



# 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](http://www.littletonps.org)

MATTHEW HUNT, Vice Chair  
DARYL BAKER, Member

MIKE FONTANELLA, Chair

ERICA PODGORNI, Secretary  
JENNIFER WILSON, Member

**The Littleton School Committee will meet at the  
Littleton Police Department Community Room  
500 Great Road  
Thursday, October 17, 2019**

*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.*

## **\*\* \*A G E N D A\* \*\***

**7:00 I. ORGANIZATION**

- 1. Call to Order**
- 2. Pledge of Allegiance**
- 3. Consent Agenda**
  - Minutes – October 3, 2019**
  - Oath to Bills -  
and Payroll**

**7:05 II. INTERESTED CITIZENS**

**7:10 III. RECOGNITION**

- 1. Student Representative(s) Report:** *Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.*
- 2. Other**

**7:15 IV. OLD BUSINESS**

- 1. MOU:** *Police Chief Matt Pinard and Superintendent Kelly Clenchy will present the MOU as recommended to the School Committee.*

**7:25 V. PRESENTATION**

- 1. 1:1 Chromebook update:** *Natalie Croteau, Technology Systems Coordinator, Julie Lord, Instructional Technology Coordinator and HS Principal, Dr. John Harrington, will give an update on our 1:1 Chromebook program at Littleton High School.*

*It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Justine Muir, District Equity Coordinator at 978-540-2500, [jmuir@littletonps.org](mailto:jmuir@littletonps.org) or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.*

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2. **AP Testing:** *High School Principal, Dr. John Harrington will give a brief overview of AP Testing.*
3. **School Improvement Plan (SIP) Updates:** *Principals Michelle Kane and Cheryl Temple will present an update on the major highlights and success of the 2018-2019 school year.*

**8:25 VI. INTERESTED CITIZENS**

**8:30 VII. SUBCOMMITTEE REPORTS**

1. PMBC
2. Budget Subcommittee
3. Policy Subcommittee: (see LPS website to view all policies)  
Motion for 2<sup>nd</sup> reading of the following reviewed policy IJOA  
Policy IJOA: Field Trips  
<http://www.littletonps.org/school-committee/school-committee-polices>

**8:35 VIII. ADJOURNMENT/EXECUTIVE SESSION**

**NEXT MEETING DATE  
November 7, 2019  
Littleton Police Department Community Room  
500 Great Road**

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**SCHOOL COMMITTEE  
MINUTES  
October 3, 2019  
7:00 PM**

**PRESENT:** Mike Fontanella  
Daryl Baker  
Jennifer Wilson

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow  
Maddy O’Meara (7:54PM)

**NOT PRESENT:** Erica Podgorni and 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 Jennifer Wilson, it was voted to approve the Sept. 19, 2019 consent agenda as presented. (AYE: Unanimous). Motion carried.

**INTERESTED CITIZENS**

None

**RECOGNITION**

1. Maddy O’Meara gave a brief overview of the activities taking place at the schools. Title I Parent information meeting is scheduled for Oct. 15 at RSS.
2. Superintendent Clenchy mentioned that LPS will have 7 different presenters at the MassCUE conference on Oct. 23 and Oct. 24, 2019. Overview of presenters were included in the packet.
3. Superintendent Clenchy acknowledge that LPS once again has a strong participation of athletes at the fall sports offered in district.

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**PRESENTATION**

1. Professional Development Highlights from 2018-2019: LPS Teachers, Michele Hirth, Dan Hogan, Emily Hossfeld, Elizabeth Kelley, Andrea Romano, Rebecca Roper, Amy McGrath and Allyson Bullock provided an overview of professional development in which they participated or facilitated last year, which included “Creativity as a Conduit for Connectivity”, “Encouraging Mindfulness Around Student Use of Technology and Social Media”, “Preparing & Supporting Students with Disabilities for the Post-Secondary College World”, MAFLA Proficiency Academy 2019, AP Computer Science Workshop with PLTW, and Child-light Yoga Teacher Training Program. Additionally, Interim Director of Curriculum, Elizabeth Steele, presented a summary of district, school and staff professional development from the 2018-2019 school year. A complete overview of the many site-based professional development sessions offered is included in the packet along with an overview of the different graduate courses and workshops faculty took part in during the 2018-2019 school year.

The District has 12 Early Release PD Days which consist of 2 District-Based days and included Marzano Webinars and Relentless Positivity presentations by Charity Bell for all faculty + 4 School-Based + 6 Site-Based faculty-led days.

Progression forward for 2019-2020

Tuition Assistance Program is underway again for 2019-2020.

Engaging and interactive PD is planned for this academic year:

Social-Emotional Learning in the Classroom

Pathways to Restorative Communities

November 5th Cross-District PD Day hosted by Littleton Public Schools

Spring = Faculty-Led PD Sessions

Mrs. Steele ended her presentation by thanking the School Committee board for their continuing support for professional development and the impact it has for teacher’s further learning and development.

Mike Fontanella thanked all the presenters for their effort in leading PD initiatives, attending PD and workshop sessions and the effort there is put into Early Release PD days.

2. High School Principal, Mr. Harrington and Middle School Principal Jason Everhart presented and discussed the vaping prevention tactics happening at the Middle and High School.

LMS Anti-Vaping Measures

Littleton Middle School introduced the following measures last year to educate and inform our students to the harmful effects of e-cigarettes and vaping:

-Our health teacher, Tricia Buonacore, developed a plan to implement an anti-vaping unit to her curriculum and to support instruction with frequent professional development designed to gather current usage and technical data for the most up-to-date information in her lessons.

-Ms. Buonacore introduced the “CATCH My Breath” program for her 8th grade health students:

*“CATCH My Breath is a best-practices youth E-cigarette and JUUL prevention program developed by The University of Texas Health Science Center at Houston (UTHealth) School of Public Health. The program provides up-to-date information to teachers, parents, and health professionals to equip students with the knowledge and skills they need to make informed decisions about the use of E-cigarettes, including JUUL devices. CATCH My Breath utilizes a peer-led teaching approach and meets National and State Health Education Standards.”* -CATCH.org

-Ms. Buonacore also worked with the Littleton Police Department to introduce her 7<sup>th</sup> grade classes to the “Project Alert” curriculum designed to address all forms of substance abuse.

-Ms. Buonacore intends to expand the CATCH program to 7th and 8th classes this year to partner with the Project Alert 7th grade unit.

LHS Anti-Vaping Measures:

**Vaping:**

“Vaping” involves using an electronic cigarette (or similar device) to inhale tobacco, flavored nicotine, marijuana, or any of a number of other mixtures.\* Other terms are “juuling” or “vusing.”

- There has been a steady decline in students who have reported recent cigarette smoking from 17% in 2004 to 4% in 2018.

- However, the incidence of students who reported vaping has doubled over the last two years. 24% of LHS students said that they have vaped in their lives.
- 14% of students in the 9th grade reported that they had vaped in their lives. By 12<sup>th</sup> grade, this number had increased to 24%.
- Other than tobacco products, Littleton High School students reported vaping flavored nicotine (14%), marijuana (7%), alcohol (3%), and other drugs (1%).
- A minority of students used drugs/smoking (4%) and vaping (3.4%) to manage their stress.  
(From YRBS Survey, 2018)

LHS Incidents: All were 2 days of Out of School Suspension.

- 2016/2017: 0 Incidents
- 2017/2018: 6 Incidents  
9th Grade: 2  
10th Grade: 2  
11th Grade: 1  
12th Grade: 2
- 2018/2019: 2 Incidents  
10th Grade: 1  
12th Grade: 1

### **Prevention/Intervention**

- LHS has scheduled a presentation by a Health Professional to address substance abuse and vaping and the effect they have on neurologic development during adolescence.
- LHS integrated “Catch My Breath” anti-vaping curriculum into Health course

### **Future for Prevention & Intervention**

- Engage with Wellness Committee and Board of Health
- Presentations to students, faculty & parents
- Student leadership to promote health, wellness, anti-vaping education
- Continual monitoring/supervision of campus halls, spaces, and parking lots
- Updates to student handbook with cessation program
- Host Health & Wellness Fair
- Survey students again in March 2020 as part of YRBS
- Review related Curriculum & Instruction materials for Grades 5-12
- Continue to educate students about the influence of vape advertising
- Continue to share educational links with parents and community in newsletters and on websites

Mike Fontanella commented this is not a Littleton Middle and High School epidemic but a health crisis throughout the State and the US. Vaping has become increasingly popular amongst young adults and in such a rapid pace. He recommended that the principals continue to inform the community and students about the health risks when vaping. Daryl Baker added he wants the district to continue to be on the cautious side of things and not wait for health experts to release any new data.

The presentation presented at this school committee meeting can be found on the district web site.

3. Steve Mark presented a brief overview of the district’s FY19 Final budget report finances. An overview was included in the packet.
4. Superintendent Clenchy mentioned that the District Accountability status has been cited for participation rate for Latino/Hispanic ratio. An out-of-district student participated in MCAS testing but was tested outside of the testing window.  
The district has appealed the citing and is waiting to hear what the next steps are.

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144 **INTERESTED CITIZENS**

145 None

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147 **SUBCOMMITTEE REPORTS**

148 1. PMBC: Nothing big to update.

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150 2. Budget Subcommittee: Meeting calendar has been set.

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152 3. Safety and Security: None

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154 4. Policy Subcommittee: First Reading of Policy IJOA

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156 First Reading of Policy IJOA: Field Trips

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158 First Reading of the following reviewed Policy

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160 On a motion by Daryl Baker, and seconded Jennifer Wilson, it was voted to accept the first reading of the  
161 following policy IJOA with recommended changes as reviewed and presented. (AYE: Unanimous).

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163 Motion carried.

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164 **ADJOURNMENT**

165 On a motion by Daryl Baker and seconded by Jennifer Wilson it was voted to adjourn at 8:57PM. Roll Call

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167 Vote: Jennifer Wilson, AYE; Daryl Baker, AYE, and Mike Fontanella, AYE.

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173 **DOCUMENTS AS PART OF MEETING**

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174 MassCUE overview

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175 Professional Development Highlights

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176 Vaping Prevention

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177 Financial overview

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178 Policy IJOA

***Memorandum of Understanding Between  
Littleton School District and Littleton Police Department  
Regarding the School Resource Officer Program***

This Memorandum of Understanding is made and entered into by and between the Littleton School District ("District") and the Littleton Police Department (collectively, the "parties"). The Chief of Police of the Police Department (the "Chief") and the Superintendent of the School District ("the Superintendent") are each a signatory to this Agreement. The provisions of this agreement are specifically required by law under G.L. c.71, 37P.

**I. Purpose**

This agreement formalizes the partnership between the parties and facilitates a clear understanding of the roles, duties, and responsibilities of the parties in the implementation of a School Resource Officer ("SRO") Program in the Littleton School District.

This agreement is entered into pursuant to the Laws of the Commonwealth of Massachusetts and is to be read in conjunction with any and all policies, procedures, and reporting requirements set forth in the Littleton School District's student handbooks and Littleton Police Department regulations.

**II. Mission Statement, Goals, and Objectives**

The mission of the Program is to support and foster the safe and healthy development of all students in the Littleton Public Schools through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the "Goals and Objectives"):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a source of protection;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
- To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

### **III. Selection, Supervision, and Training of SROs and Review of SRO Program**

The parties agree that the selection, supervision, and training of the SRO for the District is a critical aspect of the program. Additionally, the parties agree that reviewing the SRO Program on an annual basis is essential to assess its success and effectiveness in meeting its stated goals and objectives.

#### **A. SRO Selection Process**

In accordance with G.L. c. 71, § 37P, the Littleton Police Department is committed to selecting SROs who will foster an optimal learning environment and educational community. The Chief of Police shall work collaboratively with the Superintendent/Designee in identifying officers who meet the criteria and in selecting the officer who is ultimately assigned as the SRO for the District. The appointment shall not be based solely on seniority; rather, preference will be given to officers who demonstrate the requisite personality, character, skills, and interest to work in a school environment with children and educators and who have received specialized training related to working with children and adolescents, including cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies.

Other factors for consideration in selecting an SRO include:

- Demonstrated ability to work effectively with students within the age range at the assigned school(s)
- Awareness of and education about the cultural descriptors that make up the community's world views, including race, age, gender, gender identity, ethnicity, religion, culture, sexual orientation, physical or mental disability, immigration status, primary language and English proficiency, socioeconomic status, educational level, and occupation
- A commitment to making students and school community members of all backgrounds feel welcomed, valued, respected, and acknowledged regardless of cultural descriptors
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem solving, and community policing in a school setting
- Knowledge of school-based legal issues
- Commitment to protecting students' legal and civil rights
- Knowledge of school and community resources
- Public speaking and teaching skills
- Knowledge of school safety planning and technology

#### **B. SRO Supervision**

The SRO is a member of the Littleton Police Department and shall be designated as a special employee of the District and shall report directly to the Chief of Police. To ensure clear and consistent lines of communication, the SRO shall meet with principals and any other school officials as requested. The SRO shall ensure that principals remain aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property,



### **C. SRO Training**

In addition to any basic and annual in-service training required of their officers by the Littleton Police Department, SROs shall receive specialized training to promote their effectiveness working with children and youth in a school setting. Continuing professional development shall include instruction in the following areas:

1. Child and adolescent development, including the impact of abuse, exploitation, violence, trauma, disability, poverty, and immigration status
2. Conflict resolution
3. Diversion strategies and practices

Additional areas for continuing professional development may include, but are not limited to:

- SRO course such as that provided by National Association of School Resource Officers
- School crisis planning, threat assessment, and emergency response
- Juvenile law and procedure, including student rights and privacy
- Understanding and protecting civil rights in schools
- Cultural sensitivity and linguistic differences
- Implicit bias
- Teaching and classroom management
- Mental health protocols
- Trauma-informed care
- De-escalation skills
- Drug prevention programs
- Physiology of addiction
- Teen dating violence and healthy teen relationships
- Bullying prevention
- Cyber safety

### **D. Review of SRO Program**

The SRO Program will be reviewed annually to evaluate its success and effectiveness in meeting its stated goals and objectives. The review will be conducted jointly by the Chief of Police and Superintendent at the end of each school year. This agreement, including the SRO Goals and Objectives, should be amended as required as a result of said review.

As part of the annual review, the performance and effectiveness of each SRO shall be evaluated. The Superintendent in consultation with the Principal(s) of the assigned school(s) will provide input regarding the evaluation. This input should take into consideration and include feedback from teachers, students, and the school community

## **IV. Information Sharing Guidelines**

### **A. Designated Liaisons**

In order to facilitate prompt and clear communications, the parties agree to identify individuals *on* their respective staffs who will function as Designated Liaisons.

The Designated Liaisons, by School, are:  
Superintendent of Schools  
LMS Principal, Assistant Principal  
RSS Principal, Assistant Principal  
SL Principal, Assistant Principal

The Littleton Police Department's Designated School Liaisons are:  
Detective John Janakos  
Deputy Chief Jeff Patterson

## **B. Compliance with FERPA and Other Confidentiality Requirements**

At all times, school officials must comply with the Family Educational Rights and Privacy Act (FERPA). Where schools generally must have written permission from the parent or eligible student in order to release any information from a student's educational record ("Student PII"). However, FERPA allows schools to disclose those records, without consent under special circumstances. The SRO may gain access, without consent to educational records under the following conditions:

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest."

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO may gain access, without consent, to Student PII contained in education records "in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals."

FERPA does not apply to communications or conversations about what school staff has observed or to information derived from sources other than education records.

In addition to FERPA, the parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and state student record regulations at 603 C.M.R. 23.00. The parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to share such information beyond the sharing contemplated in this Agreement unless required to be shared by state or federal law. The parties shall not collect or share information on a student's immigration status except as required by law.

## **C. Information Sharing by School Personnel**

### **1. For Law Enforcement**

Where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate, he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but should also communicate such information to the principal or his or her designee. The parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by some combination of the two. If such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The parties acknowledge that there may be circumstances in which parents consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the schools' student handbooks, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student.

### **2. For Non-Law Enforcement Purposes**

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role.

Student PII received by the SRO that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports.

#### **D. Information Sharing by SRO**

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Department's involvement with a student's family, the student may need or benefit from supportive services in school); or
- The activity involves actual or possible truancy.

The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of G.L. c. 12, § 32 (Community Based Justice information-sharing programs) and G.L. c. 71, § 37H 1/2 (setting forth potential disciplinary consequences for violations of criminal law).

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate, the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response, but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

#### **V. Regular Meetings**

The Designated Liaisons from the School, the Police Department and the Middlesex District Attorney's Office ("MDAO") will meet regularly for the following purposes:

- (a) To reduce concerning behavior's and/or activities, and promotion of strategies that create a safe, secure violence-free, and nurturing school environment;
- (b) To discuss community resources available for students at risk of harm from violence, abuse, neglect, or exploitation;
- (c) To ensure proper collection and reporting of data on school-based arrests, citations and court referrals of students;
- (d) To develop violence identification, prevention, and intervention programs, protocol and curricula as required by G.L. c. 12, § 32; and
- (e) To outline the necessary action plan for implementation of such strategies.

## **VI. Roles and Responsibilities of Schools, SRO's, and Police Department**

The parties are committed to providing a safe and nurturing climate in which learning can take place.

The parties acknowledge that proper integration of the SRO into the school environment, including (as appropriate) educational activities, classroom instruction, school assemblies, and staff and school safety meetings, can help build trust, relationships, and strong communication among the SRO and students, faculty, staff, parents, and community.

As past experiences have shown, collaborative efforts between the District and Police Department can reduce the risk for incidents of violence, threatened violence, or attempted violence, as well as the use, abuse, and distribution of alcohol and other controlled substances, all of which diminish the ability of the school community to focus upon the business of learning.

Under state law, the SRO shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the schools.

The principal (or his or her designee) and the SRO shall use their professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (1) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school.

In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with the appropriate statutes and regulations, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event when the SRO determines arrest is the most appropriate resolution at the moment of the event or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student’s parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student’s parent or guardian in advance and offer them the opportunity to be present during the interview.

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement.

**VII. Effective Date and Duration of Agreement**

This agreement shall be effective as of the date of signing. It should be reviewed annually and amended as necessary to meet the needs of the parties. This agreement will remain in full force and effect until amended or until such time as either party withdraws from the agreement by delivering written notification of such recession to the other party.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
Superintendent of Schools

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

\_\_\_\_\_  
Chief of Police

**APPENDIX A  
ROLE OF THE OFFICE OF THE MIDDLESEX DISTRICT ATTORNEY**

**In the spirit of enhancing communication between the district attorney, law enforcement, and school officials and to assist the District in providing a safe, secure, violence-free, and nurturing environment for learning and in accordance with the legislative mandates set forth in G.L. c. 12, § 32, c. 71, §§ 37H and 371/2H, among others, the Middlesex District Attorney, through her designees, agrees to:**

- (1) Report to the school any criminal or delinquency complaint that is issued against a defendant or juvenile who is known to be a student of the District**
- (2) Consult with the District and the Littleton Police Department when fashioning proposed terms and conditions to be imposed upon a known student of the District at both the pre-adjudication and post-adjudication stages of the prosecution**
- (3) Report to the school any adjudication of delinquency or conviction, diversion or other significant occurrence that arises from any above criminal or delinquency proceeding;**

**The Middlesex District Attorney agrees to provide training to the Middlesex District Attorney's Office ("MDAO") staff to inform them of their roles and responsibilities under this agreement. On an on-going basis, the same training will be provided to new staff members.**

**The MDAO will not disclose a student's personally identifiable information learned during and/or in relation to a G.L. c. 12, § 32 community-based justice meeting to a third party other than another juvenile justice system agency and/or as provided by state and federal law.**

**Marian T. Ryan  
Middlesex District Attorney**

**Date**

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# LHS 1:1 Program

Update - John Harrington, Julie Lord and Natalie Croteau  
October 17, 2019



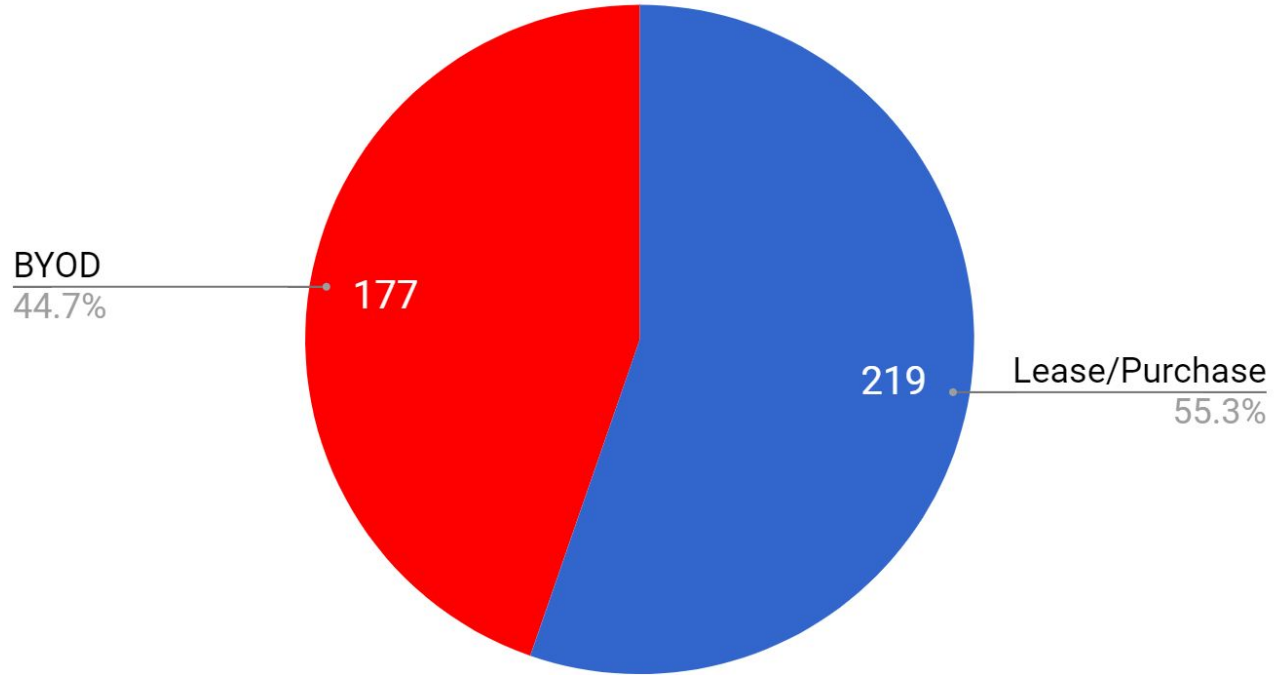


## LHS 1:1 Program Overview

Littleton High School will be continuing the 1:1 Program. This 1:1 initiative will allow easy access to technology and best prepare our students for the 21st century. The purpose of this program is to allow students to integrate technology into their day-to-day school experience.

- Third year of the LHS 1:1 Program Rollout
- Program Options: Lease/Purchase or BYOD
- All grades participating

## Program Options: BYOD vs Lease/Purchase 2019/2020



## For Students and Families:

- LHS 1:1 Program Website - FAQs
- [technology@littletonps.org](mailto:technology@littletonps.org)
- Chromebook charging station located in Library
- Chromebook loaners cart located in Library

## LHS 1:1 Program Survey Highlights

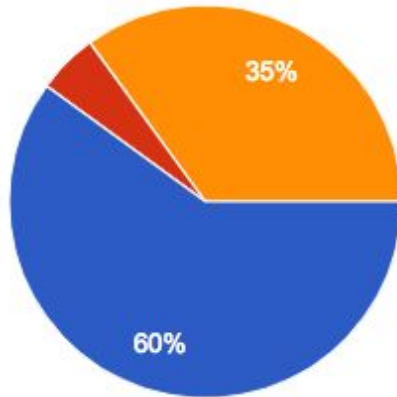
- Brief survey sent to LHS Faculty in June 2018 and October 2019
- 20 Respondents in 2018 and 28 respondents in 2019
- Close response questions and one open-ended question
  
- Reviews of program and its impact on instructional experience continues to be positive
- Enhanced access to technology tools for researching, reading, writing, creating, collaborating, and presenting
- Some concern still remains with student responsibility: Bringing devices charged and ready for class

# Question 1

The purpose of the LHS 1:1 Program is to allow students to integrate technology into their day-to-day school experience and best prepare our students for the 21st century. Do you feel that this program is successfully accomplishing this initiative?

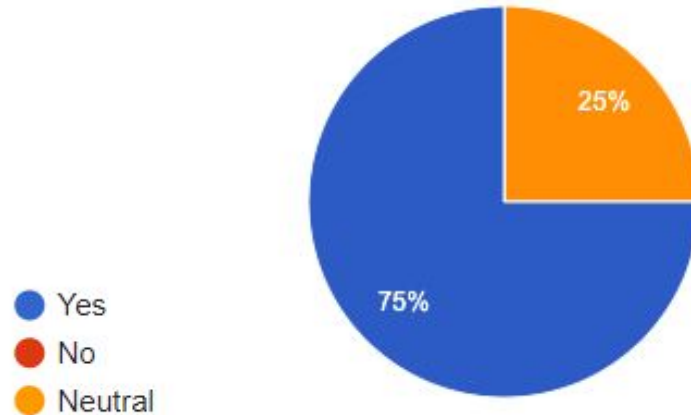
20 responses

JUNE 2018



28 responses

OCT 2019

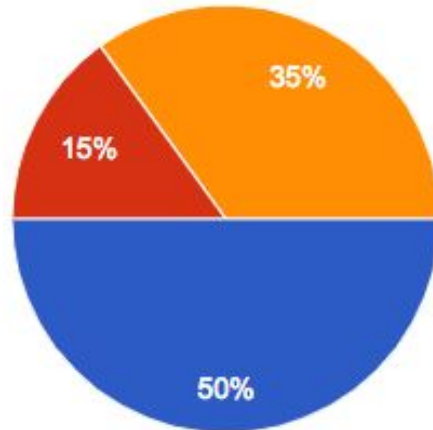


## Question 2

Do you feel that the LHS 1:1 Program enhances your teaching of curriculum?

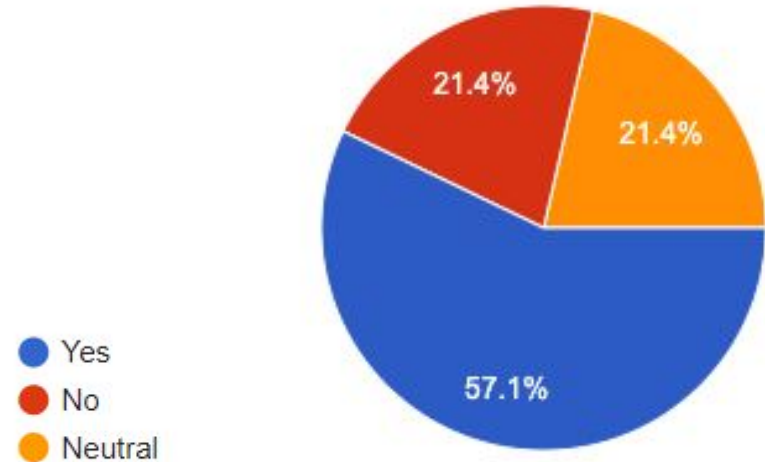
20 responses

JUNE 2018



28 responses

OCT 2019

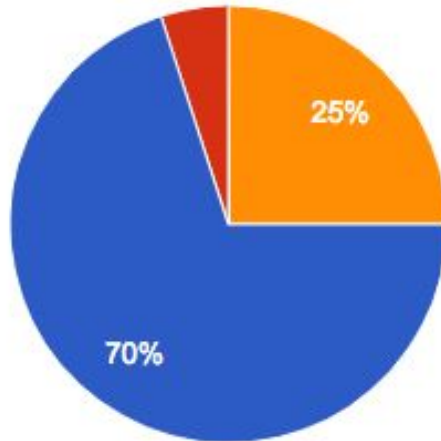


## Question 3

Do you feel that the LHS 1:1 Program benefits student learning?

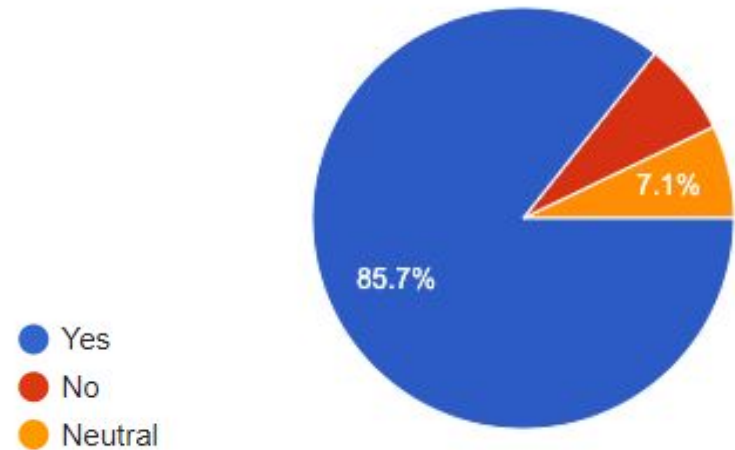
20 responses

JUNE 2018



28 responses

OCT 2019

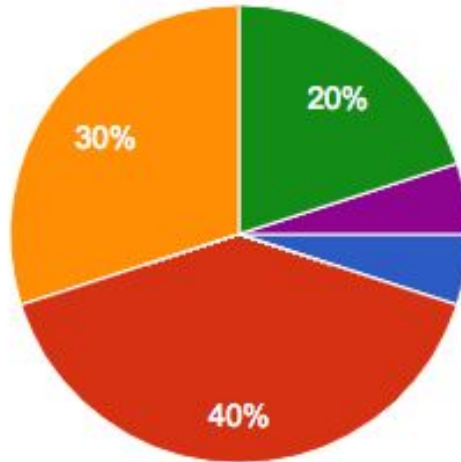


## Question 4

How many of your students bring their 1:1 device to class on a regular basis?

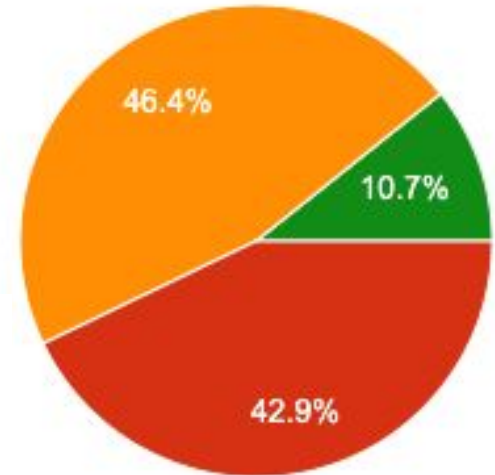
20 responses

JUNE 2018



28 responses

OCT 2019



- All
- Almost All
- Most
- Some
- None



# Positive Highlights and Areas for Growth

## Positive Highlights

- “I’ve really been able to enhance my classroom with the initiative. I think my students are going to be well prepared for the technological aspect of the workplace.”
- “Certainly encourages a sense of responsibility in terms of ensuring their devices are always charged and respected.”
- “I love the ability to have students write or research when the need arises rather than planning days in advance to have the Chromebook cart or the computer lab reserved. Thank you!”
- “My textbooks are ebooks so this program is amazing for me and my students!!”

## Areas for Growth

- Strengthening student responsibility for charging and bringing device to class
- Increasing awareness of instructional technology tools that enhance instruction
- Survey Parents and Students for additional feedback after Semester 1.

# Littleton High School

Advanced Placement (AP)

May 2019 Results

# AP Courses at LHS

1. 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 Spanish
10. AP Studio Art
11. AP French
12. AP Art History

# Subjects where students took 2019 AP Exams

1. AP Computer Science A
2. AP Studio Art : Drawing
3. AP English Literature & Composition
4. AP English Language & Composition
5. AP Physics C: Electricity and Mag.
6. AP United States History
7. AP Spanish Language and Culture
8. AP Psychology
9. AP French Language and Culture
10. Macroeconomics
11. AP Biology
12. AP Calculus AB
13. AP Calculus BC
14. AP Computer Science A
15. AP Physics C: Mechanics
16. AP Latin
17. AP Art History
18. AP Chemistry
19. AP Statistics

## Number of students taking AP exams

Year	# of Students taking AP Exams	# of AP Exams Taken
<b>2019</b>	<b>101</b>	<b>208</b>
2018	98	182
2017	105	198
2016	97	212
2015	97	182
2014	74	141
2013	80	154
2012	89	170
2011	87	136
2010	70	107

# Number and Percentage of Exams at each AP Score Level, May 2019

\*Results include students who took multiple exams

AP Score Level	# of Student exams	% of Student exams
5	57	27%
4	58	28%
3	70	34%
2	16	8%
1	2	3%
$\geq 3$	187	90%

# The number and percentage of exams at each AP Score Level

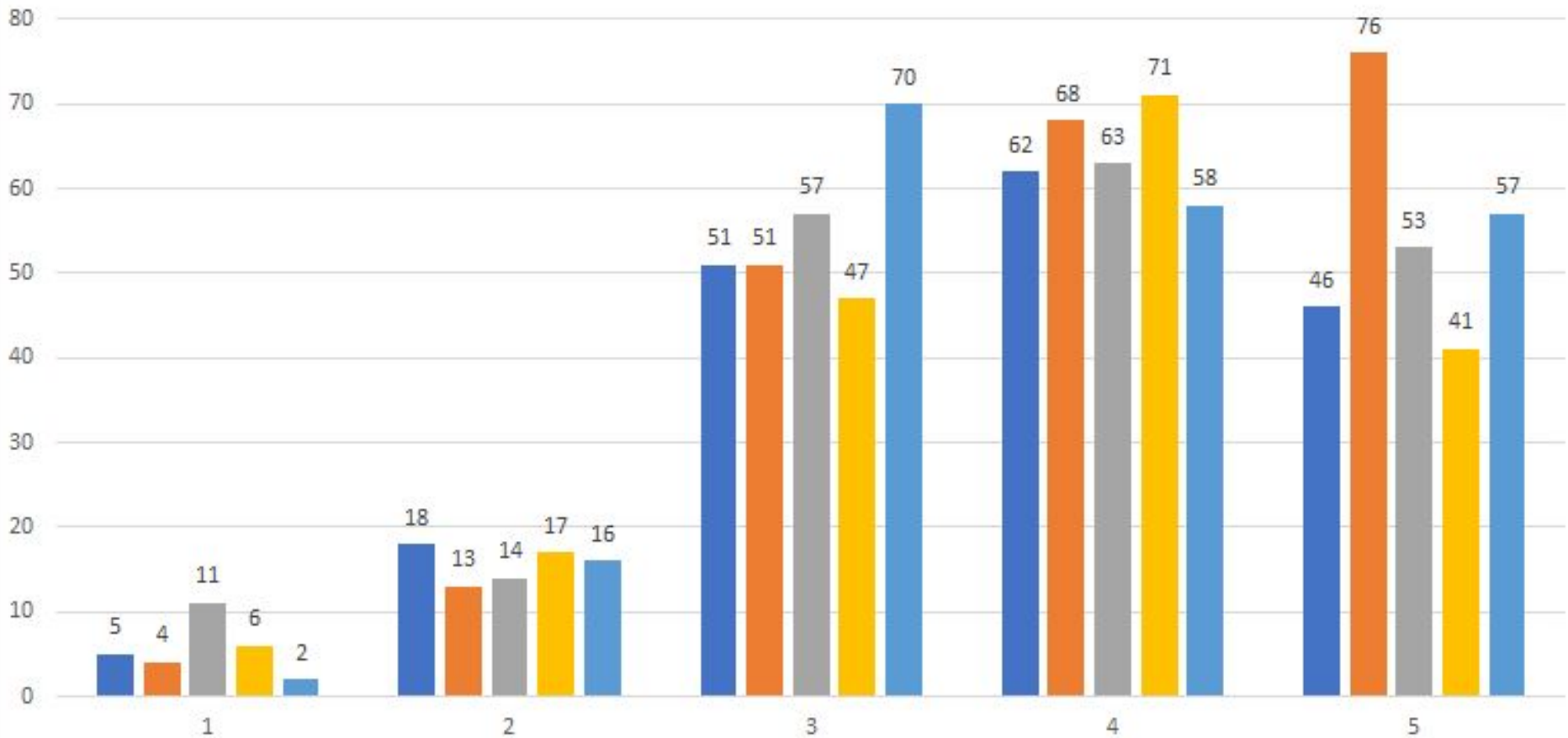
\* Results include students who took multiple exams

AP Score Level	2015		2016		2017		2018		2019	
5	46	25%	76	36%	53	27%	41	23%	57	27%
4	62	34%	68	32%	63	32%	71	39%	58	28%
3	51	28%	51	24%	57	29%	47	26%	70	34%
2	18	10%	13	6%	14	7%	17	9%	16	8%
1	5	3%	4	2%	11	6%	6	3%	2	3%
≥ 3	159	87%	195	92%	173	88%	159	88%	187	90%

# Number of Exams at each AP Score Level

Number of Exams at each AP score level

■ 2015 ■ 2016 ■ 2017 ■ 2018 ■ 2019



\* Results include students who took multiple exams



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

Year	# of AP Students with scores $\geq 3$	% of AP Students with scores $\geq 3$
<b>2019</b>	<b>91</b>	<b>90%</b>
2018	87	89%
2017	92	88%
2016	92	94%
2015	88	91%
2014	70	95%
2013	71	89%
2012	81	91%

# AP Scholars

- **AP Scholar**

Granted to students who receive grades of 3 or higher on three or more AP Exams.

- **AP Scholar with Honor**

Granted to students who receive an average grade of at least 3.25 on all AP exams taken, **and** grades of 3 or higher on four or more of these exams.

- **AP Scholar with Distinction**

Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on five or more of these exams.

- **National AP Scholar**

Granted to students who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

## AP Scholars for last 8 years

	2012	2013	2013	2015	2016	2017	2018	2019
AP Scholars	11	17	7	13	17	10	18	20
With Honor	5	5	7	6	9	9	4	8
With Distinction	11	10	9	11	16	14	9	12
National AP Scholar				1	1			2
Total AP Scholars	27	32	23	30	42	33	31	42

# Special Notes

- 12 AP Courses are currently running at LHS
- **91/101 (90%) Students scored at least a 3 on one AP Exam**
- AP Statistics has two sections this year
- AP Computer Science Principles is offered this year
- Current students have expressed interest in AP Economics

**District Strategic Goal #1: Curriculum/Instruction/Assessment**

**Align and enhance curriculum, instruction, and assessment to continually improve student achievement**

- SL met with the Russell Street staff this year to discuss current practices and possible goals for alignment in all curriculum areas.
- Ongoing evaluation of aligning our assessments to ensure they are aligned.
- Foundations was piloted in kindergarten and purchased for K-1 for next year.
- Standards based report cards were implemented K-2 in 2018-2019 school year.
- F&P assessments, progress monitoring and data meetings for two years.
- SST review team in place. New data form released to staff with a more thorough detailed report on the student. Working on providing staff with data collection and assessments needed for SST meetings.
- 
- Guided math PD: school visit to Westford, PD with Nicki Newton, PD offering and math routines book study with Stephanie Rousseau

**District Strategic Goal #2: Professional Development**

- PDC committee
- PD offerings and e-communication from Heidi MacGregor re: new technology in the Imagatorium
- SEL 6-week program implemented by Laura and Justine
- Study groups and presentations based on chapters from the SEL book from Dr. Clenchy
- Additional Second Step kits purchased for school wide implementation
- Mentor Guide
- Volunteer Guide

### **District Strategic Goal #3: Community and Communication**

- Principal's weekly newsletter
- Revised website (surveyed parents, explored other school websites, met with Julie Lord)
- Teacher blogs and Twitter feeds
- Charity Bell parent presentation
- SBRC parent presentation
- LHS students working in classrooms and with specialists
- Senior community volunteers in K
- Community school-wide events
  - Fall clean-up day
  - Hat & Mitten Drive for the House of Hope in Lowell
  - Mother's Day Gift Bags for The Wish Project in Chelmsford
  - K Food Drive for Loaves and Fishes in Devens
  - Art Show
  - Winterfest
  - Book Fair
  - Book Swap
- Mass DOT Safe Routes to School
  - Evaluate drop off and pick up safety procedures
  - Walk & Roll to School (2 this year)

### **District Strategic Goal #4; Climate and Culture**

- Safety Committee
- Safety Drills
- Community Meetings (HEART)
- Scheduling Committee
- Surveyed parents and staff for Volunteer Guidelines
- Developed Building Maintenance Plan (surveyed staff)

## **District Strategic Goal #5: Technology**

- PD
- Imagatorium
  - Ozbots
  - Lego Wall
  - Wind Tunnel
- Grants written and awarded for Breakout Edu and Wind Tunnel
- Schoolwide participation in Global Stem Day (Make something that does something)
- Schoolwide participation in Hour of Code
- Second Grade STEAM day
- Google Classroom for staff meeting information

## RSS SIP Highlights 2019

### Curriculum/Instruction/Assessment

- Expanded WIN (“What I Need”) intervention block to 45 min
- Utilized Second Step Anti-Bullying program
- Purchased Second Step SEL Program
- Taught ANSWER extended writing protocol (3-5)
- Transitioned to Next-Gen MCAS assessment at all grade levels
- Created first student and staff kiln projects

### Professional Development

- Provide professional development opportunities
  - K-5 vertical alignment teams
  - Math workshop model
  - Social/Emotional Learning
  - Anxiety/Trauma
  - Marzano/Ribas (Best teaching practice)

### Community/Communication

- Offered Empowering Families:101 forums on a variety of topics to support RSS families and students
- Continued and expanded partnerships with other LPS schools
  - LMS theatre productions
  - 2<sup>nd</sup> grade and 5<sup>th</sup> grade transitions
- Maximized positive outreach to parents/families
- Created grade 3 RSS video tour
- Tremendous support from PTA

### Climate/Culture

- Continued to build capacity of staff around offering an environment that fosters the social and emotional learning of all children
- Implemented a Positivity Theme
  - Friday Musical Moment
  - Student/Staff Shout-Outs
  - Acts of Kindness theme
- Provided Mindfulness club/activities
- Generated student SEL goals in some classrooms
- Expanded ALICE practice drills K-5 – collaborated the planning with Shaker Lane

### Technology

- Added K-5 STEM Integration Specialist - Transforming the K-5 learning experience
- Utilized Virtual Reality to enhance the learning experience for students
- Enhanced RSS digital citizenship program
- Acquired Pancake Bot / 3D printers
- Technology becoming seamless/Student inspired projects



## FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight trips have the prior approval of appropriate Administrative level.

The Superintendent will establish regulations to assure that:

1. All students have parental/guardian permission for trips.
2. All trips are properly supervised
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

Out-of-state overnight trips and excursions, except those required for student participation in tournament competition or contests, must have advanced approval of the School Committee. Out-of-State day trips must have advanced approval of the School Principal. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

SOURCE: MASC

Adopted: December 1, 1977  
Revised: August 21, 2003  
Revised: January 5, 2012  
Reviewed: December 10, 2015  
Reviewed: October 3, 2019  
Revised: October 17, 2019