHEREAS: The Massachusetts Association of School Committees recognizes and upholds the right of any group to establish and maintain schools so long as such schools are fully financed by their own supporters; and

WHEREAS: Private and home schools should be subject to governmental regulation that assures a minimum standard of instruction under state law; and

WHEREAS: Private schools or other entities that receive public subsidies, funding, or support under state or federal law, whether directly or indirectly, should be held to the same reporting and accountability standards, including the same annual assessments of student proficiency, required of public schools as a condition of continued eligibility to receive public subsidies or funding; and

WHEREAS: Schools that receive any public funding should be subject to the same statutory and constitutional requirements as public schools;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees works with the legislature and Board of Elementary and Secondary Education to ensure that all students or persons in schools that receive public funds under the authority of the MA Department of Elementary and Secondary Education or a local public school district are held to the same standards and requirements in the Commonwealth of Massachusetts.

RESOLUTION 6: Reproductive Health Education
(Submitted by the MASC Board of Directors)

WHEREAS: The Massachusetts Association of School Committees supports the health of all students; and

WHEREAS: Youth should be committed to feel empowered to make healthy and informed choices about their bodies and their relationships; and

WHEREAS: The Massachusetts Association of School Committees supports a medically accurate and age-appropriate reproductive health curriculum; and

WHEREAS: The Massachusetts Association of School Committees rejects the federal government's' plans to redirect funding from evidence-based programs to prevent teen pregnancy to programs that teach abstinence-only and rhythm method-based sex education initiatives;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees supports evidence-based reproductive health curricula. Further, we call upon the U.S Department of Education and the Executive Branch to stop their support of abstinence-only education.

RESOLUTION 7: Gender Identity Inclusive Athletic Participation Policy
(Submitted by the Framingham School Committee)

WHEREAS: Public school leaders need to provide educational access and maintain safe environments for all, including LGBTQ students; and

WHEREAS: All students must be protected from discrimination, harassment and bullying; and

WHEREAS: LGBTQ students experience adverse incidents at alarming rates compared to their counterparts; and

WHEREAS: It is the job of the schools to provide safe and supportive environments for optimal wellbeing; and

WHEREAS: There are instances in athletics where LGBTQ students do not have protection nor the opportunity for privacy;

THEREFORE BE IT RESOLVED that: MASC help file legislation which would have the effect of protecting LGBTQ students from discrimination, harassment and bullying by that schools should treat students based on their gender identify, protecting their privacy, providing access to gender-neutral restrooms, locker rooms and private stall showers, using their preferred pronouns, embedding sensitivity training in professional development and providing uniform accommodations.

RATIONALE: The at-risk behavior for LGBTQ students, which includes suicidal ideation, is sharply reduced with some basic interventions. With federal laws that are vague with the protections for our vulnerable students, public schools in Massachusetts should take steps to ensure their protection. With guidance from the legislature, LGBTQ students throughout Massachusetts will have better protections and will have reduced adverse behaviors.

RESOLUTION 8: Sports Wagering

(Submitted by the MASC Board of Directors)

WHEREAS: The General Court, in its effort to fund public education to the full extent of the law, including partially funded and unfunded mandates imposed upon school districts, is limited in its ability to do so by the limits to revenues generated from the current tax codes; and

WHEREAS: Advocates for public education have articulated several important strategies to improve public schools, many of which require additional funding appropriated by the General Court; and

WHEREAS: The Commonwealth has begun implementing casino gambling as a means of generating additional tax revenues; and

WHEREAS: In Nevada, sports wagering has provided an additional element to legalized gambling that has generated additional revenue; and

WHEREAS: A recent decision by the Supreme Court of the United States (*Murphy vs. National Collegiate Athletic Association*) has overturned federal restrictions on wagering on the outcome of sporting events; and

WHEREAS: The Commonwealth has had a long and successful history of administering a public lottery program that is convenient, accessible, and locally based, as well as easily adaptable to accommodating wagering;

THEREFORE BE IT RESOLVED that: the Massachusetts Association of School Committees requests that, should the General Court enact legislation to legalize wagering on sporting events, the General Court, shall commit a portion of the revenues generated from sports wagering to public education.

RESOLUTION 9: Access to Information for Parents and Students Who Are Clients of Special Education

(Submitted by the MASC Board of Directors)

WHEREAS: The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children; and

WHEREAS: In the law, Congress states that Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

WHEREAS: The stated purpose of the IDEA is to ensure that the rights of children with disabilities and parents of such

children are protected, to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

WHEREAS: Parents are also members of the team during the IEP process and should but do not always have access to the assessments and other information related to their child(ren) with sufficient advance time to review them, consult with experts or advocates, or prepare for meetings at which Individual Education plans are discussed;

THEREFORE BE IT RESOLVED that: MASC urges the legislature to amend state law to require that parents and students be provided with a copy via email or mail of all the assessments that are performed for students in the families' preferred language, at least five days prior to any meeting at which parents and students will review a proposed Individual Education Plan (IEP).

PROPOSAL TO AMEND THE MASC BY-LAWS

The Board of Directors of the Association has recommended to members that the by-laws of the Association be amended as follows:

The following change to Article IX—Meetings of the Association, Subsection 1. Annual Meeting

The annual meeting of the Association, to be known as the Delegate Assembly, shall be held at such hour on such business day, not earlier than September 20 nor later than November 30, in each year and at such place within Massachusetts as the Board of Directors shall determine. Resolutions and other purposes for which an annual meeting is to be held additional to those proscribed by law, by the agreement of the association, and by these by-laws may be specified by the Board of Directors and by written application made to the Secretary-Treasurer **not later than July 1** in any year by at least five active members located in at least two Divisions. Resolutions submitted by a single school committee may be presented to the Delegate Assembly upon approval by the Board of Directors, on the recommendation of the Resolutions Committee. If an annual meeting is not held within the dates specified above, a special meeting may be held upon call by the Board of Directors with all the force and effect of an annual meeting.

The Board asks to amend the by-law by changing the July 1 date (noted in the text in bold face) to no later than **June 1**.

Rationale: Moving the submission date of resolutions to June 1 will give adequate time for the resolutions committee to meet and report out. It also aligns with the submission date for nomination of officers.