

Our mission is to provide rigorous and varied educational opportunities that challenge and engage all students to attain their highest level of intellectual, social, physical, and emotional growth. (2007)



LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

B. Bourque, Chair

C. Harrison, Vice Chair

School Board Edition

Draft Minutes for October 21, 2020

Location: CHS Auditorium

- In attendance:**
- Brian Bourque, Chair
 - Christina Harrison, Vice Chair
 - Elizabeth MacDonald, Board Member
 - Robert Meyers, Board Member
 - Tara Hershberger, Board Member
 - Dr. Michael Jette, Superintendent
 - Cory Izbicki, Business Administrator
 - Mary Widman, Director of Curriculum, Instruction & Assessment
 - Michele E. Flynn, Administrative Assistant

In an effort to help slow down or stop the spread of the Novel Coronavirus (COVID-19), the School Board has implemented social distancing. The meeting will allow attendance of the public; however, the capacity is limited to 50. Face masks are required to be worn at all times. Community members and members of the public wishing to speak must observe pandemic guidelines at all times. Public comments, including concerns about accessing the meeting, can be sent via email to Christina Harrison, School Board Vice-Chair, at charrison@litchfieldsd.org.

Public comments shall be made without expectation of a response by any School Board Members to matters raised by such commentary. Comments and statements may be made on matters of public concern directly related to the district’s policies, programs and operations. Public commentary shall be limited to 3 minutes per person and must identify the first and last name and address of the commenter.

I. PUBLIC SESSION

6:00 p.m.

A. Call to Order

Mr. Bourque called the meeting to order at 6:20 p.m.

B. Pledge of Allegiance

C. Review & Revision of Agenda

There were no revisions to the agenda.

D. Summary of Non-Public Actions from October 7, 2020:

Mrs. Harrison made a motion to approve the non-public minutes of September 16, 2020. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. Harrison made a motion to accept the nomination of Patricia Waggoner as part time GMS Computer teacher at a prorated salary of \$21,347.92 for the 2020-2021 year. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. MacDonald made a motion to accept the nomination of Christine Israel as a 1 year teacher at GMS at a prorated salary of \$39,887.31 for the 2020-2021 year. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. Harrison made a motion to authorize the Superintendent to negotiate with the LEA and LSSA to allow staff on leave to work from home. Mrs. Hershberger seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mr. Bourque made a motion to authorize the Superintendent to reinstate the allowance of staff children to be at the school building in which the staff member works on a day when school is in session, on a case by case and limited basis. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

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Mrs. Harrison made a motion to allow a high school student who moved to another town to remain at CHS. Mr. Meyers seconded. The motion failed by roll call vote: Mr. Bourque, no; Mrs. Harrison, no; Mrs. MacDonald, no; Mr. Meyers, no; Mrs. Hershberger, no.

E. Presentations and Recognitions

● **Curriculum Report October 2020**

Ms. Widman highlighted professional development that occurred during the first weeks of school in early September:

- Six teachers offered workshops to their peers:
 - Google for Beginners
 - Google for Advanced
 - Fillable Google Slides
 - ScreenCastify
 - Ed Puzzle / ScreenCastify
 - Digital Notebooks
 - CHS Teacher Mentors
- District Training:
 - Synchronous Instruction
 - PowerSchool
 - School Based Social Emotional Learning
 - Competency Based Grading
 - Team Based Technology Training
- Looking Ahead:
 - Regular / Consistent Communication from buildings
 - Working on a curriculum website
 - Working with Grading Committee on next steps
 - Schedule extra help and support with grading and changes to grading/reporting.

● **Competency Based Grading**

Ms. Widman provided a presentation on Understanding PowerSchool and Competency Grading:

- The district moved to a new student information system this year
- Competency based grading was occurring at CHS, but not at the other schools
- In March, a plan was outlined and presented to the School Board to structure grading in all three schools around competencies
- From June to August PowerSchool was set up and 25 teachers were trained on the new system with a plan for them to be the PowerSchool building level “experts” and provide all staff with training during the first days back
- In September we met with teachers in grades 1-6 to train and answer questions on competency based grading
- Information was sent to parents via weekly Principals’ newsletters and posted on the website.

Traditional System vs Competency Based System

<u>Traditional System</u>	<u>Competency Based System</u>
● Based on seat time.	● Based on demonstration of proficiency.
● Remembering content.	● Application of knowledge and skills
● Teacher centered.	● Student centered.
● Instruction is common.	● Instruction is personalized.
● Grades are on 100pt scale.	● Grades are typically on a 4 point scale.
● Grades are typically divided by type of assignment.	● Each competency is scored separately to make up course proficiency.
● Behaviors and non academic skills are included in grades.	● Behaviors and non academic skills are not included in academic grades.

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Traditional System

- Assignments receive a concrete score based on correctness.
- All assignments are included in the average.
- All grades are averaged together to get an overall score.
- Extra credit, participation grades, late work penalties impact the subject/course average.

Competency Based System

- Assignments receive a score based on level of demonstrated proficiency.
- Only assignments that specifically assess the competency are included.
- The level of competency is based on trends and progress not averages.
- Extra credit, participation scores and other behavioral scores are part of Work Study Practices and don't impact the competency scores.

Competencies and PowerSchool

Ms. Widman explained the purpose of competencies are to test proficiency and successful demonstration of skills in a given subject.

- All competencies are weighted equally and the overall course grade is made up of competency scores NOT assignment scores.
- Assignments are tied to one or more competency and the score on that assignment is made up of separate competency based scores.
- Teachers can enter grades into PowerSchool by percentage or points, but PowerSchool will translate each competency score into a percentage.
- These percentages are averaged to make up the overall competency score for the course.
- Then, the competency scores are combined to make up the overall course score.

For more information and examples of competencies and competency score calculations, click [HERE](#).

Ms. Widman included Frequently Asked Questions and PowerSchool Tip information in the presentation as well.

Mrs. MacDonald feels that quizzes should not count the same as competencies. She commented she does not see students doing formative assessments. She asked why a quiz is counted the same as the test.

Mrs. Harrison commented if you have a quiz and it is worth 5 points, and a student gets 2 out of 5, that is an assessment of a certain set of competencies and that affects their grade. She indicated it is because we are competency based and want to know exactly what a student can do.

Ms. Widman explained if a teacher is looking at a bank of evidence where every competency is being averaged just by score, it is wrong. The teacher should be looking at the competency itself. She indicated we are talking about summative assessments only. She noted PowerSchool averages the scores, but the teacher has the ability to override it. Ms. Widman commented that testing should be set up to measure the basic skills or competencies. She added we know there is a lot of change and we need to find the balance.

F. Correspondence

Mrs. Harrison reported correspondence was received from:

Katie Lawrence, regarding concerns with the inequity of remote instruction for her child and access issues.

Megan Moore, regarding early dismissals on Wednesdays.

John MacDonald, regarding the early release day and additional time for teacher planning at CHS.

Sara Rotast, requesting to make Wednesday a flex day.

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Colleen (inaudible), regarding feedback from GMS parents relative to a dedicated remote instructor.

Kathleen Follis, regarding her disagreement with the district not allowing spectators for concerts, but allowing spectators for sports.

Dr. Jette responded to Mrs. Follis' correspondence. He indicated the music teachers came forward with a plan and did not want anyone in the audience with concerns for COVID-19.

Michael MacDonald, regarding reconsideration for holding elections for student officers during the year and his dissatisfaction with the decision to allow officers from last year to continue this year without proposal to the student body.

Justin Haley, regarding his exception to elections not held at CHS and observance of the bylaws that should be followed.

Amanda Lessard, regarding concern for mandating masks full time in schools, citing CDC statements about airborne transmission.

G. Comments:

- **Superintendent's Comments**

Dr. Jette provided updates to the Board and provided responses to Board inquiries.

- **Update on LEA Negotiations**

Dr. Jette reported that two Memorandums of Agreement were negotiated with the LEA and LSSA. He indicated there were five grievances regarding the LEA contract, which resulted from the reopening plan; however, after much work by both parties, an agreement on how to proceed was reached. He noted the agreements will be posted on the district website.

- **NHSBA Resolutions**

Dr. Jette reminded Board members that November 6 is the deadline for submissions of resolutions to the NHSBA. He indicated when the NHSBA makes the final resolutions available, the Board will need to weigh in on them.

- **School Board Comments**

There were no Board member comments.

H. Community Forum

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Susan Haley, 60 Pilgrim Drive, made statements regarding the implementation of PowerSchool and Competency Based Grading. She prefaced her statements by saying she is an ally to the administration, teachers, and School Board, but she is not supportive of how competency based learning is calculated in PowerSchool. She claims that she discovered an error in calculations and does not accurately measure the competencies. She commented Ms. Widman and Ms. Stern were able to demonstrate how PowerSchool works with grading. She indicated that she took the spreadsheet calculation example Ms. Widman presented and put it to a test. Mrs. Haley commented that she found there are variations in calculations. She presented an example of a student who is assigned a semester project worth 500 points and a test worth 100 points; the student scores 500 on the project and fails the test; the overall competency is 50% and the overall competency score is 85%. However, if the student gets 100 on the test and 250 on the project the overall score is 75%. She noted she ran multiple scenarios and the results do not match what was presented tonight and that a point based system is more accurate. She was concerned about the data that is being entered into PowerSchool. She indicated she is a supporter of competency based learning and would like to work toward a solution for this gap.

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Robin Corbeil, 4 Nesmith Court, commented that she would like to make grading as easy as possible for parents and students to understand. She indicated she puts grades online as a teacher so parents can understand how the student is doing in her class. She noted most parents grew up with number grades. She explained she breaks up her classes by points all the time [for competencies] because she believes points are important. She indicated we were not ready for this competency based learning even before the pandemic occurred. She commented that she was faced with having to teach a different platform and do it differently because her students would not be successful. She stated she attended all the meetings on competency based grading and was trained remotely. She indicated that no one said in September we had to grade using a competency based method and she was concerned the students that struggle would not be able to meet those competencies. Mrs. Corbeil commented the first training in PowerSchool was synchronous and was not a good training. She noted she did not realize it would take more steps (clicks) to get where we needed to be in PowerSchool. She continued to enter grades into PowerSchool the way she always did. She commented she was told formative do not count, but she feels that question should count toward what the student understands. She indicated that she entered assignments in PowerSchool and then learned those points do not count. She claims by launching this program and grading system we are creating stress for our students and they do not understand if something is a summative or a formative, and they feel more comfortable when they see a percentage. Mrs. Corbeil claims changing all of this in the midst of a pandemic is overstressing students, parents and teachers. She is concerned that teachers did not know about switching to competency based grading, that the grades are not accurate, and teachers do not know what to do with it in PowerSchool. She added competency based learning training did not occur for our grade 7 team.

Mr. Bourque recommended that she speak with Principal Lecklider and Ms. Widman, which would have been the appropriate place to start.

Patrick Keefe, LEA President, made the following statements:

The grades of the students in the district are completely inaccurate. CHS has been using a competency based system for 15 years, but it has never been incompatible with the grading system. We had no indication of a new grading system in the district. Philosophically, teachers would agree that the conversation to move to a competency based system is valuable. The community did not like it and would not support it; they rejected it. Without any indication we seem to be moving back to that. If all the teachers were using a point based system at the beginning of the year, how did we get to this point where grading is inaccurate? This will create social unrest with parents in the district and as we move to the end of the quarter. He appealed to the Board to really look at this. We cannot change grading mid-stream and we have had no instruction on how to use this type of competency based system. This is a huge sharp turn to take and now we are floundering. He was worried about the state of the district with regard to teachers who are overwhelmed. This is another thing that is unfair. He asked if this can be implemented next year with more training.

Mr. Meyers indicated that the law says districts will be competency based by 2020.

Dr. Jette clarified that the RSA states by 2015 district had to implement competencies. He commented that he took exception to Mr. Keefe's accusation of inaccuracy in grading. He indicated we now have a more comprehensive way of measuring what a student can do. He noted that he and Ms. Widman argued hard to provide additional training to our staff at the end of the year and were bucked every step of way by the LEA who wanted to guide their own learning rather than us providing the training we knew they needed. He commented it is hard to get beat up over this in a public forum when the associations bucked us at every turn. Dr. Jette noted that the district signed a contract in January with PowerSchool and we did not know we would have a pandemic. The information system was rolled out exactly like schools with this same system and we worked with those other districts to get this right. He indicated that he is aware it is difficult, but to say that it is not accurate is - know this is hard but to say not accurate is not true.

Mr. Meyers commented that he is flabbergasted that this is the response. He observed that Mr. Keefe spoke of creating grades, but competencies are to show mastery.

Mrs. Corbeil commented this is a change in policy.

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Mr. Keefe indicated that he never mentioned we would not be able to use points. He noted the problem is we came into the school year with the expectation we would be using a competency based system that is compatible with the point system. He commented we need some leadership to base it on. He added he would not stand here and allow the membership to be slandered.

Dr. Jette indicated he did not slander the membership, but responded to false accusations made by the association President.

A lengthy dialogue occurred between Board members, the LEA President and Administrators.

Mr. Bourque commented this is not the forum for this type of discussion, which should have begun with the school leaders.

Mrs. MacDonald commented the expectation of grades being entered was that they not be weighted.

Mrs. Harrison commented she is hearing it is an unexpected change to teachers and she would like to get to the point where it can be resolved. She asked what the teachers need and what the Board's role is in this situation. She indicated she attended one of the district workshops last year where competency based grading was discussed and she feels we are still at the traditional grading model. She noted grading competencies is different.

Mr. Keefe indicated we have always had competency based learning and always used points. He commented the teachers would like the district to help resolve it and we will work with them.

Mrs. Harrison asked what the next steps would be moving forward. She indicated the goal of the district is to be truly competency based and at this time it is a hybrid. She commented that this switch has been discussed for a long time.

Mr. Keefe commented there was never any indication we were not going to be using points. He indicated we cannot change in the middle of a semester. He suggested moving to a true competency based system next fall.

Dr. Jette indicated that all the other schools have done this successfully and figured it out. He noted that Litchfield needs to move to a competency based system. He suggested that the LEA not use community forum to air their differences and meet with the district team to engage in conversation about it.

Mr. Keefe asked why every teacher in the district are discovering the grades are not accurate.

Dr. Jette commented there are three principals and we will have a deep dialogue with them on how we got here. He indicated that we should be working through the schools, principals, teachers and leaders.

Mr. Keefe commented if you are claiming you did not know we used the point based system then that is a problem.

Ms. Widman indicated she never knew teachers were using points.

Mr. Keefe commented she should communicate with the teachers.

Mr. Bourque indicated this is not the forum for this discussion. He recommended working with the schools and leaders toward resolution.

Mrs. Corbeil commented that teachers can make competency based grading work. She indicated that she is uncomfortable that we are introducing a new grading system in the middle of a pandemic and the district is putting too much on teachers, parents and students. She noted teachers use Google Classroom to get

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assignments to parents and students. She asked if there is a way to put that in PowerSchool. She commented if we are moving to competency based grading there needs to be communication.

Mrs. Hershberger mentioned she has started attending grading/reporting meetings and found four agendas discussing point scales.

Mrs. Harrison commented that it seems much work has gone into this and the School Board tasked them to get us to that point. She indicated that when she attended the workshop last year she watched teachers writing competencies. She pointed out if this is a total surprise and gap in communication it must be addressed. She noted that Ms. Widman has been working on this for two years. She would like to move forward with this and understands that this is challenging for teachers, but it is frustrating for the School Board to see the training and professional development and not move forward.

Jennifer Denier, 9 Birch Street, commented she is concerned about hearing there has been bad timing in the middle of a pandemic. She asked how this platform would work for remote students. She was concerned about how teachers will be able to administer this with students if they are not being heard through email or virtual meetings. She asked how teachers will be able to assess a student that is remote.

Ms. Widman commented if this is not happening it needs to be addressed.

Mrs. Denier commented the district could be remote soon and indicated parents need to know how this will work.

II. GENERAL BUSINESS

A. Public Minutes:

- October 7, 2020

Mrs. Hershberger made a motion to approve the public minutes of October 7, 2020. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes;

Mr.

Meyers, yes; Mrs. Hershberger, yes.

III. REPORTS

A. Business Administrators Report

Mr. Izbicki provided a report on district financials to the Board. He reported the LMS Canopy project contractor will return this Friday and complete the steel work next week, with a projected completion date in early December.

Mr. Bourque asked if the district will lose the grant fund if the project is not completed by December. Mr. Izbicki indicated the deadline for the grant is December 31. He noted we have made some adjustments and met with the vendor. Dr. Jette indicated the latest completion date is December 4.

Mr. Bourque asked if there is a provision in the contract regarding the responsibility of the vendor if they do not meet the deadline.

Mrs. Hershberger asked if there is any flexibility on the deadline through the State for the grant. Dr. Jette indicated some districts are pushing for that, but that is when the funds sunset and the State is holding firm.

Mr. Izbicki reported the tax rate was set yesterday and there is a \$3.23 reduction in the school rate, which is set at \$11.99. He explained this is a result of what the district returned and an increase in valuation in the town. He reported that meetings with department heads for the FY22 budget have begun and the district will be ready to present the budget to the Board on November 5.

Mr. Bourque asked if the default budget will be ready as well. Mr. Izbicki indicated the Board will have the draft default budget and projected revenues. He also reported that the cost per gallon for propane has decreased to \$1.329/gallon and the cost of oil decreased from \$2.47 (FY21 budget) to \$1.499/gallon.

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B. FY22 Budget

● **FY22 Budget Goals**

Dr. Jette asked the Board for thoughts on budget goals. He noted that there are technology needs and technology staffing needs in the district.

Mr. Bourque commented the whole process shows how fragile our technology department is and the needs of our students and staff with regard to technology.

Dr. Jette indicated an additional technician is needed for technology repairs. He explained that the current technician has much responsibility with network administration.

Mrs. Hershberger asked about additional support for teachers. Dr. Jette indicated that it is expected the district will come forward with a request for tech integrators at each school. He believes it is time for teachers to have that support.

Mr. Bourque was confident that the public would understand the need for those positions.

Mr. Meyers asked if any of the staff can do this work.

Dr. Jette indicated that he spoke with Mr. Pelletier, IT Director, regarding the organizational structure of IT and he feels it is important that technology staff are all reporting to the Director. He explained that the concern is, for example, if librarians are doing the work it could create a problem. Dr. Jette asked if the Board has any other major initiatives to suggest.

Mr. Bourque confirmed technology is the highest priority.

Mrs. Harrison asked about COVID expenditures and requested a report for the same.

Mr. Izbicki indicated the district is already getting requests for additional PPE.

Dr. Jette commented we are really watching what the needs are in terms of ventilation and PPE, among other needs. He indicated during the overall audit of the GMS HVAC it was discovered there were things that were unplugged and the control system was not used properly. The recommendation is to install the same controller in each school as was installed at CHS, which is estimated to range in cost from \$25,000 to \$40,000. He noted if we are using the school for a few more years it is a reasonable cost.

Dr. Jette asked if the Board has flexibility to take one-time grant funds to hire for a specific technology position. He indicated he would argue that based on the competing warrant articles from 2003 and 2004 (new positions) and one-time non-taxpayer funds, we are able to do that.

Mrs. Harrison believes the Budget Committee will understand in this circumstance if the position is temporary.

● **FY22 Budget Schedule**

Dr. Jette reported all department heads will be present to make presentations to the Board on November 5 and 10. The Budget Committee has been invited and will be participating by observing the work session. He indicated that educational programming budgets will be presented on November 5 and operational budgets will be presented on November 10, with an opportunity at the end for Budget Committee members and community members to weigh in.

Mr. Bourque pointed out that the Budget Committee is invited to attend in the audience, but they will not be dissecting the budget as this is not a joint meeting. He indicated this is a School Board meeting and the School Board's budget and they are attending to have a preview of what we are discussing.

Dr. Jette indicated the Board will be deliberating on this budget and we will bring forward a budget to recommend to the Budget Committee. He noted the Budget Committee will have the opportunity on November

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12 to discuss what we presented. He believes this is a more streamlined process as we move forward at the Budget Committee level.

Mrs. MacDonald left the meeting at 8:52 p.m.

C. Committee Reports

Mrs. Harrison reported the Budget Committee has completed town budget presentations and will be voting on those budgets this week. She noted the Chair has been making reduction recommendations and proposals.

Mr. Izbicki asked how the Budget Committee will justify the application of three year averages in the middle of a pandemic.

Mrs. Harrison was unsure, but believes he may not be including that in the calculations.

Mr. Bourque mentioned that their default budget is over the tax cap, but they cannot change that. Mr. Izbicki indicated the default budget is the responsibility of the Select Board.

Mrs. Harrison believes the Select Board got the budget total under the tax cap.

Dr. Jette commented we made a concerted effort to return additional funds to stabilize the tax rate, we tightened our budgets, shut two schools during the pandemic and did what was needed to reduce spending. He asked if there are any major themes coming from the Budget Committee.

Mrs. Harrison commented at this time they are focused on a budget that is below the tax cap.

Dr. Jette reported that free/reduced lunch applications are down 25% across the State, which impacts adequacy and title grants. He noted this is causing concern among Superintendents in the State.

Mr. Bourque reported the Capital Planning Committee will be changing its name to the Facilities Improvement Committee with its first meeting on November 4.

Dr. Jette reported that he walked through GMS with the architect from Banwell and she came to the conclusion that it would cost more than is reasonable than what can be done with a new school.

IV. NEW BUSINESS

A. Policies:

- **JECA, Determination of Residency**
- **Proof of Residency Form**

Dr. Jette commented the district residency policy is outdated and in need of consistency with the law. The existing policy was approved in 1998 and has not updated or addressed since. There have been numerous changes to RSA 193:12 and the policy needs to be brought current with the law. Dr. Jette indicated that the existing policy contains unnecessary verbiage in comparison to the NHSBA model policy that refers to the law. In addition, he noted an updated form to define the proof of residency is attached to the policy and an electronic form is in process.

Mr. Bourque made a motion to approve policy JECA, Admission of Resident Students, for a 1st Reading. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

V. OLD BUSINESS

A. Coronavirus Review and Update

- **GMS Remote Instruction Update**

Dr. Jette provided an update on remote instruction at GMS. He reported there is one cluster of related cases at GMS, 4 total cases at GMS, and we are managing cases at LMS. He noted at one point up to 15 staff members were not able to come to work, which consisted of twelve in quarantine imposed by the district and three that

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were not in school due to being home with their children. He commented parents are asking how this is occurring and how it can be solved, but when you look at other districts it is hard to pinpoint the cause of transmission. Dr. Jette indicated Principal Mitchrell will focus on mask wearing and the district will focus on ventilation. He mentioned other areas of concern are the closeness of students on the playground and if they should wear masks. He noted State numbers are rising, but NH remains one of the lowest in the nation.

VI. MANIFEST

The manifest was circulated and signed by the Board.

VII. PUBLIC INPUT

A. Community Forum

Michele E. Flynn, SAU/SB Administrative Assistant, was concerned about comments made this evening regarding community input earlier in the evening that was directed toward district leadership. She prefaced her statements by saying she has never commented during public input in the 17 years she has been employed by the district and her statements tonight are not a criticism of anyone. She stated she has never seen a team work so hard toward an initiative such as competency based grading. It is very complex work. Teachers work very hard in our district to educate our students and more so during the pandemic. Mrs. Flynn commented that SAU administration and staff are just as overwhelmed and working very hard and long hours both during and after the work day has ended to accomplish the goals set forth by the School Board. She expressed respect for all leadership in the district, for teachers, and staff. She commented she is impressed by the level and depth of knowledge between Dr. Jette and Ms. Widman and that she has and will continue to have much respect for them. She thanked the Board for allowing her to speak.

VIII. NON-PUBLIC SESSION: RSA 91-A:3II (a-c)

[Minutes of Non-Public Session are written under separate cover.]

Upon a motion made by Mr. Bourque, the Board entered into non-public session at 9:25 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

IX. RETURN TO PUBLIC SESSION

Upon a motion made by Mr. Bourque, the Board returned to public session at 10:35 p.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

X. ADJOURN

Mr. Bourque made a motion to adjourn the meeting at 10:35 p.m. Mrs. Harrison seconded. The motion carried 4-0-0.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board

Griffin Memorial School PRINCIPAL'S REPORT

Submitted by Dan Mitchell

For the November 4, 2020 Board Meeting

Current Enrollment (as of 10/29/2020)

<u>Grade</u>	<u>In Person</u>	<u>Remote</u>
<u>Pre K</u>	<u>20</u>	
<u>Kindergarten</u>	<u>64</u>	<u>8</u>
<u>Grade 1</u>	<u>78</u>	<u>19</u>
<u>Grade 2</u>	<u>84</u>	<u>16</u>
<u>Grade 3</u>	<u>90</u>	<u>23</u>
<u>Grade 4</u>	<u>74</u>	<u>11</u>
<u>Total</u>	<u>410</u>	<u>77</u>

Recognitions:

- Thanks to Chris Israel for putting on an amazing COVID friendly Scarecrow Jamboree this past week. It was a fun event that brought out our third and fourth graders creativity, teamwork, and senses of humor.
- The PTO has been wonderful as we have begun this year. Despite the situation, they were able to pull off a welcome back breakfast back in August and provided Pizza for the staff this past Monday for Parent Conferences. The PTO continues to think creatively about how to continue with the events they have become so known for including the Holiday shopping event. More info coming soon.

Instructional Highlights:

- **Specialist Team -**

The Unified Arts team at GMS has had a fresh new start this year with a new schedule structure and new curriculum challenges. In addition to the block scheduling the UA teachers are traveling from classroom to classroom to teach their content. The block scheduling has taken time to get used to but it is going very well so far.

In Art class students have been getting back into the groove, brushing up on their art vocabulary and getting creative. In the first four blocks each grade level has worked on art projects related to the autumn season. They have also been stretching their imagination through projects that challenge them to use their unique ideas and perspectives when creating their artwork.

PE has started the year focused on team building and soccer skills. Becoming a team player and learning how to cooperate and be kind to one another has been a focus. The students are excited to be back at school, working together and excited to refresh their PE skills.

During library class, K-3 students have been having the New Hampshire Ladybug Picture Book Award 2020 nominees read to them before they vote for their favorite. The book that wins the award will be announced at the end of December. Grade 4 students have been shown book talks and book trailers for the New Hampshire Great Stone Face Award 2020-2021 nominees. They may choose to read these fiction chapter books and vote for their favorite in the spring. The fourth graders also completed research about New Hampshire animals using web based resources including World Book Online to write their facts in a Google Document template that was provided to them.

In Computer class, students have been using Cup Stack Typing and Keyboard Challenge in ABCYa; Dance Mat Typing; making Google Jamboards and Google Slides; coloring a computer keyboard; and learning to use Typing Pal.

In Music class, students have been learning about the fine art of humming (versus singing), playing many percussive instruments, and doing movement to seasonal music & patriotic songs. 4th Graders were exploring tempo, and K-3, dynamics. Grades 2-4 have learned the major scale, and can sign the song “Do-Re-Mi” with the Curwen Kodaly Hand Signs. Grade 2 is creating their own Thunderstorm Compositions with drums, and 3rd graders are arranging dynamic markings for the “Creepy Creatures” song. (And when we’re remote, we sing!)

- **Pre K Team**

Pre-K 4's has been very busy this year with changes due to COVID. We are about to add our 14th student to our program. Many changes had to be made this year to make our play based learning environment safe for students. The biggest changes being to scheduling and programming.

While typically Pre-K 4s is a four day program offered to two groups of students in the AM or PM, we recognized that would not be safe to offer the two programs this year due to the sharing of play materials and manipulatives. In order to continue to offer an integrated program while still meeting the intensive needs of identified students we are offering a hybrid program to neuro-typical students, and four days of integrated and specialized programming to identified students.

Currently in Pre- K 4's I have four groups of students. Some who attend four full days in the classroom, some who attend four half days in the classroom, some who attend Monday and Tuesday in the classroom then receive remote instruction on Thursday and Friday, and some who receive remote instruction on Monday and Tuesday and come to GMS in person on Thursday and Friday!

Significant changes have happened in the way Pre-K instruction is offered as many learning materials are not COVID safe, we have lost our program para, and school closure and fewer days in seat for some have changed our pacing and the young student's independence in the classroom environment. On "in seat Pre-K days" we continue working on navigating the classroom environment, following new school expectations, beginning our play based and early academic instruction and making friends! Students are becoming more and more independent each day as they build confidence and familiarity with their adults and peers.

Because remote learning is not truly developmentally appropriate for our youngest learners, I spend lots of time prepping and providing hands on learning activity kits to send home each week to reinforce our classroom learning. I record guided lessons of myself completing these activities each day and post them to our google classroom for their remote learning days.

In the afternoon Pre-K 4's turns into a self contained program for our students with the most significant needs. During this time our staffing drops, we rotate, and I serve as both the classroom/ special ed teacher and a 1:1 paraprofessional. We work on student's individual IEP goals, have whole group lessons in turn taking, play and social skills, and related service providers "push in" to the classroom to offer 1:1 or group services.

While many things have certainly changed this year it is clear that students are incredibly happy to be back at school. We look forward to more time together playing, learning and growing in Pre-K.

- **Kindergarten Team** In kindergarten we have been working hard on learning to write numbers and our names. We will have also been exploring fall and all the great things that go with it (apples and leaves)
- **Grade 1 Team**
 - *Morning meeting greetings and get to know activities to involve both the remote and in-school students
 - *Calendar routines including both remote and in-school students (months of the year, days of the week, weather. seasons and number of days in school) including songs and high-energy dances to assist with memory of each)
 - *Reading and writing - short vowel sounds, parts of speech (nouns and verbs)
 - *Number sense activities and games using dice, spinners and ten frames
 - *Teaching students how to sign onto a Chromebook and learn how to navigate to our Google Classroom with the limited amount of Chromebooks we have available for first grade (15 Chromebooks for four classes to share)

- **Grade 2 Team**

Our second graders have settled in and we are finding rhythm and routine in our day. We have worked hard to create a whole classroom community that includes remote and in-person learners.

In Language Arts, we have been reviewing spelling rules for short and long vowels. We have read stories from the following genres: realistic fiction, informational text, and humorous fiction. We have focused on using the comprehension strategies of comparing and contrasting, author's purpose, cause and effect, story structure, and sequencing to improve reading comprehension. We have focused on nouns and verbs, complete sentences, punctuation, multiple meaning words and using context clues, and suffixes and root words. We have used the theme of "fall" to write informational and narrative paragraphs. We have been making our way through the alphabet in Handwriting, reviewing the correct formation of the upper and lowercase letters.

In Math, we have learned strategies to quickly add and subtract using mental math. We have also completed a unit on even and odd numbers, equal groups, and arrays.

In Social Studies, we have been working hard on a mapping unit. Students have learned about landforms, types of communities, and how to read maps and globes. Each second grade is working on completing the Reading and Math portions of the Fall AIMS assessment.

- **Grade 3 Team**

We were excited to finish our first social studies unit on communities and mapping.

Students are very enthusiastic as we begin our first science unit on weather. We've focused on the water cycle so far and doing some fun hands-on experiments. The remote students have participated in class with us, but many have also tried some of the experiments at home too.

The third grade team is planning all subjects together and creating one common document each day for every remote learner in third grade no matter what class they are in.

We are working on writing personal and fictional narratives. We completed one narrative on fun things in quarantine. We created leaf creatures and are working on a fictional narrative based on that leaf creature.

Students have been very happy to start learning cursive.

We will begin our multiplication and division units in the next few days which will be a major focus of third grade this year.

We are learning how to use new technologies in class to reach every learner

- **Grade 4 Team**

New writing program called Simplify Writing that the 4th grade is piloting. We started personal narratives this quarter

We focused on NH geography

We have enjoyed getting to know our remote and in person students by holding daily morning meetings where we greet each other in creative ways and share about each other

Student council members were chosen and they are over the moon excited!

Program Update:

- Sandra MacMullin, the GMS Enrichment Tutor, has been focusing on whole-group instruction in most second, third, and fourth grade classrooms. The focus is on the 4C's of learning skills: critical thinking, creative thinking, communication, and collaboration. These learning skills assist students in developing and strengthening "left-brain" and "right-brain" abilities.

So far this school year, students have enjoyed discovering and developing their own problem-solving strategies through the use of "cause and effect," while playing multiple variations of the game of Tic-Tac-Toe, such as Wild Tic-Tac-Toe and Gomoku. They have also visited countries and landmarks of the world through research and discovery by focusing on enhancing their inquiry abilities and learning to ask specific, and targeted questions, while searching for Carmen Sandiego on Google Earth. Enrichment also worked on visual-spatial processing activities as the students were introduced to the puzzling game of Tangrams. These types of puzzles strengthen the areas of the brain that control organization and concentration.

Currently, students are using their math, problem-solving, and logical thinking skills to play along in remote-based digital escape rooms. These rooms are based on the celebrated literature pieces of Harry Potter and Dog Man, both of which encourage reading, imagination and creativity.

- **Drop Off/ Pick Up Update**

The changes that were implemented for drop off and pick up have taken hold and have been received well by parents. While we have not eliminated the back up onto Charles Bancroft in the morning it has certainly been reduced. In the afternoon, we have been able to reduce our four groups for pick up down to 3 and all pick ups are called by 3:00. On most days, buses are called at 3:05 and all students are dismissed by 3:10. This means that from the first students being called to the last students leaving, this process takes approximately 25 minutes. A huge thank you goes to the specialists who have been a part of this process since day 1 and have added their ideas, strengths, and strategies to improve this process to the well functioning machine that it has become. We will continue to assess this process especially as we head into the winter months.

- **Remote Learning Days**

Over 7 days in October, we switched to complete remote learning. Day one was spent engaging students in learning while reinforcing expectations and procedures for the week, while also preparing and distributing necessary materials and supplies. After that the teachers taught remotely from their classrooms to all students. While nothing can replace in class learning, the experience was quite successful. As we experienced this period, we are now even more prepared should the situation arise for another switch to remote learning.

- **COVID Mitigation -**

Since the beginning of the year we have had in place a number of practices that have helped to mitigate the spread of COVID-19, including hand washing, mask wearing, and increased cleaning of high touch areas. During our remote learning days, we discussed and determined ways that we could be even more vigilant. So we now have in place increased mask wearing to include at recess and more time with masks in class. The school community has done a phenomenal job with these measures and have shown a great amount of understanding with these and the need for them.

- **Wednesday Early Release -** On October 28th, we had our first Early Release Wednesday. We are glad to say that the pick up procedure went relatively smoothly and we know that it will continue to get better as we get more used to it. The staff was able to utilize this time for crucial conversations and planning regarding upcoming report cards and additional work with the new Powerschool system of reporting. Team leaders are working on determining topics and areas of need for training and information so that coordinated professional development and training opportunities can be offered in the future during this time. This first day also allowed us the opportunity to see the early release schedule play out and revisions have been made going forward.

Upcoming Events:

- October 30 - Scarecrow Jamboree
- Nov 2 & 3 - Parent Teacher Conferences
- Nov. 11 - No School - Veterans Day
- November 17 - PTO Meeting 6:30 PM
- November 25 -27 - Thanksgiving Break

Campbell High School



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*Campbell High School's mission is to join together with parents, students, staff, and community to become
A collaboration of learners exhibiting character, courage, respect, and responsibility in all aspects of life.*

Litchfield School District
Principal's Monthly Report

Month: November 2020
Principal: Bill Lonergan
School: CHS

Enrollment: As of Sept 30, 2020

●Class of 2024	118 students
●Class of 2023	113 students
●Class of 2022	103 students
●Class of 2021	112 students
Total	446 students

Recognitions:

- Congratulations go out to Senior Travis Tucker who qualified for the PSAT National Merit Scholarship Qualifying Program as a result of his high scores his junior year on his PSAT's. Travis is now in the running for an NMSQT scholarship among about 50, 000 students nationwide. Good luck to Travis!
- Thus far, the CHS administration has recognized the following students as Senior Students of the Month, September-Aiden and Fiona Hyotte and October-Taylor Sullivan. Underclassmen Stars of the Month are September-Ben Hebert-Star and October- Caleb Carten. Congratulations to these five outstanding member of the CHS student body.
- I want to make sure we publicly thank Elana Ayer, our CHS Principal's Administrative Assistant and Bookkeeper for her incredible service to CHS and the Litchfield School District for the past three years. Elana is moving on to the Hollis-Brookline school district and we are wishing her well in her new position there. She will certainly be missed by staff and community.
- Our FBLA students attended a state-wide virtual business leaders conference the week of October 20. As part of the program, they raised money for the Make-a-Wish Foundation. Campbell student Andrew Durfee came in 2nd place in the Kahoots trivia contest. Co-Presidents Chloe Seiniger and Maddie Davis helped coordinate the CHS efforts. Later on in the school year, they hope to attend the Statewide overnight competition. Hopefully conditions will make that a real possibility.
- Student Council attended their annual fall leadership conference with NHASC. This was a virtual workshop and attending were Kayleigh Willnus, Riley Gamache, Matt Grieco, Edward Britt, and Michael Grieco.
- Congratulations to senior Sean Ryan who qualified for the NH State Golf Individual Championships as a member of the CHS golf team. The team qualified for the state team meet, and while not placing, they had a good season and demonstrated strong growth as a group.
- Kudos to Mike Perez for coordinating the first Evacuation Drills of the year. There were a

number of new challenges related to COVID expectations, and he had to do some important revisions. All of the staff were very collaborative managing our students to keep them safe.

- We'd like to say thanks to Michelle Vecchiarello, our Counseling Administrative Assistant, for uploading all of the student 504's into PS. We know that is time-consuming, and we appreciate her work on that.
- Thanks to juniors Catherine Carignan and Anthony Holder for volunteering to do the morning pledge and "where everybody loves..." Our student voices are important contributions in much of what we do at CHS.
- Teachers and staff did a fine job supporting parents through our virtual open house. These are challenging times, but we are adapting as quickly as we can to a different school environment.
- Thanks to former CHS Social Studies teacher Dennis Perreault for donating over 150 books from his personal collection on Lincoln, Daniel Webster, Winston Churchill, and other American History texts.
- Congratulations to this year's Tri-M Music Honor Society inductees. Awarded their acceptance were Lucas Chew, Lucas Chew, Michael Grieco, Allie Columbus, and Zachary Anson. Congratulations to teachers Brittney Milligan and Carolyn Leite for their hard work with these students. Speaking of music, We received a nice letter from a parent commending Carolyn Leite on her hard work to provide students musical opportunities at LMS and CHS. We are finding ways to address needs for student musician's performances and recognition, and Carolyn is key.
- Terrie Taylor and Sally Mastarlerz are doing an incredible job managing student and staff attendance and substitutes in the main office. In these trying times, they are a perfect example of what we are all doing to keep people safe and to perform our routine responsibilities. The substitute challenges are significant, and this is where a great deal of time is spent putting a puzzle together each day to account for student supervision and appropriate instruction. As part of that challenge, we also have teaching staff who are willing to assist when we do not have adequate substitutes, and they have given up their prep periods to assist.
- Julie Green, our librarian, is awesome, connecting our staff with Aaron Cutler Library to provide library cards there. She is also doing an exceptional job working with teachers on technology concerns and also with the yearbook and collaborating with athletics and the school photographer as well.
- A plug goes out to Jeff Parsons and Bill Hicks for their work coordinating and running our student-to-teacher as well as student-to-student mentoring programs here at CHS.
- Congratulations to Pat Keefe for being the recipient of the monthly CHS Golden Bell Staff Award. This is really well-deserved for all that Pat does here at CHS in support of his students and in collaboration with his English colleagues, with Leadership Team, and his sophomore class officers.
- Andrea Stern was really helpful assisting teachers with their PowerSchool as she held one of her "Learn with Stern" conferences with our teachers. Thanks, Andrea!
- The proctors and all who assisted in the SAT and PSAT testing deserve a great deal of props for managing this so well. This is particularly true for Jodi Callinan and Michelle Vecchiarello who did all of the behind the scenes work to make it seem much more effortless than it really was. Thank you all!
- CHS Mental Health Clinician, Jamie Faulhaber, conducted an afternoon of pumpkin carving and snacks with our We're All the Same Club in mid October. Thanks Jamie for providing this opportunity to our students.
- Thanks to Denise Freeman and Lynn Gnaegy for enthusiastically presenting at the last School Board Meeting regarding their work to update and continue the Class of 20-21 Senior Projects.
- A super special thank you to Mrs. Melissa Rakiey who has sent in cleaning supplies multiple times and when there was a request on the Mom's FB page for a game needed for a classroom, she sent in one. We are grateful for her support to the CHS community.

- Kudos to Shawn McDonough and Mike Perez for successfully coordinating the freshman class elections as well as the other open class positions.
- Thanks to Elana Ayer and Julie Green for coordinating for both our in-school and remote student school picture day with Barksdale Photography. Julie was also really instrumental assisting AD Knight with Athletes photos as well.
- Kudos to Britteny and Nate Lamy for their first time ever, virtual Fall Concert on Tuesday night. It was not the same as sitting with a live audience, but the students were their usual strong performers under their teachers' direction. Thanks to all.
- CHS Paraeducator Kelly Fraser is unlike staff at other schools I have been to. His morning greeting to all of our students is impressive; he knows their names, he is positive to the nth degree, and he reaches out to any/all to start their days off right. Thanks Kelly for being the morning face and voice of CHS!
- Thanks to AD Knight, his assistant Jenn Matthews and Librarian Julie Green for coordinating our team athletic photos. Even in these strange times, many of these processes continue forward to ensure we can create a memory for students and families as well as create our CHS Yearbooks for this year.
- Speaking of CHS paras, Sharon Wagner and Linda Summit have been really great about working together and with subs to support our special education programming for the tail end of the week. We are really grateful for them going way above and beyond. Thanks Linda and Sharon!
- Thanks for Mike Perez and Josh Knight for continuing to assist with covering for athletic tournament games. Once tournament time arrives, it can be challenging for Josh to manage the multiple tournament games, so the administrative assistance is importance for supervision reasons.
- It is important to note that our school nurse in cooperation with Hollie Falzone from HR provided our annual flu vaccination clinic. Given the times, I was highly appreciative of the chance to get my shot here in the school this year.

Instructional, Assessment & Curriculum Highlights

- SAT, PSAT-NMSQT, and PSAT 8/9 testing is now complete at CHS. We had a total of 396 students out of 446 students test this year. This includes 104/118 freshmen, 107/113 sophomores, 92/103 juniors and 93/112 seniors. When scores arrive back at CHS, we will report out on those results. Students not testing were learning remotely on these days. This is the completion of our testing until we come to the SAT (the statewide assessment) for juniors in the spring and the SAS Science test that juniors will be taking as well. There is no make up day for the seniors who took the SAT Statewide assessment this year due to the COVID challenges of the spring. However students can on their own sign up for testing at other locations around the state if they wish to take the test. Students should speak to their counselors if they need assistance with this.
- The CHS Counselors continue working closely with the seniors on post-graduate planing. They have met with nearly all Class of 2021 students at this point. They have continued to work on freshmen and transitioning to HS. Upcoming, during the winter they will begin meeting with sophomores and juniors on college and career readiness, CTE opportunities for sophomores, continuing to get involved at CHS, course selections and building a resume of sorts from their HS experiences to make future plans.
- The CHS social studies department has taken time to review their new World Studies curriculum unit, and found the need to assess how this is being implemented to avoid the need to revisit topics frequently. Additionally they are looking at various national holidays and seeking to find ways to better understand the meanings behind these holidays and tie that together with periods of time and events in American History
- Julie Green, our ELO Coordinator, is working with a number of students on Extended Learning Opportunities here in Litchfield and in collaboration with other schools around the state. We have a number of students who are working with the FIRST Robotics program to continue their ELO work, and

we also have a student taking advantage of an opportunity in collaboration with Monadnock High School involving gaining knowledge of career opportunities in the medical field.

- The current senior class has been busy applying for schools. To this point in time, 16.7% of seniors have already applied to 2 or 4 year colleges.
- New Course Proposals are being completed by the CHS faculty. When that process is completed, they courses are discussed by the CHS Administration and courses that are approved have to go through the PERC process before being adopted into the student course catalog and program of studies. That process will begin shortly after all proposals have been submitted.
- We have made arrangements in collaboration with Tabernacle Christian School to accommodate several of their students' Advanced Placement Testing in May. Those students will be joining our AP US History and an AP Calculus AB testing.

Professional Development & other work:

- Our Back-to-School Open House was held virtually on Tuesday Sept 29 from 6:00-7:00 pm. Teachers emailed a Google Meet invite to parents to join them in their classes, to meet them and to have an overview of the course and expectations. The schedule was for one hour and teachers were present in the building during this time to “meet” with parents. Block A- 6:00-6:15 pm, Block B 6:15-6:30 pm, Block C 6:30-6:45 pm, and Block D 6:45-7:00 pm.
- During our October Faculty Meeting, Wendy Langelier provided information to staff about Dyslexia and dealing with the challenges this presents to students in their reading and writing. We also spent some time discussing the COVID pandemic and communication processes when we have cases at CHS.
- During mid-October, our Family & Consumer Science students were presented with the opportunity to bring home babies. Our Reality Babies give them a “real-world” opportunity to experience the challenges of providing care to these computer controlled dolls. While minimizing classroom interruptions, these are a great way for students to come to an understanding of the care and disruption that having a small child can present over several days. Thanks to Lynn Gnaegy for providing this opportunity to our students.
- The CHS Leadership Team will continue to address a number of concerns this year that impact our faculty and students as we hold our bi-monthly meetings.
 - We continue to discuss the pros and cons of the switch to the 4x4 block in order to consider the possibility of continuing this during the 21-22 school year. This ongoing discussion is important in considering the potential to move in that direction..
 - Leadership also spent some time discussing competency recovery planning for the end of the semester to accommodate those students who did not have a chance to attend in the summer for the end of the 2019-20 school year recovery This is also to consider recovery possibilities for the end of the first quarter and first semester for the 20-21 school year.
 - In addition, we are discussing the “blended synchronous” teaching model for working with both In-School and Remote Learners at the same time.
 - We are also working with the teacher teams to discuss progress on the two year report for NEASC. That report will be complete by the end of November.
- The CHS Social Studies Department is conducting a student “Mock Election” for statewide and national elections in the last days of October among all grades. The election will be conducted electronically through Google forms, and the results will be made available by the coordinator of the program, Noah Benoit of the Social Studies Department.
- Jodi Callinan is in the process of planning a Virtual Career Showcase for CHS students, much like our traditional Career Fair we hold at CHS every two years. We are looking out to Wednesday, December 9 for this event. We already have numerous presenters in the queue, wanting to support our students as they look at potential career options.
- Julie Green and Denise Freeman met with our New Professional Staff as part of our Orientation

program. Important to this month's conversation was their professional goal-setting in MLP and understanding the recertification process in NH through the School District PD programming.

- Originally, the student leadership groups, in collaboration with the CHS Administration, were intending to forego the class elections for the 20-21 school year. After reconsideration, we determined it makes sense to hold elections. The freshman class has already held officer elections, but the other grades will be conducting elections for all student government positions include student council as well as sophomore, junior, and senior class positions.
- Given that we are coming up to the end of the quarter, we will be providing parents with instructions for how to access student report cards for the first quarter sometime after November 6. Please be alert for those instructions through CHS correspondence.
- Mike Perez coordinated a second Evacuation Drill of the school year. All went well, and we had a quick evacuation of the building which is crucial to managing safety. The Litchfield Fire Department was pleased with this. Some challenges occurred with respect to managing our students who have delayed arrivals and accounting for their presence, but we have identified those challenges and will be addressing this in future drills.
- The first steps of the Senior Project Clearinghouse program is nearly complete with most students finalizing their proposals and having them approved through Lynn Gnaegy and Denise Freeman, the Advisors. They are still conducting several interviews and assisting students with project ideas as we come to the first checkpoint of Oct. 28.
- Sophomore projects are also underway. Students will be doing their "Service" work over the next months, and they will be following a check list of expectations prior to doing presentations before the March 26, 2021 deadline.
- Please check out the new regional CTE website for our students/families considering attending Alvirne HS's CTE programs. It is GREAT and we will be able to refer our parents to this (especially our sophomores who will learn about CTE in January or Feb). www.nhregion16cte.org. Pinkerton has its own website: https://www.pinkertonacademy.org/apps/pages/index.jsp?uREC_ID=373131&type=d
- We continue to carefully examine all in-school events for safety and in consideration of current COVID data from the NH State Websites. One resource the district is using to track cases regionally, by state, and by county is the Harvard Key Metrics for COVID monitoring at the following site: <https://globalepidemics.org/key-metrics-for-covid-suppression/>
- College Representative Visits: To this point this year, we have had 64 virtual visits by various colleges and universities. We have put a limit on military visiting CHS along with college representatives, and we will provide the recruiters' contact information to students who have interest in the various service branches. This is one area where we are challenged in providing access to students as the recruiters have not established virtual meeting opportunities within CHS.
- As part of the District program to improve the heating and control systems at CHS, the week of November 2-9, various classrooms will be shut down and students/teachers will be relocated to other rooms in order to facilitate this program. While inconvenient at the moment, we are doing our best to accommodate the work and the teacher needs to access their rooms and equipment.

Looking Ahead:

- **Nov 2** - Virtual Parent & Teacher Conferences 3:00- 5:00pm and 6:00-8:00 pm
- **Nov 2** - CHS Administration Parent Coffee 5:00- 5:30 Virtual
- **Nov 2** - Athletics Boosters Virtual Meeting 7:00pm
- **Nov 3** - Virtual Parent & Teacher Conferences 8:00am-3:00 pm
- **Nov 4** - CHS Assessment & Data
- **Nov 9** - CHS Faculty meeting
- **Nov 10** - PTO Virtual Meeting 7:00 pm
- **Nov 12** - CHS Leadership Team meeting

- **Nov 17 -** Grading & Reporting Committee
- **Nov 18 -** CHS Department Meetings
- **Nov 18 -** Professional Learning Committee
- **Nov 19 -** Picture Retake Day in Auditorium @ 8:00am
- **Nov 19 -** CHS Safety Team Meeting
- **Nov 24 -** Advisory Committee Meeting
- **Nov 30 -** Winter Athletics “Skills & Drills” training begins
- **Dec 2 -** CHS Assessment & Data Committee
- **Nov 2 -** Virtual Parent & Teacher Conferences 3:00- 5:00pm and 6:00-8:00 pm
- **Dec 7 -** CHS Faculty Meeting
- **Dec 7 -** Virtual Athletic Booster’s Meeting 7:00 pm
- **Dec 8 -** PTO Virtual Meeting 7:00 pm
- **Dec 9 -** New Professional Staff Meeting
- **Dec 10 -** CHS Leadership Team Meeting
- **Dec 14 -** Winter Sports Tryouts begin
- **Dec 15 -** Grading & Reporting Committee
- **Dec 16-** Professional Learning Committee
- **Dec 22 -** Advisory Committee
- **Dec 22 -** Department Meetings
- **Jan 11 -** First Date for Winter Athletics games



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JECA

APPROVAL:

2nd Reading

ADMISSION OF RESIDENT STUDENTS

The school district of residence of a student is defined by RSA 193:12, II.

New Resident Students

All new resident students in Litchfield, accompanied by a parent/guardian that reside with the student, should register at school before opening day and as early as possible.

Children entering the Litchfield School District for the first time must have proof of physical examination, immunization records, a copy of the child's birth certificate and proof of residency satisfactory to the Superintendent or his/her designee. Principals or their designees will meet with new children and parents to explain school programs.

The Litchfield School District will develop forms (paper and electronic) to verify the residency of all enrolled students. Residency must be confirmed annually.

Legal Reference:

RSA 193:1, Duty of Parent, Compulsory Attendance by Pupil

RSA 193:12, II, Legal Residence Required

RSA 110-D, Interstate Compact on Educational Opportunities for Military Children

Approval:

Reviewed: 1st Reading, October 21, 2020

Revised: October 21, 2020

Approval: June 17, 1998