



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

MATTHEW HUNT, Vice Chair
BRAD AUSTIN, Member

MIKE FONTANELLA, Chair

TIMALYN RASSIAS, Secretary
JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MEETING

April 29, 2021

7:00 p.m.

NO PUBLIC ATTENDANCE, GIVEN BUILDING CLOSURES DUE TO COVID-19

You are invited to a Zoom webinar.

When: Apr 29, 2021 07:00 PM Eastern Time (US and Canada)

Topic: School Committee meeting of April 29th, 7pm

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/99421908739?pwd=MHJXN1d3MTg3TjFDUFlocE9qNDVXUT09>

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

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.

7:00 I. ORGANIZATION

1. Call to Order

2. Consent Agenda

Minutes - April 15, 2021

-Oath to Bills -
and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

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 Lyn Snow,, District Equity Coordinator at 978-540-2500, lsnow@littletonps.org or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.

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7:15 IV. PRESENTATION

1. **State/Local/Public Health Metrics:** *Chair, Mike Fontanella and Katrina Wilcox Hagberg will give an update on the State/Local/Public Health Metrics.*

7:25 V. OLD BUSINESS

1. **Update on the High School Sewer Discharge Site:** *Chair Mike Fontanella will give an update on the Sewer Discharge site.*

7:35 VI. RECOMMENDED SCHOOL CHOICE SLOTS FOR FY22:

1. *Superintendent Kelly Clenchy will ask the SC to approve the recommended School Choice slots for FY22.*

7:40 VII. INTERESTED CITIZENS

7:50 VIII. SUBCOMMITTEE REPORTS

1. **PMBC**
2. **Budget Subcommittee**
3. **Policy Subcommittee: (see LPS website to view all policies)**
<http://www.littletonps.org/school-committee/school-committee-policies>

8:15 IX. ADJOURNMENT/EXECUTIVE SESSION

Motion to move into Executive Session for the purpose of contract review with no intention to return to Open Session.

**NEXT SCHOOL COMMITTEE MEETING
May 6, 2021**

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SCHOOL COMMITTEE MINUTES April 15, 2021 7:00PM

PRESENT: Mike Fontanella
Matthew Hunt
Timalyn Rassias
Brad Austin
Justin McCarthy

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

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

On a motion by Matthew Hunt, and seconded by Justin McCarthy, it was voted to approve the April 8, 2021 consent agenda as presented. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

None

RECOGNITION

1. Superintendent Clenchy wished staff, students, and parents a safe April break.
2. He recognized it was our 3rd week of full in-person for Grade K-8 students and the first full week for the high school students. He thanked everyone for their hard work.

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PRESENTATION

1. State of Curriculum Reports Part II: Curriculum Coordinators presented the state of the curriculum reports within their subject:

- i. Presentation I: Hilary Bridge - Unified Arts
- ii. Presentation II: Mike Foustoukos – Social Studies / History
- iii. Presentation III: Elizabeth Kelley – World Language

- **K-12 Unified Arts** was presented by Hilary Bridge, who gave a brief overview of the initiatives and shared a video presenting the K-5 Art and Music program as well as the 6-12 Graphics and Digital Art program and Music program both at the Middle and High School. Each department teacher gave a brief overview of their work with their students in each grade. Her video presentation was included in the packet.

Brad Austin – Great to see such a tremendous enthusiasm amongst staff and students.

- **6-12 Social Studies / History** was presented by Mike Foustoukos, who highlighted the initiatives.

Accomplishments and Highlights

- Transition to Civics at the 8th grade level resulting in a condensed World History at the High School level
- Additional Electives at the High School level
 - Race and Membership
 - Global Studies
 - Sociology
- Presentation by Facing History to the LHS student body on Uyghur Muslims in China
- Physical Timeline of Anti-Racism by Race and Membership
- Virtual visit with Mrs. Janet Applefield, a survivor of the Holocaust in Facing History
- Financial Literacy in Economics through Everfi and DCU

Adaptations to Instruction and Learning

- Differentiated Assessment Practices
- Project Based Learning
 - Research projects in most grade levels
- Civics Project in 8th Grade and U.S. II
- Current Events
- Virtual Field Trips
 - Edward M. Kennedy Institute for Voting rights and access
- Analyzing Primary and Secondary Sources
- Revisions to work
- Higher Order Thinking Questions

Professional Development

- Let us Talk about Race and Equity
 - Led by Susan Harvey and Heidi MacGregor
- Collaboration with the English department to develop a shared “Humanities” Course
- Middle School Social Studies Curriculum Coordination and Planning
- Best Practices for Hybrid and Remote learning

- Individual Professional Development
 - Equity and Cultural Bias
 - Civics

Brad Austin – How has the transition been to the new curriculum?

Mike Foustoukos – It has been tough, but we have worked hard, and staff and students are happy with how far we have come with the new curriculum.

- **6-12 World Language** was presented by Elizabeth Kelley, who highlighted the initiatives within the world language department, which teaches French, Latin and Spanish:

Proficiency Leveled Courses

Distinguished

Superior

Advanced High

Advanced Mid

Advanced Low

Intermediate High

Intermediate Med

Intermediate Low

Novice High

Novice Mid

Novice Low

Reasons to Be Proud

Opportunities for Students:

National Latin Exam

National Etymology Exam

JCL Essay Contest

MaFLA contests

World Language Month

Dual Enrollment Courses via Middlesex Community College

Professional Development

Spotlight on the remote / hybrid classroom, 3 webinars in a series on the everyday experience of World language teaching in 2021

How to be an Antiracist

Projects

Various student projects were shared in the presentation.

Brad Austin – New curriculum approved but not adopted yet. How are you preparing for the new standards?

Elizabeth Kelley – We have already worked towards this and as a department we are ahead of the curve. We have gone to proficiency target professional development as well.

2. **State/Local/Public Health Metrics:** Katrina Wilcox Hagberg provided a presentation on the State/Local/Public Health Metrics. Her data presented was through April 15, 2021.

Test positivity rate is now at 2.32% in Littleton. Littleton's rate is 20.5 per 100K. Littleton has 28 new cases and Littleton is still in the red. Within the four schools all pooled tests have been negative.

Mrs. Hagberg reminded everyone, parents and students, to do the right thing. Keep your mask on, social distance and use all the layers of cheese to protect yourself, your family, and the community.

3. Financial Update. Business Manager, Steve Mark gave a financial update. The overview was included in the packet.

4. District-Wide Update on Mental Health Supports: Director of Pupil Personnel Services, Lyn Snow gave an update on the District-Wide Mental Health Supports.

Who supports mental health in Littleton Public Schools? Everyone

Littleton Public Schools - Clinical Team

- Psychologists

- Danya Sclar
- Evan Oberle-Hall
- Maureen McMahon

- School Counselors

- Justine Mathurin
- Rachel Leighton
- Sarah Dorfman
- Jan Nolan
- Christopher Christy

- District-Wide

- Tracy Turner - Head of Clinical Team
- Shane Nardi-Williams - Licensed Indep. Clinical Social Worker
- Teresa Fiori - Board Certified Behavior Analyst
- John Moran - Board Certified Behavior Analyst

- Health Services

- Kathy McCarthy, RN - LMS/Lead Nurse
- Mary Philpot, NP - SL/COVID Liaison
- Nicole Barry, RN - RSS
- Chris Porell, RN - LHS
- Kathleen Sullivan, LPN - District-Wide

Highlights:

District

- Ecological Restructuring
- Using a systems approach
- Project Interface
- Massachusetts Partnerships for Youth
- Parent/Staff/Student Surveys
- Parent Education
- Screening/Evaluations
- Wellness Committee
- Counseling - shift from soc. > ind.
- Student Education
- Employee Assistance Program

183	- Team Building
184	- Accommodations
185	- District Professional Development
186	- Faculty Led Professional Development
187	- The Gift of Time
188	
189	Littleton High School
190	- Creating a safe and welcoming environment
191	- Team Approach/Collaboration
192	- Surveys/Needs Assessments
193	- Screening Tools/Progress Monitoring
194	- Mindfulness practices
195	- Signs of Suicide Prevention Program
196	- Youth Risk Behavior Surveillance
197	- Afterschool support
198	- Peer tutoring
199	- Young Men's Group
200	- Increased counseling support
201	- School-wide assembly
202	
203	Littleton Middle School
204	- Clinical team collaboration
205	- Mindfulness practices
206	- Signs of Suicide Prevention Program
207	- Youth Risk Behavior Surveillance
208	- Helping students through hard moments
209	- Accountability partners
210	- Classroom lessons - pronouns
211	- Fact vs. Feelings
212	- Three good things
213	- Field day
214	- Friday music (staff)
215	- Pizza trolley
216	- Cairns
217	
218	Russell Street School
219	- Spirit Week
220	- Talking walks with students
221	- Home visits/check ins/consults
222	- Parent engagement
223	- Keeping students connected with one another (separate cohorts)
224	- Constant presence - recess
225	- Social Thinking lessons - transferred all the lessons into google slides for the teachers
226	- Survey for teachers
227	
228	Shaker Lane
229	- Staff Meetings - Embedded PD
230	- Relationship Building
231	- Focusing on the culture of the building
232	- Working to keep staff & students happy and motivated

- 233 - Being there for staff - pivotal impact on students
234 - Group and individual support
235 - Class Lessons
236 - Zones of regulation
237 - Social Stories

238
239 **ZONES OF REGULATION:**

240 **Step 1** – How do I feel?

241 **Step 2** – What zone am I in?

242 **Step 3** – Do I need to regulate? Which one?

243 **Step 4** – Use the tool.

244 “Destination Regulation”
245

246 **SECOND STEP**

- 247 ▪ Empathy
248 ▪ Emotion Management
249 ▪ Emotion Recognition
250 ▪ Problem Solving
251 ▪ Impulse Control
252 ▪ Calming Down
253 ▪ Communication
254 ▪ Assertiveness
255

256 **Systemic SEL:**

- 257 ▪ Organize
258 ▪ Implement
259 ▪ Improve
260

261 **Next Steps**

- 262 - Assessing need for additional supports
263 - Continuing to identify needs and priorities
264 - Elementary & Secondary School Emergency Relief Fund (ESSER)
265 - School Mental Health Quality Assessment
266 - Massachusetts School Mental Health Consortium
267 - National Center for Safe & Supportive Schools (5/10)
268 - Devereux Student Strengths Assessment
269 - Diversity, Equity and Inclusion Team
270 - More professional development
271 - More curriculum
272 - More Social Emotional Learning
273 - More kindness and grace
274

275 **IMMEDIATE NEXT STEPS!**

- 276 - Students, staff & families enjoy April vacation!!
277

278 Brad Austin – Appreciate all the things you spoke about. About staff resources. How have the students
279 seemed these last three weeks?

280 Lyn Snow – With everything with change, we need to give it time.

281 Michelle Kane – It is hard for our younger students to switch from being at home for part of the week to being
282 in school five days a week. We have had to support a lot of our students coming back these past weeks.

Cheryl Temple – Our students are having so little unstructured time during the school day. Before Covid they would have “freedom” during lunch and recess and now we are constantly reminding them to social distance, wear your mask etc. It is a learning curve for all.

Jason Everhart – Increase the expectations in the academic rigor. How do we slowly move them towards where we were pre-Covid. That is a struggle at the middle school.

Justin McCarthy – Very thorough presentation. If we can continue to walk a fine line between a rigor instruction and social emotional balance to finish the school year.

Kelly Clenchy – Anything we can do to mitigate any challenges any of our students are facing, we will do anything we can to help. But please remember, it is a very competitive market. Every school district is looking for the same outside resources to assist their students.

Mike Fontanella – He thanked Ms. Snow for the presentation and suggested it to be part of the State of Curriculum presentations going forward.

Public Input:

Amy Tesz – Thank you for sharing all this information. Do you have numbers of students that needed screening compared to numbers pre-Covid. I would encourage you to continue to reach out to the community to help any of our community members. Do we have an access point for parents to reach out to?

Lyn Snow – We do track all our clinical counseling whether it is short term or long term. A parent should always start with their child’s teacher, then a counselor and/or principal.

SUPERINTENDENT EVALUATION

1. The School Committee members discussed the Superintendent’s Annual Evaluation with the five different standards.

Matthew Hunt went through the five standards and gave a broad overview of each standard:

- Student Learning Goals that promote cultural proficiency.
- Instructional Leadership
- Management and Decision
- Family, Community and Engagement
- Professional Culture

Matthew Hunt – The overall evaluation from the School Committee members was an exemplary evaluation. This was an incredibly difficult school year for anyone but with Dr. Clenchy’s leadership, Littleton had a successful year and implemented a number of strategic goals and social, emotional learning and cultural and racial inclusion.

Dr. Clenchy thanked the School Committee members for their comments and feedback.

Justin McCarthy – Thank you. It has been a challenging year, but we had a great technology platform already in place and was able to start remote learning and hybrid learning right away. Potentially, we could have utilized the classrooms a little sooner. But overall, it was a successful year.

Timalyn Rassias – Thank you for this year. I appreciate all the help we received over my first year on the board.

Brad Austin – I just want to thank everyone for their part in this year and the evaluation process.

Mike Fontanella – He thanked Kelly Clenchy for the many years they have worked together.

OLD BUSINESS

1. **Pooled Testing Participation:** Director of Pupil Personnel Services, Lyn Snow gave an update on student and staff pool testing participation.
We continue to pool test and we will continue to the end of the school year. 831 participants at this point. 658 students and 173 staff members. We continue to have an increase in our participation rate every week.
2. **9-12 Full In-person return:** High School Principal John Harrington gave an update on grades 9-12 Full In-person return on Monday, April 12, 2021.
It has been a transition for everyone, students, and staff. It is going to take time. Students and staff are adapting to more students in the classrooms and in the hallways. Adjustment to lunch break etc. We will have completed term 3 tomorrow. We are balancing the rigor between instruction and social and emotional for all.
Modified Prom/Gala will be taking place for the senior class – Date to be determined.
Kelly Clenchy – We definitely will have restrictions we need to adhere to.

INTERESTED CITIZENS

None

SUB-COMMITTEE

1. **PMBC** – No update
2. **Budget** – No update
3. **Policy** – No update
4. **SEPAC** – We have new officers for the SEPAC. Website will be up and running soon with all the information.

ADJOURNMENT

On a motion by Matthew Hunt, and seconded by Timalyn Rassias it was voted to adjourn at 9:48PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justine McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

NEXT MEETING DATE

School Committee

April 29, 2021

7:00PM

Zoom Meeting

DOCUMENTS AS PART OF MEETING

State of the Curriculum – Unified Arts
State of the Curriculum – Social Studies / History
State of the Curriculum – World Language
Public Health Metrics for Covid-19
District-Wide Mental Health Supports

Littleton Public Schools
April 29th, 2021

Updated Definitions and Guidance



Three-foot distancing

While districts should space students further than three feet when feasible, evidence demonstrates that the additional risk reduction associated with six feet as opposed to three feet is low – when masks are worn and other mitigation strategies are in place.

DESE's approach to physical distancing was endorsed last summer by the Governor's COVID Command Medical Advisory board, the Massachusetts Chapter of the American Academy of Pediatrics, and medical experts from Mass General Brigham. Since then, DESE's approach has been further endorsed and validated, with numerous groups noting the safety of a three-foot distancing in classrooms standard and supporting the return of students to full-time in-person school at three feet of distance:

- Additional organizations (ref.) have noted the safety of a three-foot distancing standard between students in classrooms when part of a holistic mitigation approach in school.

ref. Brown School of Public Health, Edmond J. Safra Center for Ethics, & New America. (2020).

Strategies for Pandemic Resilience in the Face of High Community Spread. Available at

<https://globalepidemics.org/2020/12/18/schools-and-the-path-to-zero-strategies-for-pandemic-resilience-in-the-face-of-high-community-spread/>

Update on Quarantine Guidance for Close Contacts

Close contacts who were exposed to a COVID-19 positive individual **in the classroom or on the bus while both individuals were masked** do not have to quarantine unless they were within 3 feet of distance of the COVID-19 positive individual for a total of 15 minutes during a 24-hour period.

This does not apply if someone was identified as a close contact outside of the classroom or bus (e.g., in sports, extra-curriculars, lunch, etc.) or if masks are not worn by both persons at the time of the exposure. All other close contacts must follow the standard protocol for when a close contact may return to school.



As approved by EOHHS, in consultation with the Governor's Medical Advisory Board on COVID-19 and other medical advisors,

As a reminder, DPH defines close contact as:

- Being within 6 feet of a COVID-19 case (someone who has tested positive) for a total of 15 minutes during a 24-hour period. Multiple brief or transitory interactions (less than a minute) throughout the day are unlikely to result in 15 minutes of cumulative contact and do not meet the definition of close contact. Being in the same room as an individual if you are consistently separated by 6 feet of distance does not meet the definition of a close contact.
- Close contact can occur while being with, caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case, OR
- Having direct physical contact with the person (e.g. hugging or kissing), OR
- Sharing eating or drinking utensils, OR
- Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.



Quarantine Protocol

- Close contacts who were exposed to a COVID-19 positive individual **in the classroom or on the bus while both individuals were masked** do not have to quarantine unless they were within 3 feet of distance of the COVID-19 positive individual for a total of 15 minutes during a 24-hour period. This does not apply if someone was identified as a close contact outside of the classroom or bus (e.g., in sports, extracurriculars, lunch, etc.) or if masks are not worn by both persons at the time of the exposure. All other close contacts must follow the standard protocol for when a close contact may return to school.

Please Note:

Individuals who are fully vaccinated or who have had confirmed COVID-19 in the last 90 days do not need to quarantine as long as they do not have symptoms.



Exiting Quarantine

- When individuals exit quarantine, masking and other safety measures remain critical.
- It may be best for individuals who are not able to adhere to masking and distancing to exit quarantine after 10 or 14 days rather than after 7 days.
- In addition to symptom monitoring, individuals exiting quarantine prior to 14 days must also take their temperature once daily.
- If even mild symptoms develop or the individual has a temperature of 100.0 F, they must immediately self-isolate, and contact the public health authority overseeing their quarantine, and be tested.



Self-isolation for COVID-19 positive cases

Self-isolation for COVID-19 positive cases is a minimum of 10 days. Transmission may occur from persons with COVID-19 infection who are symptomatic and those without symptoms. The duration of infectivity is defined as two days prior to symptom onset (or two days prior to a positive test if asymptomatic) through ten days after symptom onset and is contingent on meeting clearance from isolation as defined below.

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

- a. gone for 24 hours without a fever (and without taking fever-reducing medications like Tylenol); and
- b. experienced improvement in other symptoms (for example, their cough has gotten much better); and
- c. received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended.

Return to school should be based on time and symptom resolution.

Projected School Choice Enrollment 2021-2022

	Projected #Students Littleton Residents	2019-2020 #SC Students moving to next grade Level in	Projected School Choice SEATS OFFERED	Projected #Students Total School Choice	Projected #Students Total Enrollment
GRADE	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
PreK	46 (as of 04.26.21)		0	0	46
K/T	105 (as of 04.26.21)		5	5	110
1	99	5	6	11	110
2	112	2	5	7	119
TOTAL	362	7	16	23	385
3	107	6	5	11	118
4	132	5	0	5	137
5	110	4	5	9	119
TOTAL	349	15	10	25	374
6	122	5	3	8	130
7	126	11	0	11	137
8	123	4	3	7	130
TOTAL	371	20	6	26	397
9	119	9	5	14	133
10	111	7	4	11	122
11	103	7	6	13	116
12	87	12	7	19	106
TOTAL	420	35	22	57	477
Total	1502	77	54	131	1633

FY21-2022 Proposing to add (5) School Choice Grade (K/T) Students
 FY21-2022 Proposing to add (6) School Choice Grade (1) Students
 FY21-2022 Proposing to add (5) School Choice Grade (2) Students
 FY21-2022 Proposing to add (5) School Choice Grade (3) Students
 FY21-2022 Proposing to add (5) School Choice Grade (5) Students
 FY21-2022 Proposing to add (3) School Choice Grade (6) Students
 FY21-2022 Proposing to add (3) School Choice Grade (8) Students
 FY21-2022 Proposing to add (5) School Choice Grade (9) Students
 FY21-2022 Proposing to add (4) School Choice Grade (10) Students
 FY21-2022 Proposing to add (6) School Choice Grade (11) Students
 FY21-2022 Proposing to add (7) School Choice Grade (12) Students

Projected Students Littleton Residents 2021-2022 = 1502
 Projected School Choice Students in 2021-2022 = 131

Currently there are (84) 2020-2021 School Choice Students
 (7) Grade 12 2020-2021 School Choice Students will graduate

**Projected Littleton Student Residents
to attend
Parker Charter School and
Nashoba Valley Technical High School
2021-2022**

2020-2021 Littleton Student Residents Attending Parker Charter School

Grade 7	11
Grade 8	9
Grade 9	9
Grade 10	4
Grade 11	15
Grade 12	<u>8</u>
TOTAL	56

2021-2022 Projected Littleton Student Residents attending Parker Charter School

Unknown at this time (June Applicants)

2020-2021 Littleton Student Residents Attending Nashoba Valley Technical High School

Grade 9	12
Grade 10	9
Grade 11	8
Grade 12	<u>7</u>
Total	36

2021-2022 Projected Littleton Student Residents attending Nashoba Valley Technical High School

Grade 9

(21 student's have applied, acceptance unknown at this time)