



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BA

APPROVAL:

BOARD SELF-EVALUATION & GOAL SETTING BOARD OPERATIONAL GOALS

The Board's primary responsibility is to establish those purposes, programs and procedures which will best produce the educational achievement needed by district students. It is charged with accomplishing this while also being responsible for wise management of resources available to the district. The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results.

The Board is responsible to the people, all of the people, for whose benefit the school district has been established. Further, the Board's current decisions will influence the course of education in the district's schools for years to come.

Each year the Board will formulate goals and objectives. The goals and objectives may include but are not limited to the Board functions of visions, structure, accountability and advocacy.

By virtue of this responsibility, the Board and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate problems.

In accordance with these principles, the Board, through its mode of operating, shall seek to achieve the following goals:

1. To concentrate the Board's collective effort on its policymaking and planning responsibilities.
2. To formulate Board policies which best serve the educational interests of all students.
3. To provide the Superintendent with sufficient and adequate guidelines for implementing Board policies.
4. To maintain effective communication with the public the Board serves and with staff and students in order to maintain awareness of attitudes, opinions, desires and ideas.
5. To conduct Board business openly.

At the conclusion of the year the Board shall reflect on the degree to which the goals and objectives have been accomplished by conducting a Board self-evaluation and engaging in Board development activities where needed.

The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BA

APPROVAL:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

Legal Reference:

Ed. 303.01 (g) (Substantive Duties of School Boards)

Approval:

Reviewed:

Revised: February 1, 2021

Approval: 2nd Reading June 23, 2004

NOTE to School Board Members: *There is a Board self-evaluation form provided by the NHSBA. It can be attached to this policy or the Board can use it at their discretion, if so chosen.*

LITCHFIELD SCHOOL DISTRICT

POLICY NUMBER: **BAA**

APPROVED: July 14, 2004

Page 1 of 1

TO BE RESCINDED - EVALUATION OF THE BOARD REPLACED BY POLICY BA

At the conclusion of each year, the Board shall reflect on the degree to which its goals and objectives have been accomplished by conducting a Board self-evaluation. The Board self-evaluation shall address performance in the key functions of School Boards – vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year, including Board development activities where needed.

Approved: 2nd Reading July 14, 2004

Reviewed: 1st Reading June 23, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BAAA

APPROVAL:

SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

Generally

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the school district are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the Administration, under the direction of the Superintendent. As applicable, members of the district community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the Administration to comply with policy shall not invalidate any lawful action taken.

Contents of Board Policy and Administrative Procedure

The policies of the Board shall be composed of: (1) the policies contained in this Policy Manual; (2) the contents of administrative job descriptions adopted by the Board; (3) all formal Student Handbooks; and (4) all formal Employee Handbooks.

Administrative procedure is not part of Board policy and may be altered by the Administration without Board action. Administrative procedure, however, may not conflict with Board policy.

Limitations of Policy

Neither the policies of the Board nor the procedures of the Administration are intended, nor shall they be construed, to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation and application which is lawful. The Board shall have the final interpretation of its policies and the Administration shall have final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the Administration are intended to expand the rights of individuals beyond those established by law nor to give to any individual a cause of action not independently established in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively within the Administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employees, taxpayers or others within the school district beyond those that are established in law and are not intended to restrict or limit students, employees or other members of the school district community from pursuing any claims or defenses available under law.

Exceptions

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BAAA

APPROVAL:

- Any person may request an exception to any Board policy or the application of the same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires; and (4) the rationale supporting the need for an exception.
- The Superintendent or his/her designee shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior requests for exceptions to the same or similar policies.
- Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.
- The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.
- Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

Approval:

Reviewed: February 1, 2021

Approval: June 23, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BB

APPROVAL:

SCHOOL BOARD LEGAL STATUS

New Hampshire State law provides that public schools will be operated and maintained by local school boards. As agents of the State, school boards are required to implement state laws pertaining to public education and to carry out the administrative rules of the State Board of Education.

The Board is an agent of the State and derives its authority from the New Hampshire Constitution, New Hampshire Statutes and Administrative Rules of the New Hampshire State Board of Education.

Further, the School Board shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district, consistent with applicable law.

Statutory-Regulatory References:

RSA 189:1a (Duty to Provide Education)

RSA 194:1-3 (School Districts: General Powers and Duties)

RSA 186:5 (State Board of Education Powers)

RSA 197:1 (General Powers and Duties of School Districts)

N.H. Code of Administrative Rules-Section Ed. 303 (Duties of School Boards)

Approval:

Reviewed:

Revised: February 1, 2021

Approval: 2nd Reading June 23, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BBA

APPROVAL:

SCHOOL BOARD POWERS & DUTIES

School Boards exercise all the powers and duties prescribed to them by applicable State and federal laws and administrative rules of the New Hampshire State Board of Education.

Statutory References:

N.H. Code of Administrative Rules-Section Ed. 303.01

RSA 186:8 (Rule Making Authority: Standards; Employee Qualifications)

RSA 189:1 & 2 (Duty to Provide Education)

Approval:

Reviewed: February 1, 2021

Approval: June 23, 2004

From: **New Hampshire Partners in Education** <nhpie.board@gmail.com>
Date: Tue, Jan 19, 2021 at 10:03 PM
Subject: New Hampshire Partners in Education Awards - Congratulations!!!
To: <dmitchell@litchfieldsd.org>, <mjette@litchfieldsd.org>

January 2021

Dear Griffin Memorial School,

2020 has been a year of memorable circumstances in every venue of our lives. If someone said that schools would cease to exist as we know them virtually overnight, no one would have believed them in 2019. Yet, here we are with remote learning, hybrid schools, virtual classes, and telephonic services. Our current reality just could not have been predicted, and certainly could not have been successful without the incredible support of our community members.

The New Hampshire Partners in Education Board reflects on each year with amazement at the monumental hours of volunteering and partnering with all of our local schools. Now more than ever, we *know* that we could not begin to do all that is required and at times, demanded of us as an educational community without you. The current circumstances that were thrust upon us prove no different. Although we must remain socially distanced, guard the doors to our schools like never before from our known friends and neighbors, our schools have continued to be blessed and have the benefit of your selfless donation of time, energy, dollars, experience, and guidance.

The New Hampshire Partners in Education celebration this year may not look like it has for past decades, but it is very important to us that we recognize the Blue Ribbon and Gold Circle recipients this year in particular. It is evident that the spirit of community and togetherness have not been lost on all of you even during a pandemic. Your efforts to continue to lift the needs of our schools above your own, and to focus your energy on supporting children for learning on any platform are unsurpassed. We honor and celebrate you.

Please know that we, too, look forward to the day when we can properly recognize all of our school volunteers and business partners in person. Until then, be vigilant and committed to health and wellness and enjoy the attached award certificate(s). Congratulations!

Humbly,

The New Hampshire Partners in Education Board
Attachment

NH Partners in Education
PO Box 2758
Concord, NH 03301
www.nhpie.org

New Hampshire Partners in Education

Proudly Presents

The Blue Ribbon Achievement Award

Griffin Memorial School

**In recognition of the extraordinary efforts of the school volunteer coordinators
and their volunteer teams during the academic year 2019 -2020.**



Shannon M. Kruger

Shannon Kruger, *President, Board of Directors*

CHS Mathematics Curriculum

Diane Angelini - Curriculum Facilitator
February 3, 2021

Agenda

- Background
 - Redefined Math Competencies
 - Understanding By Design (UBD)
- Course Progression at a Glance
- Unit Planning...All the “C” s
- Assessment Strategies
- Assessment Structure
 - Sample assessments for Geometry and Precalculus
- Next Steps

Background

Redefined Math Competencies 2018

- Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems.
- Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments.

Unit by Design (UBDs)

- Created UBDs for all Units in core Math courses offered at CHS in 2019
 - Examples:
 - [Geometry Unit 1: Relationships](#)
 - [Precalculus Unit 1: Unit Circle, Graphing and Applications](#)

Course Progression at a Glance

Freshman	Sophomore	Junior	Senior
Algebra 1a	Algebra 1b	Geometry	Algebra 2 (if Geo) Or College prep)
Algebra 1	Geometry or Honors Geometry w/ recommendation	Algebra 2 or Honors Algebra 2 (if H. Geo) or College prep	Advanced Math Topics (if Alg. 2) or Honors Pre-Calc (if H. Alg. 2) or intro to Statistics or AP Stats (if H. Alg. 2)
Honors Algebra 1	Honors Geometry or Geometry	Honors Algebra 2 (if H. Geo) or Algebra 2 (if Geo)	Honors Precalc (if H. Alg. 2) or AP Stats (if H. Alg. 2) or Advanced Math Topics (if Alg. 2) or Stats (if Alg. 2)
Honors Geometry	Honors Algebra 2 or Algebra 2	Honors Precalc (if H. Alg. 2) and/or AP Stats (if H. Alg. 2) or Advanced Math Topics	AP Calc AB (if H. Precalc) or/and AP Stats (if H. Precalc) or Stats (if Advanced Math Topics)
Honors Algebra 2	Honors Precalc or/and AP Stats (concurrent) or Advanced Math Topics	Calc or AP Calc AB and/or AP Stats (concurrent, if H. Precalc) or Stats (if Advanced Math Topics)	AP Calc BC (if AP Calc AB) or AP Stats (if Calc or AP Calc AB)

Unit Planning...All the “C”s

- **C**urriculum content from the UBDs and defined competencies provides a solid foundation for consistency for all students
- **C**reating consistency and understanding the curriculum facilitate students' successful transition from year to year
- Teacher **C**ollaboration and communication across the entire curriculum ensure seamless connection of content and conceptual understanding for students
- **C**onnecting critical language and problem solving skills in a cumulative approach as opposed to learning math concepts in isolation

Assessment Strategies

- Math Department's review and analysis of PSAT/SAT and AP test data guides assessment questions
- Importance of consistent, cumulative format for all math courses to increase student learning, long-term retention of concepts and confidence
- Presentation of math problems in a variety of formats (i.e., tables, graphs, functions and verbal descriptions) similar to AP/Collegboard's philosophy of assessment and evaluation

Assessment Structure

- Each assessment consisting of both Multiple Choice and Free Response Questions
- Multiple Choice Questions
 - Require various types of thinking and problem solving strategies (not just recall).
- Free Response Questions (FRQs)
 - Multi-step, open-ended problems provide students opportunities to synthesize material and connect mathematical concepts in a meaningful way
- Sample assessments for Geometry and Precalculus:
 - [Geometry](#)
 - [Precalculus](#)

Next Steps

- Continue to create consistent and common assessments in a Multiple Choice/Free Response format for **all** math courses
- Continue to use Department Meetings and PD to analyze data to inform instruction and future assessments
- Create meaningful assessments for struggling math students to increase their problem solving ability to master Free Response Questions.
- Improve student confidence by providing every opportunity for them to retain a solid Algebra foundation through cumulative assessments in all courses

Geometry Unit 1: Relationships

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems. • Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • A.CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. • A.CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. • A.CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. • A.REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. • G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. • G.CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and 	Transfer	
	<p><i>Students will be able to independently use their learning to model the world and solve problems.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • two dimensional and three dimensional objects are related to each other • the relationships between parts of a geometric figure determine characteristics and classifications of those figures. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do we prove a statement is true? • How do we prove relationships?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • that two dimensional and three dimensional objects are related to each other. • that relationships exist between the sides of similar right triangles. • that relationships between angles determine whether lines are parallel. • that angle relationships determine properties about triangles. • that a quadrilateral can be classified based on the relationship between its diagonals. • that circles define relationships among segments, angles, and arcs. • that segment, angle, and triangle congruence are reflexive, symmetric, and transitive. • the Laws of Sines and Cosines • that the radius of a circle is perpendicular to the tangent where the radius intersects the circle. • that the length of the arc intercepted by an angle is proportional to the radius, and define 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • creating equations and inequalities in one variable and using them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. • creating equations in two or more variables to represent relationships between quantities. • graphing equations on coordinate axes with labels and scales. • rearranging formulas to highlight a quantity of interest, using the same reasoning as in solving equations. • solving linear equations and inequalities in one variable, including equations with coefficients represented by letters. • verifying experimentally the properties of dilations given by a center and a scale factor:. • using the definition of similarity in terms of similarity transformations to decide if they are similar. • explaining using similarity transformations the meaning of similarity for triangles as the

Sample Geometry Assessment

Cumulative Assessment 4

Total: / 60

Score: _____

Multiple Choice

Identify the choice that best completes the statement or answers the question.

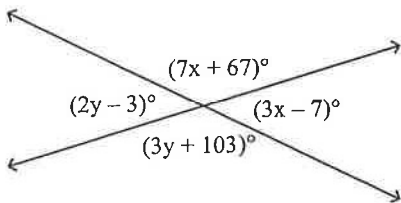
1. On a coordinate grid, your campsite is located at $(3, -9)$, and the next checkpoint station is located at $(8, 1)$. Each unit in the coordinate plane represents 3.35 miles. Find the distance you have to hike to reach the next checkpoint station.

- a. about 13.6 mi
- b. about 45.6 mi
- c. about 11.2 mi
- d. about 37.5 mi

2. Two angles form a linear pair. The measure of one angle is $\frac{1}{14}$ the measure of the other angle. Find the measure of the larger angle.

- a. 83.6°
- b. 168°
- c. 84°
- d. 167.1°

3. Find the values of x and y .

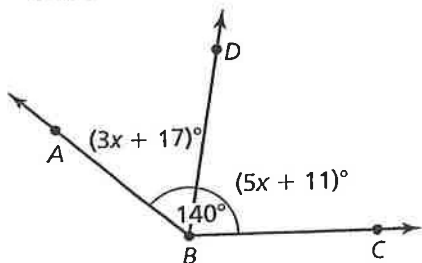


- a. $x = 12, y = 16$
- b. $x = 1, y = 16$
- c. $x = 12, y = 38$
- d. $x = 1, y = 38$

Part II: Free Response—Show all set ups, use correct notation, indicate your methods, and answer in complete math/English sentences (with units) when appropriate.

2) Show all work in the space provided. As always, use proper notation, and show the work that leads to your answer. Remember that on this section, your PROCESS is as important as your PRODUCT.

a) Use the diagram to find the value of x and the measure of each angle. Write a justification for each step.



b) A gardener has 26 feet of fencing for a garden. To find the width of the rectangular garden, the gardener uses the formula $P = 2\ell + 2w$, where P is the perimeter, ℓ is the length, and w is the width of the rectangle. The gardener wants to fence a garden that is 8 feet long and plans on using all of the available fencing. How wide is the garden? Solve the equation for w , and justify each step.

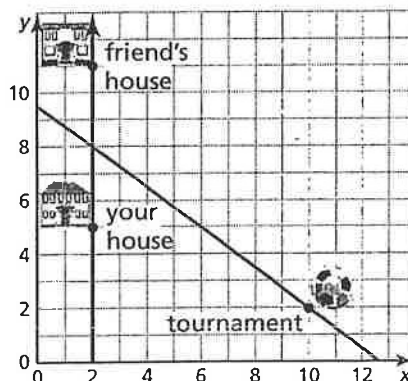
Part II: Free Response—Show all set ups, use correct notation, indicate your methods, and answer in complete math/English sentences (with units) when appropriate.

Show all work in the space provided. As always, use proper notation, and show the work that leads to your answer. Remember that on this section, your PROCESS is as important as your PRODUCT.

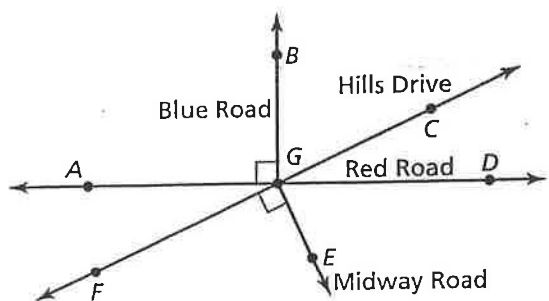
3)

You and your friend carpool to the soccer tournament. You meet at the halfway point between your houses first and then drive to the tournament. Each unit in the coordinate plane corresponds to 5 miles.

- What are the coordinates of the midpoint of the line segment joining the two houses?
- What is the distance that the two of you drive together?



Four roads come to an intersection point that the people in your town call "Confusion Corner," as shown in the figure.



- Identify all vertical angles.
- Identify all right angles.
- Identify all linear pairs.

PreCalc Unit 1: Unit Circle, Graphing and Applications

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems. • Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • N.VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, v, v, v). • N.VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. • N.VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors. • N.VM.4. (+) Add and subtract vectors. <ul style="list-style-type: none"> ○ N.VM.4a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. ○ N.VM.4b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. ○ N.VM.4c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the 	Transfer	
	<p><i>Students will be able to independently use their learning to analyze real-life periodic phenomena.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • the characteristics of trigonometric and circular functions and their representations are useful in solving real-world problems 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How are circular functions related to trigonometric functions? • How do trigonometric and circular functions model real world problems and their solutions?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • <i>the values of the special right triangles and all angles on the unit circle</i> • <i>the difference between trigonometric functions and inverse trigonometric functions</i> • <i>the formula for arc length and its derivation</i> • <i>the properties of the graphs of all 6 trigonometric functions</i> • <i>the formulas and derivations of the law of sines, law of cosines and area formulas</i> • <i>the formulas and derivations of the trigonometric identities, the reciprocal identities, the Pythagorean identities, sum, difference and double angle identities</i> • <i>the properties of vectors and the component method of vector addition</i> • <i>the processes of solving a trigonometric equation and formulating a trigonometric proof</i> • <i>the domains and ranges for the trigonometric functions and inverse trigonometric functions</i> 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • recognizing vector quantities as having both magnitude and direction. • representing vector quantities by directed line segments. • using appropriate symbols for vectors and their magnitudes (e.g., v, v, v, v). • finding the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. • solving problems involving velocity and other quantities that can be represented by vectors. • adding vectors end-to-end, component-wise, and by the parallelogram rule. • recognizing that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. • given two vectors in magnitude and direction form, determining the magnitude and direction of their sum. • using sinusoidal graphs and vectors to model applications in “real life” across various disciplines.

additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

- N.VM.5. (+) Multiply a vector by a scalar.
 - N.VM.5a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
 - N.VM.5b. Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).
- F.TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
- F.TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
- F.TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
- F.TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
- F.TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
- F.TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- F.TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the

vocabulary: *special right triangles, vector,, arc length*

- recognizing vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction.
- representing vector subtraction graphically by connecting the tips in the appropriate order.
- performing vector subtraction component-wise.
- multiplying a vector by a scalar.
- representing scalar multiplication graphically by scaling vectors and possibly reversing their direction.
- performing scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
- computing the magnitude of a scalar multiple cv using $\|cv\| = |c|v$.
- computing the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).
- recognizing the radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
- explaining how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
- using special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$.
- using the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
- using the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
- choosing trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
- using inverse functions to solve trigonometric equations that arise in modeling contexts.

<p>solutions using technology, and interpret them in terms of the context.★</p> <ul style="list-style-type: none"> ● F.TF.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. ● F.TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. ● G.SRT7. Explain and use the relationship between the sine and cosine of complementary angles. ● G.SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★ ● G.SRT.9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. ● G.SRT.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems. ● G.SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). ● G.C5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. 		<ul style="list-style-type: none"> ● evaluating the solutions using technology, and interpreting them in terms of the context.★ ● proving the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. ● proving the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. ● explaining and using the relationship between the sine and cosine of complementary angles. ● using trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (e.g., Physics applications) ● deriving the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. ● proving the Laws of Sines and Cosines and using them to solve problems. ● applying the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). ● deriving using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality.
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<p>Content Area Literacy Standards</p>	<p>21st Century Skills</p>
<p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Solve Problems ● Communicate clearly ● Collaborate with others ● Be self-directed learners ● Reason effectively

Pre-Calc Unit 2: Sequences and Series

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems. ● Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> ● A.SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. ● F.IF3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$. ● F.BF.1. Write a function that describes a relationship between two quantities.★ ● F.BF.1a. Determine an explicit expression, a recursive process, or steps for calculation from a context. ● F.BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★ 	Transfer	
	<p><i>Students will be able to independently use their learning to model relationships among quantities, find a solution and evaluate the reasonableness of that solution.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● sequences and series can be used to model real-life situations. ● sequences and series provide the foundation for upper level mathematics, especially calculus. ● sequences and series are a direct result of finding patterns. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How are mathematical patterns used to simplify complex situations? ● What are the types of real-world situations where sequences and series can be used as models and prediction tools?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> ● <i>the recursive and explicit formulas for arithmetic and geometric sequences</i> ● <i>the difference between a sequence and a series (both arithmetic and geometric)</i> ● <i>the formula and derivation of an infinite series as it relates to a geometric series</i> ● <i>the notation and formula for summation notation</i> <p><u>vocabulary:</u> Sequence, Arithmetic sequence, geometric sequence, arithmetic series, geometric series, infinite series, explicit formulas, recursive formulas, convergence, divergence, summation notation, limit, end behavior.</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● deriving the formula for the sum of a finite geometric series (when the common ratio is not 1). ● using the formula to solve problems. ● recognizing that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. ● writing a function that describes a relationship between two quantities. ● determining an explicit expression, a recursive process, or steps for calculation from a context. ● writing arithmetic and geometric sequences both recursively and with an explicit formula. ● using them to model situations. ● writing a series using summation notation ● translating between the two forms. ● using infinite series to model problems. 	

		<ul style="list-style-type: none"> • converting between summative notation and series notation.
<p>Content Area Literacy Standards</p>		<p>21st Century Skills</p>
<p>RH.11-12.3 EVALUATE VARIOUS EXPLANATIONS FOR ACTIONS OR EVENTS AND DETERMINE WHICH EXPLANATION BEST ACCORDS WITH TEXTUAL EVIDENCE, ACKNOWLEDGING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.</p> <p>RH.11-12.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING ANALYZING HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST No. 10).</p> <p>WHST.11-12.1 WRITE ARGUMENTS FOCUSED ON DISCIPLINE-SPECIFIC CONTENT.</p> <p>WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.</p>		<ul style="list-style-type: none"> ● Solve Problems ● Communicate clearly ● Collaborate with others ● Be self-directed learners ● Reason effectively

Pre-Calc Unit 3: Exponential and Log Functions with Apps

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems. ● Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> ● A.SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★ <ul style="list-style-type: none"> ○ A.SSE.3c. Use the properties of exponents to transform expressions for exponential functions. ● F.IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ <ul style="list-style-type: none"> ○ F.IF.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ● F.IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <ul style="list-style-type: none"> ○ F.IF.8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)12^t$, $y = (1.2)^t/10$, and classify them as 	Transfer	
	<p><i>Students will be able to independently use their learning to model relationships among quantities, find a solution and evaluate the reasonableness of that solution.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● the characteristics of exponential and logarithmic functions and their representations are useful in solving real world problems. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do exponential functions model real world problems and their solutions? ● How do logarithmic functions model real world problems and their solutions?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>the difference between the exponential form and the logarithmic form of an equation</i> ● <i>that a logarithm = an exponent</i> ● <i>the graphical properties and characteristics of both logarithmic and exponential equations</i> ● <i>the properties of natural logarithmic functions and "e"</i> ● <i>the inverse properties properties of exponential and logarithmic functions.</i> ● <i>the characteristics and properties of logistic equations and graphs.</i> ● <i>the characteristics and properties of growth and decay equations and graphs.</i> ● <i>the domain and range of logarithmic and exponential functions.</i> ● <i>the three rules of combining logarithmic expressions and all the properties that relate to logarithms</i> ● <i>the formula $y = ce^{kt}$ as it relates to the differential equation $dy/dt = ky$ from calculus.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● using the properties of exponents to transform expressions for exponential functions into logarithmic functions. ● graphing functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ● graphing exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ● using the properties of exponents to interpret expressions for exponential functions and logarithmic functions. ● solving logarithmic and exponential equations. ● solving problems involving exponential growth and decay and application of logarithms. ● using the inverse relationship between exponents and logarithms to solve problems involving logarithms and exponents. 	

<p>representing exponential growth or decay.</p> <ul style="list-style-type: none"> ● F.BF.1. Write a function that describes a relationship between two quantities.★ <ul style="list-style-type: none"> ○ F.BF.1b. Combine standard function types using arithmetic operations. ● F.BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. ● F.LE.4. For exponential models, express as a logarithm the solution to $abct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. 	<p><u>vocabulary:</u> <i>logarithm, natural logarithm, growth and decay model, "e", point of inflection, carrying capacity, logistic equation, horizontal and vertical asymptotes</i></p>	<ul style="list-style-type: none"> ● using the formula $y = ce^{kt}$ to solve problems involving continuous growth. ● using a logistic equation to solve problems and recognizing when a problem models logistic growth. ● evaluating the logarithm using technology.
<p>Content Area Literacy Standards</p>		<p>21st Century Skills</p>
<p>RH.11-12.3 EVALUATE VARIOUS EXPLANATIONS FOR ACTIONS OR EVENTS AND DETERMINE WHICH EXPLANATION BEST ACCORDS WITH TEXTUAL EVIDENCE, ACKNOWLEDGING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.</p> <p>RH.11-12.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING ANALYZING HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST No. 10).</p> <p>WHST.11-12.1 WRITE ARGUMENTS FOCUSED ON DISCIPLINE-SPECIFIC CONTENT.</p> <p>WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.</p>		<ul style="list-style-type: none"> ● Solve Problems ● Communicate clearly ● Collaborate with others ● Be self-directed learners ● Reason effectively

Pre-Calc Unit 4: Rational, Composite and Piecewise Functions

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems. ● Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> ● F.IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★ <ul style="list-style-type: none"> ○ F.IF.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ○ F.IF.7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. ○ F.IF.7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. ● F.BF.1. Write a function that describes a relationship between two quantities.★ <ul style="list-style-type: none"> ○ F.BF.1c. (+) Compose functions. ● F.BF.4. Find inverse functions. <ul style="list-style-type: none"> ○ F.BF.4b. (+) Verify by composition that one function is the inverse of another. 	Transfer	
	<p><i>Students will be able to independently use their learning to model relationships among quantities, find a solution and evaluate the reasonableness of that solution.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● relations and functions can be represented in a table, numerically, graphically, algebraically and/or vertically. ● that properties of functions and function operations are used to model and analyze real-world applications and quantitative relationships. ● that rational, composite and piecewise functions are the foundation of calculus. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are relations and functions represented in multiple ways? ● How are the properties of functions and functional operations useful?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> ● <i>the definition of a rational function and the properties of rational functions.</i> ● <i>the definitions of horizontal and vertical asymptotes</i> ● <i>that vertical asymptotes can be determined by analyzing the denominator of a rational function</i> ● <i>that a horizontal asymptote is equal to the limit of a function as x goes to infinity (end behavior)</i> ● <i>the definition of essential and removable discontinuities</i> ● <i>the graphs and transformations of rational functions.</i> ● <i>that composite function information can be presented in both a table and a graph.</i> ● <i>the domain and range of rational, composite and piecewise functions</i> 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● graphing rational functions expressed symbolically and identifying key features of the graph, by hand in simple cases and using technology for more complicated cases. ● graphing square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ● graphing rational functions, identifying zeros when suitable factorizations are available, and showing end behavior. ● writing a function that describes a relationship between two quantities. ● composing functions. ● finding inverse functions. ● verifying by composition that one function is the inverse of another. 	

	<ul style="list-style-type: none"> ● <i>the relationship between vertical asymptotes and end behavior.</i> ● <i>the relationship between horizontal asymptotes and end behavior.</i> ● <i>the meaning both algebraically and graphically of a “hole” in the graph</i> <p><i><u>vocabulary:</u> composite function, piecewise functions, rational functions, limits, end behavior, continuity, discontinuity, asymptotes, hole in graph, extrema</i></p>	<ul style="list-style-type: none"> ● identifying domain, range, x and y intercepts, extrema, endbehavior, horizontal and vertical asymptotes and holes in the graph given a rational equation
Content Area Literacy Standards		21st Century Skills
<p>RH.11-12.3 EVALUATE VARIOUS EXPLANATIONS FOR ACTIONS OR EVENTS AND DETERMINE WHICH EXPLANATION BEST ACCORDS WITH TEXTUAL EVIDENCE, ACKNOWLEDGING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.</p> <p>RH.11-12.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING ANALYZING HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST No. 10).</p> <p>WHST.11-12.1 WRITE ARGUMENTS FOCUSED ON DISCIPLINE-SPECIFIC CONTENT.</p> <p>WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.</p>		<ul style="list-style-type: none"> ● Solve Problems ● Communicate clearly ● Collaborate with others ● Be self-directed learners ● Reason effectively

Pre-Calc Unit 5: Limits and Definition of a Derivative

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to apply and extend mathematical properties in order to solve problems. • Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • F.IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. • F.IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. 	Transfer	
	<p><i>Students will be able to independently use their learning to model relationships among quantities, find a solution and evaluate the reasonableness of that solution.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • the concept of a limit can be used to understand the behavior of functions. • continuity is a key property of functions that is defined using limits. • the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies. • a function's derivative, which is itself a function, can be used to understand the behavior of the function. • the derivative has multiple interpretations and applications including those that involve instantaneous rate of change. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How are limits used to discover and develop important ideas, definitions, formulas and Theorems in Calculus? • How is the derivative used to describe instantaneous rate of change and model real life situations?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the key features of graphs of functions and their derivatives including intercepts and intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. • the differences in the concepts of average rate of change and instantaneous rate of change both graphically and algebraically. • the relationship of position, velocity and acceleration in terms of functions and their derivatives 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • determining whether a function is continuous based on the calculus definition of a continuity. • interpreting key features of graphs and tables in terms of limits and continuity. • sketching graphs showing key features given a verbal description of the relationship. • calculating and interpreting the average rate of change of a function (presented symbolically or as a table) over a specified interval. • estimating the rate of change from a graph. 	

	<ul style="list-style-type: none"> the various methods of determining limits given data presented graphically, symbolically, numerically and/or verbally. that asymptotes and holes in the graph influence the formal definition of continuity the squeeze theorem as it applies to limits the technology that can be used when determining limits <p><i>vocabulary: limit, difference quotient, the instantaneous rate of change, the average rate of change, squeeze theorem, derivative, continuity</i></p>	<ul style="list-style-type: none"> finding limits algebraically, graphically, analytically and from a table. comparing instantaneous and average rate of change. Identifying mathematical information from graphical, symbolic, numerical, and/or verbal representations
Content Area Literacy Standards		21st Century Skills
<p>RH.11-12.3 EVALUATE VARIOUS EXPLANATIONS FOR ACTIONS OR EVENTS AND DETERMINE WHICH EXPLANATION BEST ACCORDS WITH TEXTUAL EVIDENCE, ACKNOWLEDGING WHERE THE TEXT LEAVES MATTERS UNCERTAIN.</p> <p>RH.11-12.4 DETERMINE THE MEANING OF WORDS AND PHRASES AS THEY ARE USED IN A TEXT, INCLUDING ANALYZING HOW AN AUTHOR USES AND REFINES THE MEANING OF A KEY TERM OVER THE COURSE OF A TEXT (E.G., HOW MADISON DEFINES FACTION IN FEDERALIST No. 10).</p> <p>WHST.11-12.1 WRITE ARGUMENTS FOCUSED ON DISCIPLINE-SPECIFIC CONTENT.</p> <p>WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.</p>		<ul style="list-style-type: none"> Solve Problems Communicate clearly Collaborate with others Be self-directed learners Reason effectively

Sample Precalculus Assessment

4) Let f be the function given by $f(x) = \frac{(x-4)(2x-3)}{(x-1)^2}$. If the line $y = b$ is a horizontal asymptote to the graph of f , then $b =$

(A) 0

(B) 1

(C) 2

(D) 3

(E) 4

5)

If $c = \frac{a}{a+b}$, which of the following gives a in terms of b and c ?

A) $a = \frac{bc}{1-c}$

B) $a = \frac{bc}{1+c}$

C) $a = \frac{bc}{b-c}$

D) $a = \frac{bc}{b+c}$

5) _____

6)

A sine function has a range of $[-6, 2]$ and a period of 4. A trigonometric equation with these properties is

a) $y = 8 \sin\left(\frac{\pi}{2}\theta\right) + 2$

b) $y = 4 \sin(4\theta) - 2$

c) $y = 4 \sin\left(\frac{\pi}{2}\theta\right) - 2$

d) $y = 4 \sin\left(\frac{2}{\pi}\theta\right) - 2$

6)

7)

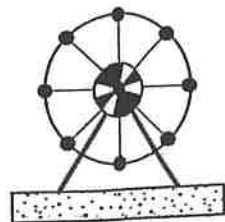
A Ferris wheel with a radius of 15 m rotates once every 100 seconds. Riders board the Ferris wheel using a platform 1 m above the ground. The trigonometric function that gives the height of the rider as a function of time is:

A. $h(t) = -15 \cos\left(\frac{\pi}{100}t\right) + 16$

B. $h(t) = 15 \cos\left(\frac{\pi}{100}t\right) + 1$

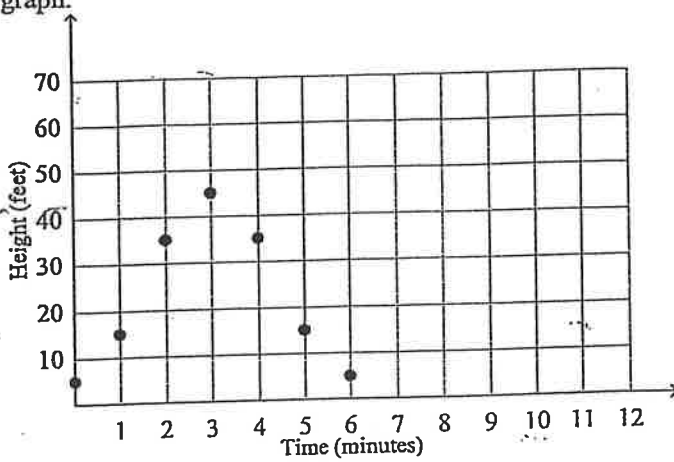
C. $h(t) = -15 \cos\left(\frac{\pi}{50}t\right) + 16$

D. $h(t) = 15 \cos\left(\frac{\pi}{50}t\right) + 16$



8.)

The graph below shows height as a function of time for a ride on a Ferris wheel. Find a sine equation for the graph.



8.) _____

(A) $y = 25 \sin\left(\frac{\pi}{3}x\right) + 20$

(C) $y = 20 \sin\left(\frac{\pi}{3}x + \frac{3\pi}{2}\right) + 25$

(B) $y = -25 \sin\left(\frac{\pi}{3}x\right)$

(D) $y = \sin\left(\frac{\pi}{3}x - \frac{3\pi}{2}\right) + 25$

9.)

The horizontal displacement of $y = 4 + 3\cos(2x - \pi)$ is

A. 2

B. 3

C. 4

D. $\frac{\pi}{2}$

E. None

9.) _____

Free Response Show all work

1. The height, h , in meters, above the ground of a car as a Ferris Wheel rotates can be modeled by the function $h(t) = 16 \cos\left(\frac{\pi t}{120}\right) + 18$, where t is the time, in seconds.

I. What is the radius of the Ferris Wheel?

II. What is the maximum height of the car?

III. How long does it take for the wheel to make one revolution?

IV. What is the minimum height of the car?

FRQ 2

Prove

$$a) \sec x - \tan x \sin x = \frac{1}{\sec x}$$

b) . Prove

$$\frac{[(\sec \theta + 1)(\sec \theta - 1)]}{\sin^2 \theta} = \sec^2 \theta$$

c) . Prove

$$\frac{\sin x}{1 + \cos x} + \frac{\cos x}{\sin x} = \csc x$$

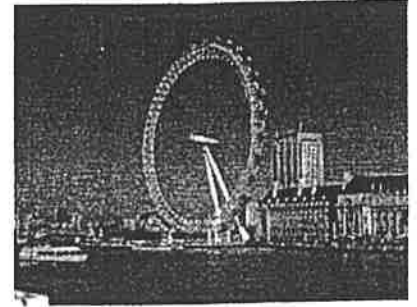
Calculator

Part II: Free Response

Show all work below the line. Give simplified, exact answers when specified, otherwise report **three decimals**. SHOW ALL CALCULATOR SETUPS. Avoid intermediate rounding error. Box your final answers, **with units** when appropriate.

3)

The London Eye is a giant Ferris wheel on the South Bank of the River Thames in London. The diameter of the wheel is 394 feet. As the London Eye makes one rotation every 30 minutes, its riders reach a maximum height of 443 feet above ground. As a person gets on the constantly rotating ride at the bottom, he starts his stopwatch.



(a) Sketch the graph of the rider's height above ground h in feet as a function of time t in minutes since the rider started the stopwatch. **Sketch two full cycles of the ride, labeling your critical values and axes.**

(b) Assuming that h is a sinusoidal function of time t , write a particular equation for $h(t)$. Confirm your results by graphing your equation in your graphing calculator in the window in which you sketched it.

(c) How high above the ground is the rider 24.3 minutes into the ride? At this time, is the rider going up or down?

(d) At what positive time, in minutes, is the rider 400 feet above ground coming down for the second time?

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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 CHS Principal's Monthly Report: Bill Lonergan February 2021

Enrollment: As of January 26, 2021

●Class of 2024	122students
●Class of 2023	112 students
●Class of 2022	102 students
●Class of 2021	112 students
Total	448 students

Presentation:

Diane Angeline-CHS Mathematics Curriculum Facilitator: Curriculum
Development in the Math Department

Discussion Topics:

Competency Recovery:
Schedule:

Recognitions:

- For December congratulations to Tori Allen as our Senior Student of the Month and our Star of the Month was junior Matt Grieco. Congratulations Tori and Matt!
- Our January Student of the Month is Senior Emily Smith and our Star for January was junior Nick Carignan. Congratulations to both of you, Emily and Nick!
- Karleigh Schultz has been nominated by the CHS Administration as our candidate for the 2020 William Loeb Scholar Athlete Scholarship program. Karleigh is a dedicated athlete, student, and student leader here at CHS and we wish her well in the competition.
- Also Congratulations to Special Education Teacher Dawn Parker who was the recipient of the CHS Golden Bell Staff Award for December and to PE Teacher Shannon Szepan who was our January CHS Golden Bell Staff Award.
- Some great news from the Art Dept; Caro McSorley received the Dorothy Messenger Scholarship for \$500.00. She will also receive an annual Scholarship for a specific Art School for her Silver Key Portfolio. The DM Scholarship is only awarded to ONE student from the statewide Scholastic Art Awards. We are so excited for her!
- Also in the art department, this year we had five CHS students be recognized through the Scholastic Art Awards of NH. We received a total of 3 Gold Keys, 4 Silver Keys, 7 Honorable Mention, and 1 Silver Key Portfolio. Honored students include Laura Harrison, Sophia McPherson, Caro McSorley, Julianna Rafuse, and Meredith Spotts. Congratulations to the five students on the recognition, and thanks to teachers Paula Barry and Denise Freeman for supporting these students!!
- We also want to give a warm CHS welcome to Nicole Ripley who joined us as a paraeducator

from her position as a member of the Food Service Staff!

- We are really appreciative of Librarian Julie Green stepping in to teach a number of courses for one of our staff out on an extended leave. Julie stepped in seamlessly to take over, particularly during the end of the 2nd quarter and competency recovery and the start of the 3rd quarter and new classes. Thanks so much, Julie, for all the added support.
- Also congratulations to Julie, congratulations as she earned her School Librarian certificate in December through Plymouth State University.
- Oftentimes our paraeducators and aides step up to assist when teachers are not available to teach their classes. When several of our staff were out unexpectedly and for significant periods of time, Drew Gora and Cari Bruner have been particularly supportive of us in facilitating classroom and Learning Commons needs. That has been particularly important given the scant availability of substitutes teachers to fill all of these required roles.
- I was proud to be invited to the Londonderry Night School Graduation on January 28, where Nate Greer, Ashtin Gregoire, Yasmin Lazaro, Andrew Smith, and Sydney Grant graduated through their program. Congratulations to all of these Litchfield residents and former CHS students on earning their HS diploma.
- CHS Alum, Class of 2020, has been nominated for 3 NATIONAL student Emmy Awards from the National Academy of Arts & Sciences. She has already won at the NH State level, so we are wishing her well in this process.
- CHS Paraeducator Emily Letorney has been helpful assisting the custodial staff after her regular shifts with the cleaning due to shortages of available staff. We greatly appreciate this extra commitment she has provided in the building.
- We are grateful that three students, Nick Carignan, Molly Dyer, and Jackie Gamache, joined our 4x4 Schedule Committee meeting to share thoughts on keeping the 4x4 schedule or returning to our Skinny Monday alternating Day1/Day2 schedule. We will be surveying staff, students, and parents for their input on these as we begin planning for our scheduling for next year.
- We received a really nice letter from the parents of a student who was recognized as a Presidential Scholar at Clarkson University, a highly prestigious award, in her freshman year. The parents expressed a great deal of appreciation for our work with this student while at CHS to help make this possible.
- Speaking of nice letters, we received multiples attesting to the good work of social studies teacher Nate Cooper, art teacher Denise Freeman, and school nurse Donna Boucher. We appreciate those positive comments coming in to the CHS administration.
- We want to recognize our CHS 2020/2021 All State Athletes for the fall season, Congratulations to the following: Girls Soccer: 1st Team - Karleigh Schultz & Morgan Wagner, 2nd Team - Alex Wallenmaier & Honorable Mention - Hanna Keane. Boys Soccer: 1st Team - Michael DiCarli , 2nd Team - Jackson Noury & 3rd Team - Ryan Latsha. Football: 1st Team - Josh Lavoie O Line, Drew Adamakos Defense & Kyle Wark Punter, Honorable Mention: Hunter Caron, Will McPherson, Nate Perry & Brady Robicheau. Cross Country: Megan Whitnell - Top Ten. Volleyball (NHVCA): All-Atate Chloe Steiniger & Tori Allen. Golf: 3rd Team - Sean Ryan
- The CHS PTO has been terrific supporting our teachers with cleaning supplies/wipes, a luncheon prior to the holidays and treats just before the winter break. They also provided small gift bags to our Remote Learners at the start of the 3rd quarter. They never fail to support our staff throughout the course of this really challenging year. We can't overstate how truly appreciative we are to them.
- We wanted to reach out and say thank you to Jen Bourque and Home Depot for providing resources to one of our classrooms prior to the Holiday Season. We really appreciate making that time "Merry and Bright" for our students!
- Litchfield CC TV is broadcasting our home winter athletic events when possible in lieu of large numbers of fans coming into the CHS Gym. We are appreciative of Rob Fay, Russ Blanchette,

Brandon Jeffrey and Mason Jeffrey for their help with this.

- The CHS Winter Choral Concert was held on Thursday, December 22 in a virtual environment. That concert can be viewed on the Litchfield CC TV site or through their YouTube or Facebook channels. Thanks to Russ and Rob for providing the TV/camera support for this program.
- Finally, we are really grateful for the hard work by the SAU (especially Superintendent Jette, BA Cory Izbicki, and Facilities Director David Ross) our outside consultants and contractors, and the facilities and maintenance staff for the great work updating and improving our air handling systems and controls. This is really important for safety reasons to have an efficient system with fresh air circulating regularly as well as having a much more reliable and comfortable learning environment.

Instructional, Assessment & Curriculum Highlights

- CHS students will be participating again in the biennial NH Youth Risk Behavior Survey. Normally this would take place in the spring of 2021, but the assessment is being postponed until the fall. This survey offers valuable information about risky behaviors, provides a chance to see behavior changes over time, and it provides CHS data to adjust our practices and support students & families.
- For the first time, CHS provided structured time for competency recovery instead of a final exam process at the end of semester 1. Students were provided two days of opportunities in classes to recover competency and/or course grades. Following conversations with their teachers, they were then able to meet with teachers on January 25 and January 26 to do formative and summative work that might provide an opportunity for recovery in courses where they were having minor difficulties.
- We will be examining data from the end of the first Semester Competency Recovery Process and then working on any challenges or opportunities that may have arisen as we have undertaken this process for the first time in a formal manner. We will be doing this to improve on the Competency Recovery process for quarter 3 and Semester 2 classes.
- We created an internal CHS committee of the Leadership Team and several other teachers to discuss the move to the 4x4 block system and the challenges and benefits. Overall there is not a great deal of support among many of the teachers for a variety of reasons. We will be surveying staff, students and parents shortly along with student successes/failures to determine our direction for scheduling for the 21-22 school year.
- CHS annually provides an opportunity for students to take the Armed Services Vocational Aptitude Battery (ASVAB). This series provides great information on skills and knowledge that can help with career decisions. It is really informative even for students uninterested in the military. The test was given on Friday, January 29. In a typical year, 6-12 students will take the ASVAB at CHS.
- All departments are continuing to use Professional Development time to work on Curriculum Development. Each is at various stages of the process depending where they are on the timeline of PD work with Mary Widman. Teachers are also at various stages of developing common summatives to use within courses as well as developing and revising competencies for their departments & courses. .
- Normally our Freshman Seminar course takes place during the first semester of the school year. This year, due to the shift to the 4x4 Block schedule we could not implement the course until semester 2. This has become a more widely selected course among our incoming freshmen as they work on such topics as Study Skills, Current Events, The Teenage Brain, Research Skills, Cooperative Learning, Health Related Topics, as well as Career Exploration with the CHS Counselors. It will be interesting to see how this course runs given the shift from semester 1 to semester 2.
- A video presentation about CHS will be sent out to 8th grade parents in lieu of an In-Person 8th Grade Parent Night - sometime around February 3rd. The CHS Administration will be available via a Google Meet on Tues, Feb 9 at 6:30pm (Meet link TBD) to answer any 8th grade parent questions. Counselors will meet with 8th graders (at LMS via Google Meet) on Thurs, Feb 11th to assist with course selection.
- The following are the general scores from this year's SAT and PSAT Testing at CHS: These tests will be analyzed by the Assessment and Data Team for student specific challenges.

2020 SAT Scores : These tests were taken by seniors in Oct. 2021 due to the COVID 19 pandemic. Normally they would be taken in junior year.

<u>Class of 2021</u>	<u>CHS</u>	<u>NH</u>	<u>US</u>
Eng/Read/Write:	543	531	529
Math:	512	514	512
Total:	1054	1045	1041

In 2018-19 CHS began administering grade 9 taking the PSAT 8/9, and grade 10 & 11 taking the PSAT for preparation & progress monitoring.

<u>Class of 2022-Jrs</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Eng/Read/Write:	465	482	499
Math:	466	461	466
Total:	931	943	965

<u>Class of 2023-Soph</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Eng/Read/Write:	N/A	469	483
Math:	N/A	455	453
Total:	N/A	924	936

<u>Class of 2024-Fresh</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Eng/Read/Write:	N/A	N/A	450
Math:	N/A	N/A	423
Total:	N/A	N/A	873

Professional Development & other work:

- Thank you to Nate Cooper, Social Studies Teacher and Curriculum Facilitator, who joined me, Mary Widman, and several other Litchfield Administrators at LMS and GMS for a Competency Based Learning Leadership workshop. This three day workshop will continue into February and March and will provide some guidance within CHS to ensure schools are sharing the same message and understandings about Competency Based Learning.
- The CHS Administration met with the parents of our semester 1 Remote Learners. While we learned there is some outstanding work being done by many teachers, they offered some great advice about ways to improve our Remote Learning practice. We appreciate that feedback.
- Counselors Jodi Callinan, Bill Hicks, and Jamie Faulhaber continue to participate in the District Resiliency Team Meetings. Their involvement ensures a District-wide program that attends to the needs of students of all ages.
- This led to CHS developing a Parent Information Series on communicating with your children on difficult topics related to student life today, particularly as it relates to the COVID. Topics included Anxiety, Depression/Motivation, Peer Challenges, Substance Use & Sexual Activity, and Time Management & Motivation.
- Speaking of the counselors, they have continued to meet with each grade on various grade-specific topics such as course selections, career options, the college selection process for juniors, college information nights, and similar grade level activities. They have also provided opportunities for virtual school counseling activities such as Virtual College Fairs to meet student counseling needs.
- The SAU has really worked diligently to improve the air handling and heat control systems here at CHS the last several months. We are having much better air flow in the building and far fewer complaints about some classrooms being too hot and others being too cold.
- As part of our initial planning for the March Teacher Workshop, CHS will spend some time practicing a series of Reunification scenarios. We will do this to ensure we have an understanding of the process along with the challenges and possibilities if an emergency evacuation from CHS requires

us to connect students and parents subsequently.

- Science Teacher, Joanne Ray, with the support of the rest of the Science Department has begun the process of organizing a Science National Honor Society here at CHS. We are pleased to have another opportunity to recognize our outstanding students in science studies at CHS.

Looking Ahead:

February 4, Thursday (1:00-3:00) - Administrative Team Meeting

February 8, Monday (2:30-3:30) - Guidance Department Meeting

February 9, Tuesday (7:00pm) - PTO Meeting -Virtual

<https://us04web.zoom.us/j/74645204958?pwd=bGswdGVEYmxPZ3RTdWtmRmxzMmYvdz09>

February 9, Tuesday (2:30-3:00) - NEASC Meeting

February 10, Wednesday (9:30-10:30) - Chat Team Meeting

February 10, Wednesday (9:30-10:30) - New Teachers Meeting

February 11, Thursday (1:00-3:00) - Administrative Team Meeting

February 11, Thursday (2:45-4:00) - Leadership Meeting

February 15, Monday (2:30-3:30) - Guidance Department Meeting

February 16, Tuesday (2:40-3:30) - Advisory Committee Meeting

February 17, Wednesday (9:30-10:30) - Chat Team Meeting

February 17, Wednesday (2:40-3:40) - Department Meeting

February 17, Wednesday (3:30-4:30) - Grading- Reporting Committee Meeting

February 17, Wednesday (3:00-4:00) - PERC Meeting

February 18, Thursday (1:00-3:00) - Administrative Team Meeting

February 18, Thursday (2:30-3:30) - Safety Committee Meeting

February 22, Monday (2:30-3:30) - Guidance Department Meeting

February 24, Wednesday (9:30-10:30) - Chat Team Meeting

February 25, Thursday (1:00-3:00) - Administrative Team Meeting

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LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

B. Bourque, Chair

C. Harrison, Vice Chair

Draft Minutes for January 20, 2021

Location: Litchfield Town Hall

In Attendance:

B Bourque, Chair
C Harrison, Vice Chair (*remote*)
E MacDonald, Board Member
R Meyers, Board Member
T Hershberger, Board Member
Dr. Michael Jette, Superintendent
Cory Izbicki, Business Administrator (*remote*)
Tom Lecklider, Principal, LMS
Michele E. Flynn, Administrative Assistant

The Litchfield School Board will be holding regular meetings at Litchfield Town Hall, typically every 1st and 3rd Wednesday of the month. Due to the COVID-19 State of Emergency extended by Governor Sununu, and following guidance from the Litchfield Board of Selectmen, the Town Hall meeting room is not open to the public. Public access will be granted virtually and/or by phone. Correspondence may be sent via email to members of the School Board at schoolboard@litchfieldsd.org.

I. PUBLIC SESSION

5:00 p.m.

A. Call to Order

Mr. Bourque called the meeting to order at 5:08 p.m.

B. Pledge of Allegiance

C. Review & Revision of Agenda

Brian - community forum - push down to right before correspondence

D. Summary of Non-Public Actions from January 6, 2021:

Mr. Meyers made a motion to approve the non-public minutes of December 16, 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.

E. Presentations and Recognitions

There were no presentations or recognitions.

F. Community Forum

Public Attendance: by Google Meet only

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.

There was no public input.

G. Correspondence

Mrs. Harrison reported that correspondence was received from Debbie Rice regarding the policy for sports attendance and the request for additional tickets for athletes' families.

Mr. Bourque asked if the guidelines for winter sports are the same as it was for fall sports.

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Dr. Jette reported that he spoke with Mr. Knight, CHS Athletic Director, regarding the protocol for sports attendance. He indicated that it is somewhat different regarding indoor sports. He explained that the bleachers at CHS jammed up and it created limited space on the floor, which had to be modified. He noted there is a repair order for the bleachers. He asked Mr. Lecklider to report on LMS athletics.

Mr. Lecklider indicated that for volleyball every athlete's family had two tickets, which many schools are doing. He noted that there has been a request for two additional tickets. He commented that he is nervous about providing additional tickets before having their first home game and how that goes. He indicated he will speak to the Athletic Directors.

Mr. Bourque asked about allowing visiting team families. Dr. Jette commented that away teams were included in the plan, but when the bleachers jammed only home games were allowed.

Mrs. Hershberger commented that she understood with LMS basketball that fans are not allowed at each other's schools.

Dr. Jette indicated that he will ask the Athletic Director to communicate a message regarding the current status to the community.

Mr. Bourque indicated that he understands Mrs. Rice's concern as it is the same for his family. He understands that it is difficult and frustrating to swap tickets with family members to attend their children's games. He pointed out the most important thing to focus on is the fact that we are having sports and we have protocol to follow as we try to minimize exposure and transmission of the virus.

Mr. Lecklider commented he was not allowed to go to the away games for his own two children. He indicated that the first away game was yesterday and he was able to stream it.

H. Comments:

- **Superintendent's Comments**
 - **Budget Hearing Feedback**

Dr. Jette reported that the budget hearings had a handful of community members in attendance. He noted some discussion got a bit contentious when that was not needed. He asked for feedback from the Board in order to plan properly for Deliberative Session.

Mrs. MacDonald commented that the realignment of the GMS office positions is confusing to people. She indicated the position is not being cut. She pointed out the receptionist position is a school year position.

Dr. Jette commented that Mrs. MacDonald makes a good point. He confirmed the receptionist position is a school year position and the hours are there for servicing the public. He indicated there are currently 3 people in the office at GMS and there will still be 3 people in the office next year. He noted one will not be there in the summer, which is the exact same staffing level as LMS and CHS. He explained that aligning the positions was necessary to ensure the hours were equitable across the schools and the hours for the receptionist will be expanded when school is in session.

Mrs. Harrison asked if those changes are linked to the approval of the technology integrators or if they will occur regardless of the outcome. Dr. Jette indicated that is the Board's decision; however, this has been discussed many times previously. He noted that the district budgeted for the changes.

Mrs. Harrison commented her understanding was that we were planning that before technology integrators were discussed.

Dr. Jette commented we are trying to save money for the taxpayers. He indicated we have identified a change of staffing in the front office at all three schools and are applying that savings to funding for the technology

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integrators. He noted that there were two teaching positions at CHS that were not needed and that savings was applied toward the technology integrator positions.

Mr. Bourque commented that the union agreed to the realignment of staffing. He indicated that we could have made the changes effective earlier this year, but decided to wait until July 1.

Dr. Jette indicated that we will follow the process outlined in the Collective Bargaining Agreement and noted we never identified the individual.

o Deliberative Session February 6, 2021

Dr. Jette reported that the Town will begin their Deliberative Session at 10:00 a.m. and the District will begin their session at 1:00 p.m. He indicated the events will be held in the CHS gymnasium with a plan for physical distancing for attendees.

o Overview of Parent Meetings with Principals

Dr. Jette reported that remote meetings were held with remote learning parents at all three schools and the key talking point was the Wednesday schedule. He indicated that there was a concern in the difference of the schedule for that day between the in person schedule and the remote schedule. He noted that we will look at aligning the Wednesday schedules so that they will not differ from the remote schedules. Dr. Jette reported that principals are focusing on better connections with remote students and making sure they are connected with the schools. He mentioned when new classes begin at the high school, students will be invited to meet their teachers. He noted that all three schools will have follow up parent meetings during the week of February 8.

Mr. Lecklider reported that he received great feedback from the meeting. He indicated the biggest challenge with the pandemic is that it is hard to build spirit and community. He noted having awareness, empathy and understanding around that is helpful and we are reassuring students. He reported conversations at grade levels occurred regarding consistencies. He encouraged parents to express their concerns or to provide input.

● School Board Comments

Mrs. Hershberger commented that high school parent information sessions are great things to bring to the community. She indicated that there have been some deep and serious discussions. She encouraged parents to join.

Mrs. Harrison announced there are two School Board positions available this year and several Town positions. She encourages people to sign up for them.

Mr. Bourque mentioned that people need to go to Town Hall to sign up for elected positions.

II. GENERAL BUSINESS

A. Public Minutes:

● January 6, 2021

Mrs. Hershberger made a motion to approve the public minutes of January 6, 2021. 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. Principal's Report - LMS

Principal Lecklider presented the LMS report to the Board. He reported that parents were surveyed with regard in person / remote enrollment. He noted that at the start of Quarter 3 on January 27, there will be approximately 262 students in classes and 96 in remote learning. The PTO continues to provide support to our school community during this challenging climate. Robin Corbeil secured the Governor's Fund grant of \$7,100 for the Robotics Program this year.

● NH SAS Results

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Principal Lecklider reported on NH SAS test results. He indicated that all middle school students were administered the interim SAS assessment in October. He noted there were challenges and issues around scheduling, synchronicity and intuitiveness. Scores were as follows:

Fall 2020 Interim SAS Assessment					
Testing Year	Teaching Year	Level 4	Level 3	Level 2	Level 1
ELA G5	G4	30	34	16	20
ELA G6	G5	26	41	14	20
ELA G7	G6	8	46	21	24
ELA G8	G7	11	29	37	24
Math G5	G4	14	17	35	34
Math G6***	G5	10	24	28	38
Math G7	G6	10	24	28	38
Math G 8	G7	35	22	26	17

***Test did not default to Grade 5 test. Students were assessed on Grade 6 content prior to Grade 6 instruction.

Principal Lecklider pointed out that test for Grade 6 did not default to the Grade 5 teaching year, so students in Grade 6 were assessed on content prior to Grade 6 instruction. He indicated that Ms. Widman has broken down the results to specific areas of strengths and weaknesses at each level. He commented that they look for inconsistencies, how students are performing in specific areas and how students are not performing, He reported that modular assessments were used last year, which is another way to assess with this platform and is much more organic in the classroom, as well as more helpful than the formal standardized platform.

Dr. Jette commented with the changes in Washington DC, what one leader saw as expectations another may not. He indicated waiting until next spring relative to testing is better so that the new administration can analyze it.

Principal Lecklider reported that the construction project has almost wrapped up with some small tasks being completed. He indicated that the contractor and crew were very accommodating. Principal Lecklider mentioned the LMS Lynx (mascot) continues to move forward as we are working with a local artist on finishing touches of the logo.

- **Report Card Overview**

Principal Lecklider reported that he included a link to a sample report card in his report. He explained that they are trying to capture competencies, work study practices and grades in a very different layout. He indicated they want to target the students that need interventions. He noted the report card includes more measurables to get to the final grade.

Note: The link for the LMS sample report card did not work and Board members were not able to view the sample.

- **GMS Report Card -**

Dr. Jette shared with the Board a sample report card for GMS. He reminded the Board that GMS did not issue report cards at the end of the first quarter, but provided a narrative for parents and held parent conferences. He indicated that teachers had input in the way the report card has been structured. Dr. Jette reviewed the parts of the report card that Principal Mitchell highlighted and for which he provided explanation. (See example included). He noted that the example shows each student will receive an overall grade for each subject, which will be an average of all scores for that quarter. Each student will receive scores on each competency in each

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subject area; however, if a competency has not been met it is shaded out. Work study practices will also be reported and Unified Arts will have a separate section. Numeric grades are being planned to replace letter grades, with a score key to reference. These numeric grades will help segue to middle school letter grades.

Griffin Memorial School
229 Charles Bancroft Highway
Litchfield, NH 03052
603-424-0901
Principal: Daniel Mitchell

Student Info				
Name				
Grade	3			
Student Number				
Attendance				
Days Absent	Q1	Q2	Q3	Q4
Times Tardy	2	0		
Unexc. Absences	0	0		

REPORT CARD

Date Printed: 01/14/2014

Subject Performance Score Key

4 - 90% - 100%
3 - 75% - 89%
2 - 60% - 74%
1 - 0% - 59%

Competency Score Key

4 - Meets with Independence
3 - Meets with Minimal Prompting
2 - Meets with Constant Prompting
1 - Not Yet Met

Teacher: Rebecca Smith	Q1	Q2	Q3	Q4
Math - Gr 3				
Course Grades				
Students demonstrate the ability to apply and extend mathematical properties in order to solve problems				4
Students will demonstrate the ability to communicate and justify reasoning in order to support mathematical arguments				4
Reading - Gr 3				
Teacher: Rebecca Smith				
Course Grades				
Analyze and evaluate complex literature and informational text				3
Speak and listen purposefully, making strategic decisions about content, language use and speaking style				3
Read with sufficient accuracy and fluency to support comprehension				3
Science - Gr 3				
Teacher: Rebecca Smith				
Course Grades				
Apply thinking science concepts				
Apply science core ideas within physical science, earth and space science, and life science				3
Apply scientific inquiry to solve authentic problems and demonstrate science literacy				
Social Studies - Gr 3				
Teacher: Rebecca Smith				
Course Grades				
Apply concepts of economics				
Apply concepts of geography				
Apply concepts of history and civics				3
Apply inquiry processes to support conclusions in the social sciences				3
Evaluate historical or contemporary actions of people and/or events to draw conclusions				
Writing - Gr 3				
Teacher: Rebecca Smith				
Course Grades				
Write well-structured arguments, narratives and informational/explanatory pieces				1
Apply appropriate conventions of Standard English when writing or speaking				4

This Key is to be applied to the Course Grades row of each subject. These scores replace the traditional A,B,C,D, F grades, in order to streamline communication on student progress.

Each student will receive an overall grade for each subject. This grade will be an average of all scores for that quarter. First and Second Grade do not report overall grades for Science and Social Studies. We include course grades to capture aspects of progress and learning that may not be included in competency reporting.

This key is to be applied to the competencies listed under the subject grade for each subject.

Each student will also receive scores on each competency in each subject area. If the competency was not introduced or covered in a particular quarter then the box will be greyed out. The score represents an average of the student's quarterly performance in a particular competency area.

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Griffin Memorial School 2020-2021 Report Card Name: _____ Grade: 3

Work Study Practices Score Key

4	With independence, the student demonstrates all qualities and skills with consistent success
3	With minimal prompting, the student demonstrates all qualities and skills with consistent success
2	With consistent prompting, the student demonstrates the qualities and skills with developing success
1	With significant support, the student demonstrates the qualities and skills with minimum success

Work Study Practices Teacher: Rebecca Smith

	Q2	Q3	Q4
Practice Responsibility			
Act Respectfully			
Work Together			
Stay Safe			

Teacher Comments Teacher: (Teacher First) (Teacher Last)

Q1

UNIFIED ARTS

Art - Gr 3
Teacher: Starrett

	Q2	Q3	Q4
Course Goals			
Apply skills, ideas and visual art language to create works of art			
Connect visual art language with works of art through synthesis of artistic ideas and external knowledge			
Apply skills, ideas, and visual art language to convey meaning through presentation			
Apply skills and visual art language to interpret, evaluate, and respond to works of art			
Practice Responsibility			
Act Respectfully			
Work Together			
Stay Safe			

Mrs. Hershberger inquired about how teachers are doing with the new report card.

Dr. Jette indicated support will be provided for teachers as with anything new there are always concerns and challenges.

Principal Lecklider commented that learning a new system is challenging because it is a learning curve in the way competencies are reported. He indicated it is a lot of work and the teachers have put in a lot of time and collaboration. He believes the schools are moving in the right direction.

Mr. Bourque commented that it was nice to learn that fifth graders finally received their chromebooks.

Principal Lecklider indicated the roll out was smooth and the students were excited.

B. Business Administrator’s Report

Mr. Izbicki provided the district financial and business reports, which included the Cash Basis financial statement, Modified Accrual Basis financial statement; Interfund receivables; Assigned Fund Balance encumbrances (\$194,362) that represents projects/purchases that were allocated to year end funding as part of the FY22 budget process; Year to date expenditure status report; and an estimate for FY21 year end fund balance based on the average of budget expended over five years. He noted that the year end projection is subject to change as we are only halfway through the fiscal year. Also included in his report is a comparative financial statement for Food Services, which reflects a deficit of \$94,891. He noted this deficit is directly related to COVID and is anticipated to grow over the coming months, which will result in funding from the general fund at year end.

Mr. Izbicki reported the financial statement audit is in the final review with the Director in Charge at Plodzki & Sanderson. The audit report was pending the actuarial report to determine our Other Post Employment Benefit liability to be reported on the Government Wide Financial Statements. He indicated the draft audit report is expected by January 22, 2021.

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Mr. Izbicki reported the CARES Act funding has been expended in full; the paperwork for the reimbursement for the \$100,000 from the NH Public School Infrastructure Fund (for the LMS Canopy) was submitted ahead of the 12/31/2020 deadline; Ventilation and Energy Efficiency work continues; a grant opportunity through the Public Utilities Commission is being researched by our energy consultants.

Dr. Jette indicated that the next Facilities Improvement Committee meeting is scheduled for February 3 at 3:30 pm. He was hopeful that the conversations we are having with Dave Ely (Windy Hill Assoc) and Dick Henry (DDH Energy) will come forward with good, substantial planning.

- **2021 Warrant Articles**

The 2021 Warrant was provided for the Board. Board members are required to vote their recommendation of Article 1 and sign the Warrant.

Article 1: Operating Budget \$23,715,016

Mr. Bourque made a motion to recommend Article 1. Mrs. MacDonald seconded. The motion failed by roll call vote: Mr. Bourque, no; Mrs. Harrison, no; Mrs. MacDonald, no; Mr. Meyers, no; Mrs. Hershberger, no.

Article 1 was not recommended by the School Board by a vote of 0-5-0.

Dr. Jette reported that the Budget Committee was asked to reconsider Articles 2 and 3 (Technology Integrators) and they recommended Article 2 (6-2), but did not recommend Article 3 (4-4). He expressed his appreciation for the Budget Committee's willingness to reconsider their recommendations.

IV. NEW BUSINESS

A. NHSBA Resolutions

Dr. Jette asked Board members to provide direction on the proposed and continuing resolutions for Mrs. Harrison who will represent the Board at the NHSBA Delegates Assembly.

Mr. Meyers made a motion to authorize Mrs. Harrison to support proposed resolutions recommended and/or supported by the NHSBA at the Delegates Assembly. Mr. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

B. Policies - Review:

- **Re-Approval:**

Dr. Jette indicated that the policies listed for re-approval by the Board were reviewed for revisions and were found to have no changes. He asked the Board for a vote to re-approve the policies to stay up to date.

- CA, Administration Goals
- CB, School Superintendent
- CBB, Appointment of Superintendent
- CCB, Line & Staff Relations
- CF, School Building Administration
- CH, Policy Implementation
- CHA, Development of Regulations
- CHB, Board Review of Regulations
- CHCA, Approval of Handbooks & Directives
- CLA, Treatment of Outside Reports

Mr. Meyers made a motion to approve policies CA, CB, CBB, CCB, CF, CH, CHA, CHB, CHCA, and CLA. Mr. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. Hershberger commented that she did not have an opportunity to review some of the following policies.

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- CM, Annual Report
- FA, Facilities Development Goals-Priority Objectives
- FBB, Enrollment Projections
- FEA, Educational Specifications
- FEB, Selection of a Design Professional
- FL, Retirement of Facilities

Mr. Bourque made a motion to approve policies CM, FA, FBB, FEA, FEB, and FL. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, abstain.

- **1st Reading:**

The following policies were updated to include changes/revisions according to changes in the laws.

- CBI, Evaluation of the Superintendent
- FEH, Supervision of Construction (Clerk of the Works)

Mr. Bourque made a motion to approve policies CBI and FEH for a 1st Reading. 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.

V. OLD BUSINESS

A. 2021-2022 CHS Program of Studies

Director Callinan updated the CHS Program of Studies according to Board member input, which is ready for Board approval.

Mrs. Hershberger made a motion to approve the 2021-2022 CHS Program of Studies as revised. 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.

B. Coronavirus Review and Update

- **Remote Learning Update**
- **Current Situation Update**

Dr. Jette reported we are tracking current cases. He indicated that the district's data is updated and a more accurate view than the data from the State.

- At GMS:
 - No active staff or student cases
 - 1 staff member is quarantined until 1/25
 - 6 students are quarantined
 - 4 until 1/22 and 2 until end of the month
 - 13 staff out as of today
 - 8 on leave; 5 out sick.
- At LMS:
 - 1 positive staff case identified yesterday (return to work 1/26)
 - No active student cases
 - 8 students/staff quarantined or remote
 - 8 staff out today.
- At CHS:
 - No active staff or student cases
 - 4 students quarantined
 - No staff on leave
 - 3 staff working remotely and 2 staff out sick.

Dr. Jette reported that three snapshots were taken for enrollment to track in person and remote attendance, November 16, December 16 and January 27, which is projected. The December 16 snapshot is after the return

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from the remote period from November 30 to December 14. The January 2021 projection is based on predictions of picking up more in person students.

School	Enrollment	November 15		December 15		Enrollment	January 27th - Projection	
	October 1	In-Person	Remote	In-Person	Remote	January 4	In-Person	Remote
GMS, K-4	394	306	88	257	136	392	330	66
LMS, 5-8	363	273	90	227	136	362	265	94
CHS, 9-12	448	389	59	329	119	445	382	62
PERCENTAGES:								
School	October 1	November 15		December 14		January 4	January 27	
		In-Person	Remote	In-Person	Remote		In-Person	Remote
GMS, K-4	394	78%	22%	65%	35%	392	84%	17%
LMS, 5-8	363	75%	25%	63%	37%	362	73%	26%
CHS, 9-12	448	87%	13%	73%	27%	445	86%	14%

Dr. Jette reported he is tracking vaccine rates across the country and will continue to monitor the rates for NH.

Dr. Jette reported that included in the COVID data spreadsheet are the dates of remote learning periods in the district. He noted that he would have liked to have seen a higher percentage of students in school.

Remote Learning Dates	GMS Days	LMS Days	CHS Days	Notes
10/9		1	0	Grade 5 Only
10/9 to 10/21		8	0	Cohort 5A only
10/14	1		0	Grade 2 Only
10/16 to 10/23	7		0	All grades after cluster
11/23 - 11/24		3	0	All grades due to staffing
11/30 to 12/11	10	10	10	2 Weeks after Thanksgiving Break
12/17	1	1	1	Weather Day
1/4 to 1/15	10	10	10	2 Weeks after Winter Break
11/23-11/24	2			Grade 4 Only
Remote Days	31	33	21	
Total days	84	84	84	
% In-person	63.1%	60.7%	75.0%	

Mrs. Hershberger asked if the district can track staff vaccinations.

Dr. Jette indicated it is possible as individuals who are vaccinated receive a card, which the district can copy. He commented it is important to track vaccinations of staff in the event of travel. He noted some employers are mandating their staff get the vaccine, which is fraught with concern. He indicated that the district is not discussing that.

Mrs. MacDonald inquired about the plan for schools after February vacation.

Dr. Jette indicated that at this time we are planning for school to be open after February vacation. He commented that families that travel must take personal responsibility to quarantine. He believes there is a difference in the holiday travel events and February vacation as a lot of people are not traveling. He noted that it will be monitored, but at this time the numbers are trending in the right direction.

VI. MANIFEST

The manifest was circulated and signed by the Board.

VII. Community Forum

There was no public input.

VII. 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 7:10 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

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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. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

VIII. RETURN TO PUBLIC SESSION

Upon a motion made by Mrs. Hershberger, the Board returned to public session at 7:48 p.m. 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.

IX. ADJOURN

Mrs. Harrison made a motion to adjourn the meeting at 7:50 p.m. Mrs. MacDonald seconded. The motion carried 5-0-0.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BBAA

APPROVAL:

BOARD MEMBER AUTHORITY

All the powers of the School Board lie in its action as a corporate body. Individual Board members may not exercise authority over District affairs.

An individual Board member, including the Chairperson, has power only when the Board by vote has delegated authority to him or her.

No legal action can be taken except at a duly warned meeting of the Board and by a quorum acting as a unit.

The decisions of the Board shall be binding until rescinded by the Board at a duly called regular or special meeting.

Board Member Roles

The role of the Chair is to speak for and about the Board and to describe the Board's process and positions. The Chair is to convene meetings, develop the agenda with the Superintendent and execute documents as appropriate.

The role of the Vice-Chair is to act in the role of Chair in the absence of the Chair.

The School Board's Budget Committee Representative is to present the Board's position regarding budgetary matters and report back to the Board on the Budget Committee's position. The School Board's Budget Representative is to present the Board's annual budget and work to secure maximum Budget Committee support.

The School Board's representative to other boards or community committees is to present the Board's position and report back to the Board any committee position and/or information.

Regulatory Reference:

N.H. Code of Administrative Rules-Section Ed. 303.01 (Substantive Duties of School Boards)

Approval:

Reviewed:

Approval: June 23, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BBAA
APPROVAL:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BBBC

APPROVAL:

BOARD MEMBER OR DISTRICT OFFICER RESIGNATION

Any citizen who files for and seeks election to the Board should do so with full knowledge of and appreciation for the investment in time, effort and dedication expected of all Board members and that the citizen's intent is to serve a full term of office.

However, if for reasons of health, change in domicile or any other compelling reason, a member does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for a replacement. A letter of resignation should be sent to the chairman with a copy to the district clerk and town clerk.

Vacancies shall be filled in accordance with RSA 197:26 and RSA 671:33.

Statutory References:

RSA 197:26, School Meetings & Officers: Vacancies

RSA 671:33, School District Elections: Vacancies

Approval:

Reviewed: February 1, 2021

Approved: July 14, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BBBG

APPROVAL:

CAMPAIGNING

The Board prohibits campaigning in the Litchfield public schools by individual candidates or parties for municipal, school board, state or federal elections except that:

Schools may organize all-candidate forums for educational purposes; and

School space may be rented after school hours by a candidate or group on a commercial basis.

When schools are used as polling places and only during times and dates the polls are open.

Campaign materials may be:

Posted and distributed in a school rented for a campaign meeting or being used for an all-candidate forum; however, all political materials must be removed from school premises at the end of any such meeting;

Used as classroom teaching aids on the condition that support for an individual or political party is not solicited and remains non-partisan.

Statutory References:

RSA 664:17, "No political advertising shall be placed on or affixed to any public property"

Approval:

Reviewed: February 1, 2021

Approval: July 28, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BEC

APPROVAL:

NON-PUBLIC SESSIONS

The Board reserves the right to sit in non-public session when a majority of the members present and voting so vote (recorded roll call vote required). As required by law, the motion calling for a non-public session will indicate the matters to be discussed and the statutory exception stated.

The Board may entertain a motion to hold a non-public session only for those purposes which the law recognizes. (For the list of reasons permitted by law, see RSA 91-A:3 II.)

Minutes of the proceedings in non-public sessions shall be kept, at least to the extent of recording any decisions made therein. Decisions must be publicly disclosed within 72 hours of the meeting, **unless the Board votes to seal the minutes.**

The Board will only vote to seal minutes of non-public sessions if divulging such information would:

- **adversely affect the reputation of a person other than a member of the Board;**
- **render a proposed board action ineffective; or**
- **thwart safety considerations pertaining to terrorism or other emergency functions of the Board.**

~~unless 3/5 of the members present believe the release of the information would adversely affect the reputation of any person other than a member of the body itself or render the proposed action ineffective.~~

Board members and any persons attending a non-public session are duty-bound not to disclose any details of the discussion held.

The Superintendent or his/her designated representative may attend all non-public sessions except those which pertain to the Superintendent's employment, at the pleasure of the Board.

Statutory References:

RSA 91-A:3 I, II, III, Public Records and Meetings: Non-Public Sessions

RSA 91-A:4, Public Records and Meetings: Minutes and Records Available for Public Inspection

RSA 42:1(a), Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

Approval:

Reviewed:

Revised: February 1, 2021

Approved: 2nd Reading July 14, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BEDB

APPROVAL:

AGENDA PREPARATION AND DISSEMINATION

The Superintendent shall prepare all agendas for meetings of the School Board. In doing so, the Superintendent shall consult with the School Board Chair.

Items to be placed in the agenda should be in the hands of the Superintendent on or before the seventh day preceding the meeting. Every School Board member has the right to place items on the agenda and should so notify the School Board Chair of the item(s) one week in advance. Items not included in the agenda may be brought before the meeting provided it is agreed to by the School Board. However, the School Board may choose not to deal with every agenda item.

Items of business may be suggested by any School Board member, staff member, student, or citizen of the District. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Superintendent and Chairperson. The agenda, however, shall always allow suitable time for the remarks of the members of the public who wish to speak briefly before the School Board.

The School Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the School Board agrees to consider them. The School Board, however, may not revise School Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda, together with supporting materials, shall be distributed to School Board members at least five days prior to the School Board meeting, to permit them to give items of business careful consideration. School Board Members shall be expected to read the information provided to them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities. ~~The agenda shall also be made available to the press and others upon request.~~

When the final agenda has been established, it will be made available to the public, upon request. Members of the public who wish to speak at Board meetings regarding an agenda item are encouraged to contact the Superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

Approval:
Reviewed:

Revised: February 1, 2021
Approval: 2nd Reading July 28, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BG

APPROVAL:

POLICY DEVELOPMENT

The School Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.

The School Board considers policy development its chief function, along with providing the resources such as personnel, buildings, materials, and equipment for the successful interpretation and evaluation of its policies.

Policies are principles adopted by the School Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to School District personnel.

The policies of the School Board are framed, and are meant to be interpreted, in terms of New Hampshire laws, rules and regulations of the State Board of Education, and all other regulatory agencies within our local, county, state, and federal levels of government. The policies are also framed, and are meant to be interpreted, in terms of those educational objectives, procedures, and practices which are broadly accepted by leaders and authorities in public education field.

It is the School Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the public schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future School Boards. The School Board will welcome suggestions for ongoing policy development from citizens, students and staff in the district.

Action on such proposals, whatever their source, is taken finally by the School Board after receiving the recommendation of the Superintendent. The Superintendent bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff and appropriate study committees. The Superintendent shall seek counsel of the School Attorney when there may be a question of legality or legal procedure in the development of a proposed School Board policy.

Approval:

Reviewed: February 1, 2021

Approval: July 28, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BGA

APPROVAL:

POLICY DEVELOPMENT SYSTEM

The School Board endorses for use in this district the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the School Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

System Maintenance

A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the School Board's policy reference files, to draft policy proposals as instructed by the School Board and/or Superintendent, to maintain the School Board Policy Manual, and to serve as liaison between the School Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

Approval:

Reviewed: February 1, 2021

Approval: July 28, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BGB

APPROVAL:

POLICY ADOPTION

Except for policy actions to be taken on emergency measures, or action in the absence of policy, the adoption of Board policies should follow this sequence which will take place at least at two regular meetings of the Board:

1. Announcement and publication of proposed new or revised policies as an agenda item.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

First readings of proposed or revised policies will occur at a regular meeting of the School Board. The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the District marked with the date of adoption and/or amendment.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.
5. Policies will be reviewed annually to align with RSA and Administrative Rule changes or as a need for a specific policy arises as identified by the Superintendent.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Approval:

Reviewed: February 1, 2021

Approval: August 25, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BGC

APPROVAL:

POLICY REVIEW & EVALUATION/MANUAL ACCURACY CHECK

In an effort to keep its written policies up to date so that they may be used consistently as a basis for School Board action and administrative decision, the School Board will review its policies on a continuing basis.

The School Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent is given the continuing responsibility of calling to the School Board's attention all policies that are out of date or appear to need revision for other reasons.

The School Board directs the Superintendent to recall all policy and procedural manuals annual for purposes of administrative updating.

Approval:

Reviewed: February 1, 2021

Approval: July 28, 2004

LITCHFIELD SCHOOL DISTRICT

POLICY NUMBER: **BGC**

APPROVED: July 28, 2004

Page 1 of 1

POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

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The Superintendent is given the continuing responsibility of calling to the School Board's attention all policies that are out of date or appear to need revision for other reasons.

The School Board directs the Superintendent to recall all policy and procedural manuals annual for purposes of administrative updating.

Approval: 2nd Reading July 28, 2004

Revised: 1st Reading July 14, 2004

Approval: Original (BFG/BFGA) January 4, 1983



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BGE

APPROVAL:

POLICY DISSEMINATION

The policy manual is a public document. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the School Board and the administrative procedures needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the School Board, and to persons in the community insofar as conveniently possible. Manuals will be available for inspection at the Superintendent's office, and each Principal's office.

All policy manuals shall remain the property of the School Board and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the administrative head of the school district.

The Superintendent is responsible for ensuring an annual update of all manuals and the posting of policies on the internet (district website).

Approval:

Reviewed: February 1, 2021

Approval: July 28, 2004



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BHE

APPROVAL:

SCHOOL BOARD USE OF EMAIL & OTHER ELECTRONIC COMMUNICATIONS

A. General

Use of electronic communications by members of the Board shall conform to the same standards of judgment, propriety, and ethics as other forms of School Board-related communication.

For purposes of this section, “electronic communications” includes, without limitation, electronic mail (“email”), electronic chat, instant messaging, texting, and any form of social networking that allows two-way comment/input.

Electronic communications among a quorum of the School Board, shall not be used for the purpose of discussing School District or School Board business.

Board members shall avoid reference to confidential information about staff, students or other individuals. Intentional disclosure of such information may subject a board member to individual liability and may constitute a violation of the oath of office.

B. Applicability of New Hampshire’s Right to Know Law.

1. Meetings. With very limited exceptions, New Hampshire’s “Right to Know” law, RSA 91-A, requires that public bodies (e.g., the school board, and any of its sub- or advisory committees) conduct deliberations and decision-making during duly noticed meetings that the public may attend. Under RSA 91-A:2, I, a “meeting” occurs when a quorum of a public body discusses (in any manner that allows for contemporaneous communication) a matter over which that public body has supervision, control, jurisdiction, or advisory power. Thus, any electronic communication discussing district or school business that circulates among a majority of a quorum of the board could constitute a meeting and a violation of the Right to Know law.

As to social media especially, board members must exercise great care to assure less than a quorum ever comments on a post or thread regarding school business.

2. Ministerial Communications. Administrative or ministerial communications which do not include substantive discussion are not prohibited by the Right to Know law or this policy. Examples of permitted ministerial communications, electronic or otherwise, include:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BHE

APPROVAL:

- *Agenda item suggestions (with no discussion of substance);*
- *Reminders for upcoming meetings;*
- *Communications needed to schedule meetings;*
- *Board meeting agendas with supporting materials.*

3. *Electronic Communications as Records.* *Any written communication (including electronic communications) created, accepted, or obtained by or on behalf of the School Board or a majority/quorum thereof constitute a “record” of the district. Such records are subject to disclosure unless exempted under RSA 91-A:5 or other law. Likewise, electronic communications are subject to the District’s record retention policies and schedule.*

Legal References:

RSA 91-A:1-a, Definitions

RSA 91-A:2, Meetings Open to Public

RSA 91-A:2-a, Communications Outside Meetings

RSA 91-A:5, Exemptions

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

Approval:

Reviewed:

Revised:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: CBI

APPROVAL:

EVALUATION OF THE SUPERINTENDENT

The Board will annually evaluate the Superintendent based on written criteria as established by the Board. Co-extensive with the Superintendent evaluation, the Board and Superintendent will jointly establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the Superintendent's annual evaluation.

The Superintendent is responsible for the services described in applicable statute and Department of Education rules. In addition to and related to those responsibilities, the following areas are representative of those in which objectives may be set and progress appraised:

1. Fiscal management
2. Curriculum
3. Pupil achievement and assessment
4. Delivery of instruction
5. Relationship *and community* with the school board *and community*
6. Administration of educational services
7. Administration of school facilities
8. Governance of pupils
9. Hiring and supervision of school district staff
10. Overall leadership on educational issues

The board may choose not to annually evaluate and review every area listed above.

The Board desires that the annual Superintendent evaluation and goal setting will clarify the Superintendent's role within the school community, address areas for the Superintendent to improve, and address areas for which the Superintendent should be commended.

Legal References:

N.H. Code of Administrative Rules, Section Ed 303.01(k), Substantive Duties of School Boards, Superintendent Evaluation

See Also: Policy BDB, Board Officers

Approval:

Reviewed: 1st Reading, January 20, 2021

Revised: January 16, 2021

Approval: April 3, 2013

NHSBA Legislative Update HB20 - School Vouchers

Dear NHSBA Members -

This special legislative update relates solely to HB 20 - an act creating "educational savings accounts". This bill is essentially similar to SB 193 from the 2018 legislative session which also sought to establish a voucher program in New Hampshire aimed at diverting state adequacy aid away from public schools.

Important information regarding HB 20:

- NHSBA anticipates that HB 20 will be heard by the House Education Committee the week of February 1st. We will update accordingly once the bill is scheduled for a hearing.
- NHSBA has a long-standing Resolution, adopted by our members and continually reaffirmed since 2005, opposing "any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools."
- Under HB 20, parents could receive between \$3,786 and \$8,458 per student from the state to use for private and religious school tuition and program costs, homeschooling costs, tutoring services, computers and software, summer programs, college tuition, or other approved expenses. Recipients are permitted to "roll-over" unused funds from year to year.
- There is no requirement that the voucher be used for tuition at a NH-based school. New Hampshire taxpayers could be subsidizing out-of-state private schools.
- Fiscal analysis of SB 193 in 2018 conducted by the Office of Legislative Budget Assistant indicated voucher programs will cost New Hampshire taxpayers tens of millions of dollars over the next decade, while local school districts lost millions of dollars in state aid. The LBA has not yet conducted a fiscal analysis of HB 20.
- HB 20 does not contain any protections for students with disabilities or any of the protected classes. These vouchers can be used to pay tuition to private schools that are not obligated to follow anti-discrimination laws.

- Long-term studies of voucher programs have shown that there is no increase in educational outcomes. Other, short-term studies by independent research organizations and universities suggest that voucher programs have an insignificant impact on student outcomes.

In closing, NHSBA is asking its member school boards to contact their local state representatives as soon as possible and voice their opposition to HB 20 and this voucher program. We also encourage our members to either testify on HB 20, send letters to the House Education Committee or otherwise sign in opposition to HB 20 when the bill is heard.

To review the bill text on HB20, click here:

http://www.gencourt.state.nh.us/bill_status/billText.aspx?sy=2021&id=753&txtFormat=pdf&v=current

To find your local representative, click here:

<http://www.gencourt.state.nh.us/house/members/default.aspx>

The House Education Committee can be emailed here:

HouseEducationCommittee@leg.state.nh.us

NHSBA will be providing information about the upcoming hearing, Zoom links, how to register to testify and other pertinent information as it becomes available.

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603-228-2061

HB 20-FN-A-LOCAL - AS INTRODUCED

2021 SESSION

21-0751

06/04

HOUSE BILL ***20-FN-A-LOCAL***

AN ACT establishing the Richard "Dick" Hinch education freedom account program.

SPONSORS: Rep. Packard, Rock. 5; Rep. McGuire, Merr. 29; Rep. Ladd, Graf. 4; Rep. Osborne, Rock. 4; Rep. Cordelli, Carr. 4; Rep. Hill, Merr. 3; Rep. Mooney, Hills. 21; Rep. Edwards, Rock. 4; Rep. Umberger, Carr. 2; Sen. Bradley, Dist 3; Sen. Ward, Dist 8; Sen. Reagan, Dist 17; Sen. Morse, Dist 22

COMMITTEE: Education

ANALYSIS

This bill establishes the Richard "Dick" Hinch education freedom account program.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears ~~[in brackets and struckthrough.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty One

AN ACT establishing the Richard "Dick" Hinch education freedom account program.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 This act shall be known as the "Education Freedom Account Act" or "EFA Act." The program
2 created by it shall be known as the "Education Freedom Account Program" or "EFA Program."

3 2 New Chapter; Education Freedom Accounts. Amend RSA by inserting after chapter 194-D the
4 following new chapter:

5 CHAPTER 194-E

6 EDUCATION FREEDOM ACCOUNTS

7 194-E:1 Definitions. In this chapter:

8 I. "Adequate education grant" means the grant calculated under RSA 198:41.

9 II. "Curriculum" means the lesson and academic content taught in a specific course,
10 program, or grade level.

11 III. "Department" means the department of education.

12 IV. "Education freedom account" or "EFA" means the account to which funds are allocated
13 by the scholarship organization to the parent of an EFA student in order to pay for qualifying
14 education expenses to educate the EFA student pursuant to the requirements and conditions of this
15 chapter.

16 V. "Education service provider" means a person or organization that receives payments from
17 education freedom accounts to provide educational materials and services to EFA students.

18 VI. "Eligible student" means a resident of this state who is eligible to enroll in a public
19 elementary or secondary school including;

20 (a) A student currently attending a New Hampshire school that is remote or hybrid;

21 (b) A student currently assigned to a New Hampshire public school with assessment
22 proficiency below 40 percent;

23 (c) A student currently attending a New Hampshire public school, including a chartered
24 public school, public academy, or nonpublic school;

25 (d) A kindergarten or first grade student; or

26 (e) A sibling of a student with an education freedom account.

27 (f) Students in the special school district within the department of corrections
28 established in RSA 194:60 shall not be eligible students.

29 VII. "EFA student" means an eligible student who is participating in the EFA program.

30 VIII. "Full-time" means more than 50 percent of instructional time.

31 IX. "Remote or hybrid" shall mean any public school that is not providing instruction in-

1 person where the student or the educator are not physically present in the traditional classroom due
2 to full-time or part-time classroom closure.

3 X. "Parent" means a biological or adoptive parent, legal guardian, custodian, or other person
4 with legal authority to act on behalf of an eligible EFA student.

5 XI. "Program" means the education freedom account program established in this chapter.

6 XII. "Scholarship organization", means a scholarship organization approved under RSA
7 77:G, that will implement all portions of this chapter.

8 XIII. "Treasurer" means the treasurer of the state of New Hampshire.

9 194-E:2 Program.

10 I. The treasurer shall transfer to the scholarship organization the per pupil adequate
11 education grant amount pursuant to RSA 198:40-a, plus any differentiated aid that would have been
12 provided to a public school for the eligible student. The transfers shall be made in accordance with
13 the distribution of adequate education grants under RSA 198:42.

14 II. Parents of an EFA student shall agree to use the funds deposited in their student's EFA
15 for the following qualifying expenses to educate the EFA student:

16 (a) Tuition or fees, or both, at a private school.

17 (b) Tuition or fees, or both, for non-public online learning programs.

18 (c) Tutoring services provided by an individual or a tutoring facility.

19 (d) Services contracted for and provided by a public school district, chartered public
20 school, or public academy, or independent school, including, but not limited to, individual classes and
21 curricular activities and programs.

22 (e) Textbooks, curriculum, or other instructional materials, including, but not limited to,
23 any supplemental materials or associated online instruction required by either a curriculum or an
24 education service provider.

25 (f) Computer hardware, Internet connectivity, or other technological services and
26 devices, that are used to help meet an EFA student's educational needs.

27 (g) Educational software and applications.

28 (h) School uniforms.

29 (i) Fees for nationally standardized assessments, advanced placement examinations,
30 examinations related to college or university admission or awarding of credits and tuition or fees, or
31 both, for preparatory courses for such exams.

32 (j) Tuition or fees, or both for summer education programs and specialized education
33 programs.

34 (k) Tuition, fees, instructional materials, and examination fees at a career or technical
35 school.

36 (l) Educational services and therapies, including, but not limited to, occupational,
37 behavioral, physical, speech-language, and audiology therapies.

1 (m) Tuition and fees at an institution of higher education.

2 (n) Fees for transportation paid to a fee-for-service transportation provider for the
3 student to travel to and from an education service provider.

4 (o) Any other educational expense recommended by the scholarship organization and
5 approved by the department.

6 III. The scholarship organization shall provide to the parents an explanation of the reasons
7 for a denied expense.

8 IV. Any refund or rebate for goods or services purchased with EFA funds shall be credited
9 directly to the student's EFA.

10 V. Parents will be allowed to make payments for the costs of educational goods and services
11 not covered by the funds in their student's EFA. However, personal deposits into an EFA shall not
12 be permitted.

13 VI. Funds deposited in an EFA do not constitute taxable income to the parent or the EFA
14 student.

15 VII. An EFA shall remain in force, and any unused funds shall roll over from quarter-to-
16 quarter and from year-to-year until the parent withdraws the EFA student from the EFA program or
17 until the EFA student graduates from high school, unless the EFA is closed because of a substantial
18 misuse of funds. Any unused funds shall revert to the state treasury and be allocated to fund other
19 EFAs.

20 VIII. Nothing in this chapter shall be construed to require that an EFA student be enrolled,
21 full- or part-time, in either a private school or nonpublic online school.

22 194:E-3 Application for an Education Freedom Account.

23 I. A parent may apply to the scholarship organization to establish an EFA for an eligible
24 student. The scholarship organization shall accept and approve complete applications for the fall
25 and spring semesters each year and shall establish procedures for approving applications in an
26 expeditious manner.

27 II. The scholarship organization shall create a standard form that parents can submit to
28 establish their student's eligibility for the EFA program and shall ensure that the application is
29 publicly available and may be submitted through various sources, including the Internet.

30 III. The scholarship organization shall approve an application for an EFA if:

31 (a) The parent submits an application for an EFA in accordance with any application
32 procedures established by the scholarship organization and approved by the department.

33 (b) The student on whose behalf the parent is applying is an eligible student.

34 (c) Funds are available for the EFA.

35 (d) The parent signs an agreement with the scholarship organization:

36 (1) To provide an education for the eligible student in the core knowledge domains that
37 include science, mathematics, language, government, history, health, reading, writing, spelling, the

1 history of the constitutions of New Hampshire and the United States, and an exposure to and
2 appreciation of art and music.

3 (2) Not to enroll the eligible student as a full-time student in a public school while
4 participating in the EFA program.

5 (3) To use the funds in the EFA only for qualifying expenses to educate the eligible
6 student as established by the EFA program; and

7 (4) To comply with the rules and requirements of the EFA program.

8 IV. The signed agreement between the parent and the scholarship organization shall satisfy
9 the compulsory school attendance requirements of RSA 193:1.

10 V. The scholarship organization shall provide the parent and the department with copies of
11 approved applications.

12 VI. The parent may appeal a denied application to the department.

13 VII. The scholarship organization shall annually renew a student's EFA if funds are
14 available.

15 VIII. Upon notice to the scholarship organization, an EFA student may choose to stop
16 receiving EFA funding and enroll full-time in a public school.

17 (a) Enrolling as a full-time student in the resident district public school shall result in
18 the immediate suspension of payment of additional funds into the student's EFA. However, for
19 EFAs that have been open for at least one full school year, the EFA shall remain open and active for
20 the parent to make qualifying expenditures to educate the student from funds remaining in the EFA.
21 When no funds remain in the student's EFA, the scholarship organization may close the EFA.

22 (b) If an eligible student decides to return to the EFA program, payments into the
23 student's existing EFA may resume if the EFA is still open and active. A new EFA may be
24 established if the student's EFA was closed.

25 194:E-4 Authority and Responsibilities of the Scholarship Organization. In addition to the
26 scholarship organization's duties, obligations, and authority under this chapter, the scholarship
27 organization shall have the following additional duties, obligations, and authority:

28 I. The scholarship organization shall maintain an updated list of education service providers
29 and shall ensure that the list is publicly available through various sources, including the Internet.

30 II. The scholarship organization shall provide parents with a written explanation of the
31 allowable uses of EFA funds, the responsibilities of parents, and the duties of the scholarship
32 organization and the role of any organizations that the scholarship organization may contract with
33 to administer any aspect of the EFA program.

34 III. The scholarship organization shall ensure that parents of students with disabilities
35 receive notice that participation in the EFA program is a parental placement under 20 U.S.C. section
36 1412, Individuals with Disabilities Education Act (IDEA), along with an explanation of the rights
37 that parentally placed students possess under IDEA and any applicable state laws.

1 IV. The scholarship organization shall, in cooperation with the department, determine
2 eligibility for differentiated aid subject to any applicable state and federal laws.

3 V. The scholarship organization may withhold from deposits or deduct from EFAs an
4 amount to cover the costs of administering the EFA program, up to a maximum of 10 percent
5 annually.

6 VI. The scholarship organization shall implement a commercially viable system for payment
7 of services from EFAs to education service providers by electronic or online funds transfer.

8 (a) The scholarship organization shall not adopt a system that relies exclusively on
9 requiring parents to be reimbursed for out-of-pocket expenses, but rather shall provide maximum
10 flexibility to parents by facilitating direct payments to education service providers as well as
11 requests for pre-approval of and reimbursements for qualifying expenses, including expenses
12 pursuant to section 194:E:3, II.

13 (b) A scholarship organization may contract an organization to develop the payment
14 system.

15 VII. The scholarship organization may also seek to implement a system for parents to
16 publicly rate, review, and share information about education service providers, ideally as part of the
17 same system that facilitates the electronic or online funds transfers.

18 VIII. If an education service provider requires partial payment of tuition or fees prior to the
19 start of the academic year to reserve space for an EFA student admitted to the education service
20 provider, such partial payment may be paid by the scholarship organization, if funds are available,
21 prior to the start of the school year in which the EFA is awarded and deducted in an equitable
22 manner from subsequent quarterly EFA deposits to ensure adequate funds remain available
23 throughout the school year; but if an EFA student decides not to use the education service provider,
24 the partial reservation payment shall be returned to the scholarship organization by such education
25 service provider and credited to the student's EFA.

26 IX. The treasurer shall continue making deposits into a student's EFA until notified by the
27 scholarship organization that:

28 (a) The scholarship organization determines that the EFA student is no longer an
29 eligible student;

30 (b) The scholarship organization determines that there was substantial misuse of the
31 funds in the EFA;

32 (c) The parent or EFA student withdraws from the EFA program;

33 (d) The EFA student enrolls full-time in the resident district public school; or

34 (e) The EFA student graduates from high school.

35 X. The scholarship organization shall have the authority to conduct or contract for the
36 auditing of individual EFAs, and shall at a minimum conduct random independent audits of EFAs
37 on an annual basis. The scholarship organization shall provide the department with copies of the

1 audits.

2 XI. The scholarship organization shall have the authority to make any parent or EFA
3 student ineligible for the EFA program in the event of intentional and substantial misuse of EFA
4 funds.

5 (a) The scholarship organization shall create procedures to ensure that a fair process
6 exists to determine whether an intentional and substantial misuse of EFA funds has occurred.

7 (b) If an EFA student is free from personal misconduct, that student shall be eligible for
8 an EFA in the future if placed with a new guardian or other person with the legal authority to act on
9 behalf of the student.

10 (c) The scholarship organization shall refer suspected cases of intentional and
11 substantial misuse of EFA funds to the department and the attorney general for investigation if
12 evidence of fraudulent use of EFA funds is determined.

13 (d) A parent or EFA student may appeal the scholarship organization's decision to make
14 a parent or EFA student ineligible for the EFA program to the department.

15 XII. The scholarship organization may bar an education service provider from accepting
16 payments from EFAs if the scholarship organization determines that the education service provider
17 has:

18 (a) Intentionally and substantially misrepresented information or failed to refund any
19 overpayments in a timely manner; or

20 (b) Routinely failed to provide students with promised educational materials or services

21 XIII. The scholarship organization shall create procedures to ensure that a fair process
22 exists to determine whether an education service provider may be barred from receiving payments
23 from EFAs.

24 (a) If the scholarship organization bars an education service provider from receiving
25 payments from EFAs, it shall notify parents and EFA students of its decision as quickly as possible.

26 (b) Education service providers may appeal the scholarship organization's decision to bar
27 them from receiving payments from the EFA to the department.

28 XIV. A scholarship organization may receive and expend gifts, grants, and donations of any
29 kind from any public or private entity to carry out the purposes of this chapter.

30 XV. The state board of education shall adopt rules, pursuant to RSA 541-A, relative to the
31 EFA program.

32 XVI. The scholarship organization may adopt policies or procedures that are necessary for
33 the administration of this chapter. This may include policies or procedures:

34 (a) Requiring a surety bond for education service providers receiving more than
35 \$100,000 in EFA funds.

36 (b) Refunding payments from education service providers back to EFAs.

37 XVII. The scholarship organization shall not exclude, discriminate against, or otherwise

HB 20-FN-A-LOCAL - AS INTRODUCED
- Page 7 -

1 disadvantage any education provider with respect to programs or services under this section based
2 in whole or in part on the provider's religious character or affiliation, including religiously based or
3 mission-based policies or practices.

4 XVIII. The scholarship organization and any contractors shall comply with all federal and
5 state laws regarding student privacy.

6 XIX. The scholarship organization shall provide an annual report to the speaker of the
7 house of representatives, the president of the senate, the chairperson of the house education
8 committee, the chairperson of the house finance committee, the chairperson of the senate education
9 committee, the chairperson of the senate finance committee, the governor, the joint legislative
10 oversight committee under RSA 194-E:6 and the commissioner of the department of education. The
11 report shall include:

12 (a) The number of eligible students with accounts.

13 (b) A list of nonpublic schools and educational service providers including the number of
14 eligible students served per school and educational service provider.

15 (c) The value of EFA funds utilized for services during the year by eligible expense
16 category.

17 (d) A survey of parents of eligible students with accounts. The survey shall include, but
18 not be limited to the number of years the parent has been in the program, the relative satisfaction of
19 the parent with the program, and suggestions of the parent for improvement.

20 (e) The value of funds spent on administrative expenses by the scholarship organization.

21 194:E-5 Parent and Education Service Provider Advisory Commission.

22 I. The parent and education service provider advisory commission to assist the scholarship
23 organization in providing recommendations on implementing, administering, and improving the
24 EFA program is established.

25 II.(a) The commission shall consist of 7 members, who shall be education service providers
26 or parents of EFA students and represent no fewer than 6 counties in the state. The 7 members
27 shall be appointed by the director of the scholarship organization.

28 (b) The members shall serve for one calendar year and may be reappointed.

29 (c) The director of the scholarship organization, or designee, shall serve as the non-
30 voting chairperson of the commission.

31 (d) The commissioner of the department of education, or designee, who shall serve as a
32 non-voting member of the commission.

33 (e) The chairperson of the house finance committee.

34 (f) The chairperson of the house education committee.

35 (g) One member of the senate, appointed by the president of the senate.

36 (h) One member of the state board of education, who shall serve as a non-voting member
37 of the commission, appointed by the chairperson of the board.

1 III. The scholarship organization may request the commission to meet, in person or
2 virtually, to review appeals of education service provider denials and to provide a recommendation to
3 the scholarship organization as to whether an education service provider should be allowed to
4 receive, or continue receiving, payments from EFAs.

5 194:E-6 Requirements for Education Service Providers.

6 I. The scholarship organization may approve education service providers on its own
7 initiative, at the request of parents, or by notice to the scholarship organization provided by
8 prospective education service providers.

9 II. A prospective education service provider that wishes to receive payments from EFAs
10 shall:

11 (a) Submit notice to the scholarship organization that it wishes to receive payments from
12 EFAs.

13 (b) Agree not to refund, rebate, or share EFA funds with parents or EFA students in any
14 manner, except that funds may be remitted or refunded to an EFA in accordance with procedures
15 established by the scholarship organization.

16 194:E-7 Independence of Education Service Providers.

17 I. Nothing in this chapter shall be deemed to limit the independence or autonomy of an
18 education service provider or to make the actions of an education service provider the actions of the
19 state government.

20 II. Education service providers shall be given maximum freedom to provide for the
21 educational needs of EFA students without governmental control.

22 III. Nothing in this chapter shall be construed to expand the regulatory authority of the
23 state, its officers, or any school district to impose any additional regulation of education service
24 providers beyond those necessary to enforce the requirements of the EFA program.

25 IV. An education service provider that accepts payment from an EFA pursuant to this
26 chapter is not an agent of the state or federal government.

27 V. No education service provider shall be required to alter its creed, practices, admissions
28 policy or curriculum in order to accept payments from an EFA.

29 194:E-8 Responsibilities of Public Schools and School Districts. A public school, or school
30 district, that previously enrolled an EFA student shall provide a private school that is also an
31 education service provider and that has enrolled an EFA student with a complete copy of the EFA
32 student's school records, in a timely manner, while complying with 20 U.S.C. section 1232g, the
33 Family Educational Rights and Privacy Act of 1974.

34 194-E:9 Legislative Oversight Committee.

35 I. There is hereby established an education freedom savings account oversight commission.
36 The commission shall meet at least twice a year and shall monitor the implementation of this
37 chapter and make recommendations for any legislative changes to the education freedom savings

HB 20-FN-A-LOCAL - AS INTRODUCED
- Page 9 -

1 account program. The members of the commission shall be:

- 2 (a) Two members of the senate appointed by the president of the senate.
- 3 (b) Three members of the house of representatives, one of whom shall be the chairperson
4 of the house education committee, one of whom shall be the chairperson of the house finance
5 committee, and one of whom shall be appointed by the speaker of the house of representatives.
- 6 (c) The commissioner of the department of education, or designee.
- 7 (d) The administrator or chief executive officer of the scholarship organization.
- 8 (e) One member of the state board of education appointed by the chairperson of the
9 board.

10 II. The commission shall submit a report on or before November 1 of each year to the
11 general court including findings, recommendations, and any corrective or technical improvements
12 that the education freedom account program may require. The scholarship organization shall
13 develop and implement a plan to be approved by the commission that addresses corrective and
14 technical recommendations made by the oversight commission.

15 194:E-10 Legal Proceedings.

16 I. In any legal proceeding challenging the application of this chapter to an education service
17 provider, the state bears the burden of establishing that the law is necessary and does not impose
18 any undue burden on the education service provider.

19 II. No liability shall arise on the part of the scholarship organization or the state or of any
20 public school or school district based on the award of or use of an EFA pursuant to this act.

21 III. If any part of this chapter is challenged in a state court as violating either the state or
22 federal constitutions, parents of EFA students and/or EFA students shall be permitted to intervene
23 as of right in such lawsuit for the purposes of defending the EFA program's constitutionality.
24 However, for the purposes of judicial administration, a court may require that all parents file a joint
25 brief, as long as they are not required to join any brief filed on behalf of any named state defendant.

26 IV. If any provision of this chapter or its application to any person or circumstances, is held
27 invalid, such invalidity shall not affect other provisions or applications of this chapter which can be
28 given effect without the invalid provision or application, and to this end the provisions of this
29 chapter are declared to be severable.

30 3 Effective Date. This act shall take effect upon its passage.

LBA
21-0751
1/13/21

**HB 20-FN-A-LOCAL- FISCAL NOTE
AS INTRODUCED**

AN ACT establishing the Richard "Dick" Hinch education freedom account program.

FISCAL IMPACT:

The Office of Legislative Budget Assistant is unable to complete a fiscal note for this bill, as introduced, as it is awaiting information from the Department of Education. When completed, the fiscal note will be forwarded to the House Clerk's Office.

AGENCIES CONTACTED:

Department of Education

Litchfield School District Monthly Enrollment Comparison 2020-2021

GRADE	PK	K	1	2	3	4	TOT	5	6	7	8	TOT	9	10	11	12	TOT	Grand TOT
September 25, 2020	20	65	79	87	90	75	416	92	93	88	91	364	118	114	104	112	448	1228
October 30, 2020	20	64	77	84	90	74	409	91	93	88	91	363	118	113	103	112	446	1218
November 20, 2020	20	65	77	83	90	74	409	91	92	88	90	361	118	113	103	111	445	1215
December 18, 2020	20	66	77	83	90	74	410	89	94	89	90	362	118	113	102	112	445	1217
January 29, 2021	23	65	78	83	93	76	418	89	92	89	89	359	119	112	100	109	440	1217
							0					0					0	0
							0					0					0	0
							0					0					0	0
							0					0					0	0
							0					0					0	0



Kindergarten Registrations

2/2/21 43

1st Grade Registrations

2/2/2021 66