

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



LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

B. Bourque, Chair
C. Harrison, Vice Chair
School Board Edition

Draft Minutes for March 18, 2020

Location: CHS Library

In attendance: B Bourque, Chair (CHS Library)
C Harrison, Vice Chair (CHS Rm 128 Remote)
E MacDonald, Board Member (SAU Office Conference Rm Remote)
R Meyers, Board Member (Rm 145 Remote)
T Hershberger, Board Member (Special Ed Office Remote)
Dr. Michael Jette, Superintendent (CHS Library)
Cory Izbicki, Business Administrator (BA Office Remote)
Michele E. Flynn, Administrative Assistant (SAU Office Remote)

I. PUBLIC SESSION

4:00 p.m.

A. Call to Order

Dr. Jette called the meeting to order at 4:24 p.m. He announced the meeting is being held in a virtual/remote environment at Campbell High School. He took a roll call of the School Board members in attendance: Brian Bourque, present; Christina Harrison, present; Elizabeth Maconald, present; Robert Meyers, present; Tara Hershberger, present.

B. Pledge of Allegiance

C. Review & Revision of Agenda

Dr. Jette disclosed the Board had two impromptu emergency meetings on March 12, 2020 and March 15, 2020. The purpose was to advise the Superintendent and Administrative Team on how to proceed during the outbreak of COVID-19 per announcements made by the NH DOE Commissioner and Governor.

D. School Board Reorganization

● **Welcome New or Re-Elected Members**

Dr. Jette congratulated Mrs. Hershberger on her re-election. Mrs. Hershberger had not yet been sworn in and therefore could not cast a vote.

● **Nominations for Chair**

Dr. Jette asked for nominations for Board Chair.

Mrs. MacDonald nominated Brian Bourque as Chair. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes.

Mr. Bourque was unanimously voted as School Board Chair.

● **Nominations for Vice Chair**

Mr. Bourque asked for nominations for Vice Chair.

Mrs. MacDonald nominated Christina Harrison as Vice Chair. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes.

Mrs. Harrison was voted as School Board Vice Chair.

● **Signing of Code of Ethics / Code of Conduct**

All School Board members read and signed the School Board Code of Ethics and School Board Code of Conduct.

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- **Committee Assignments**

School Board members volunteered for committee assignments:

- Budget Committee: Mrs. Harrison; Mr. Meyers, Alternate
- Capital Planning Committee: Mr. Bourque and Mrs. Harrison
- Joint Loss Management Committee: Mrs. MacDonald
- PERC: Mrs. Harrison; Mrs. MacDonald, Alternate
- Wellness Committee: Mrs. Hershberger

E. Summary of Non-Public Actions from February 19, 2020:

Mr. Meyers made a motion to approve the non-public minutes of February 19, 2020. Mr. Bourque seconded. The motion carried 5-0-0.

Mr. Bourque made a motion to accept the staff nominations as presented by the Superintendent. Mrs. Meyers seconded. The motion carried 5-0-0.

Mr. Meyers made a motion to accept the resignation of Babek Kavandi, CHS Math teacher. Mrs. Harrison seconded. The motion carried 5-0-0.

F. Presentations and Recognitions

There were no presentations or recognitions.

G. Correspondence

Kristen Derkrekorian corresponded that she is very impressed with teachers and support staff during this time of remote learning. She commented that she has a special needs child that had so much support. She thanked the faculty and staff for their work.

H. Comments:

- **Superintendent:**

Dr. Jette discussed the following items with the School Board:

- **2021-2022 School Calendar Draft**
 - **MOA District Calendar**

Dr. Jette reported that a sidebar agreement was reached with the LEA who ratified the agreement to move the start date for the first day of school from September 2 to August 31. New teachers will attend on August 24 and 25; all staff will return on August 26, 27, and 28; students will return on August 31. The LEA agreed to schedule a no school day for September 4 with a professional development day on September 8, which is also the date for the NH State Primary election. The Liver to Learn Academy will be held in June 2020 with a Boot Camp to be held in August 2020. There are also two embedded professional development days scheduled on school days.

Mrs. Hershberger expressed her appreciation to the LEA for ratifying the agreement.

Mrs. MacDonald commented that it was a productive meeting.

Dr. Jette indicated that the last day of school is only one day earlier than the original last day of school with school beginning on September 2. He suggested holding a professional development day on September 4.

Mrs. MacDonald commented teachers are not planning to come in on September 4.

Mrs. Harrison believes that there is a possibility for further discussion about other sidebars.

Mrs. MacDonald indicated there was conversation about having school on election day.

Dr. Jette noted there are three elections in 2020-2021: the NH State Primary, the General Election and the March 9, 2021 Local election. He indicated that professional development is scheduled for September 8 and March 9.

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Mr. Bourque commented now that remote learning has been rolled out, he suggested having a discussion about using this method when there is a snow day.

Dr. Jette asked the School Board for their approval of the revised 2020-2021 School District calendar.

Mrs. Harrison made a motion to approve the 2020-2021 School District calendar as revised. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes.

o Future School Board Meeting

Dr. Jette indicated that the School Board meeting calendar for 2020-2021 needs to be crafted. He asked the School Board about holding virtual meetings during the COVID-19 crisis.

Board members discussed a time period to hold virtual meetings.

Mr. Meyers made a motion for the School Board to hold virtual or remote meetings as needed. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes.

High School Schedule

Dr. Jette reported he met with the CHS administration regarding the high school staff schedule. He indicated he will discuss the topic in non-public session to get direction from the School Board.

● School Board

Mrs. Hershberger recognized the Food Services staff for their efforts to get meals to students. She commented that she came to pick up meals for her children over the last few days and they are very affordable with great food. She mentioned that she posted her experience on Facebook in the hope that others take advantage of this service.

Mrs. MacDonald expressed her gratitude to the teachers, staff and administrative assistants for keeping up with the current situation.

Mr. Bourque expressed his appreciation to the Administrative Team for pulling together on Sunday and for the roll out of the remote learning environment on Monday. He thanked teachers for making the assignments available and the public for their support on social media. He noted everyone is pulling together in the community. Mr. Bourque thanked Board members for their work over the last year and Mrs. Harrison for being the voice for the School Board and getting information out to the public.

H. Community Forum

Notice is hereby made that public comments shall be made without expectation of a response by any School Board Members to matters raised by such commentary. The Board respects the right of the public to communicate its stance on matters of interest, but meetings are scheduled in advance to conduct business put forth on its publicly proposed agenda only. Individuals or groups wishing to speak before the Board, with the exception of the "Community Forum" segments must inform the Superintendent of the topic to be discussed within seven (7) days prior to the meeting. Comments and statements may be made on matters of public concern directly related to the district's policies, programs and operations. In the interest of preserving individual privacy and due process rights, comments regarding individual employees, other than the Superintendent, or individual students shall be directed to the Superintendent in accordance with Policy KE. The Board reserves the right to enter into non-public session under RSA 91-A should such comments or subject matter regarding individual employees and/or students be presented.

Debi Leary, resident and Administrative Assistant at GMS, commented that paraprofessionals are working hard to help students through remote learning. She indicated that teachers and staff are working through remote instruction. She commented she is proud to work with the team at GMS. Mrs. Leary indicated that staff has positive attitudes and are providing good experiences for students. She thanked the School Board for keeping the staff working. She asked the Board to ensure all hourly staff are taken care of during this crisis.

Mr. Bourque commented everyone from secretaries to maintenance workers are coming together; the entire community is coming together. He thanked everyone for their cooperation and collaboration during this crisis.

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II. GENERAL BUSINESS

A. Public Minutes:

- **March 4, 2020**

Mrs. Harrison made a motion to approve the public minutes of March 4, 2020. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes.

III. REPORTS

A. Business Administrator's Report

- **YTD Budget Report**

Mr. Izbicki presented district financials and facilities updates to the School Board. He reported that 95% to 96% of the year to date budget has been expended or encumbered. He referred to the FY20 Year to Date Budget Report dated March 18, 2020. He noted in some areas such as heating and electric, the district anticipates savings while the buildings are not being used during the remote instruction/work period. He indicated as we get into the FY22 budget season the Board will need to make it clear at the budget work sessions that savings were realized during the shutdown and that 3-5 year averages will not be accurate in preparing the FY23 budget.

Mr. Izbicki reported that Food Services is running at a deficit again, which is directly attributed to health insurance based on a decision to move some staff to full time, as well as from a reduction in revenue. He indicated meals that are served during this time are being tracked for free/reduced reimbursement. He noted that with the reduced number of meals there will be a reduced number of supplies purchased. He commented as we emerge from this crisis we will have a better idea of the situation.

Mr. Izbicki recognized Ms. Crowley and the Food Services staff for pulling together meal pick ups in the short time they had. He indicated it is working well and meals are picked up from day one to day two. He reported that Hood delivered the regular shipment of milk last week as if the buildings would be open, but they will not give us credit. He offered that if anyone needs milk to let the district know.

Mrs. Harrison asked if thought has been given to open food service drive through to the community?

Mr. Izbicki indicated he will discuss it with Ms. Crowley.

Mrs. Hershberger commented that someone on Facebook wanted to donate money to help the students and asked if the district can open an electronic venue for donations.

Mr. Izbicki suggested it may be possible to donate through My School Bucks.

Mr. Izbicki recognized the custodial and facilities staff and indicated they are deep cleaning the buildings and doing a great job. He noted the buildings will be in good shape by the time we open the schools again.

Mr. Izbicki reported that First Student will bill us for transportation as normal, but if the school year is shortened any of the days under 180, we can recuperate 55% of the daily rate. He will reach out to other districts to see if the same is occurring. He noted that bus drivers are still getting paid and the bus company is willing to help deliver meals if needed.

Mr. Bourque suggested offering bus service to 55+ communities.

Mr. Izbicki commented he will reach out to First Student and ask about that.

Mrs. Harrison asked if we are sure our free/reduced lunch students are getting their meals.

Mr. Izbicki indicated that Ms. Crowley reached out to those families and is keeping track of it so that we will have an idea of who is getting the meals.

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Mr. Izbicki reported that the district has received quotes from Dave Ely, Architect, and Dick Henry, Energy Consultant, for their services according to direction from the Capital Planning Committee. He asked if the Board is agreeable for the district to sign the contracts.

Mrs. Harrison commented there is a Capital Planning Committee meeting on April 1 and the contracts can wait until that meeting. Mr. Bourque agreed.

- **MS-22**

The FY21 MS-22 was signed by the School Board.

- **Budget Transfers**

Mrs. Harrison made a motion to approve budget transfers from November 2019 to March 11, 2020. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes.

IV. NEW BUSINESS

A. Memorandum of Understanding - Litchfield School District / Litchfield Police Department

Dr. Jette reported the MOU between the district and Police Department has been combined with the MOU for Remote Access by the Police Department and is recommended to be approved by the School Board. Chief Sargent will be signing the MOU as the new police chief.

V. OLD BUSINESS

A. Coronavirus Review and Update

Dr. Jette updated the Board on the status of the coronavirus and what is being done in the district. He reported last Thursday afternoon he received notification about school closures and remote instruction. He reached out to the LEA and Administrative Team to start talking about measures to put in place in the event of a school closure. He reported at the South Central Superintendents Meeting he heard that things were being pulled together very rapidly. Dr. Jette indicated that he met with the Administrative Team and the LEA about closing school on Wednesday, March 17, but toward the close of the meeting announcements were made by the President and the Governor, and we realized we would have to close on Monday and roll out remote learning on Monday afternoon, which was discussed and planned on Sunday by the Administrative Team. He indicated that things shifted rapidly and changed daily and the district continues to keep operations going, keeping everyone working, maintaining buildings, working our way through it. He noted that lunch and milk are available daily for students.

Superintendent Proposals

Dr. Jette recommended to the Board that school facilities, grounds and playgrounds be closed to the public until further notice. He indicated that the order can be lifted by consulting with the Board Chair. He noted that in an abundance of caution with regard to the coronavirus situation he is asking for Board guidance.

Mrs. MacDonald commented that closing the playgrounds is appropriate, but did not agree fields have to be closed.

Mr. Meyers commented that individuals should be allowed to walk on the CHS track, but not in groups. Mrs. Harrison agreed.

Mr. Bourque agreed that school facilities and grounds should be closed to group activities.

Mr. Meyers suggested that the district public reminders and updates about limiting group activities.

Dr. Jette indicated he would reach out to Chief Sargent to ask for police assistance in keeping these activities to a minimum.

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Mr. Bourque made a motion to close school facilities, grounds and playgrounds to the public and group activities. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. MacDonald, yes.

Dr. Jette recommended closing both GMS and LMS effective March 21, 2020 and consolidate school district operations to CHS. He explained that although custodians will have access to all buildings in the district, administration and administrative support from GMS and LMS can work out of CHS, staggering their attendance in the office with working remotely from home. Dr. Jette indicated that there will be savings to heat and electricity as custodians can lower the heat in the building while staff is not present.

Mrs. Harrison was concerned about teachers that may need to come into the school buildings to access items they may need for instruction.

Dr. Jette asked the Board if they preferred to have set hours for staff to access the buildings.

Mrs. Harrison suggested staff can call the SAU and request access to the buildings.

Mr. Bourque suggested coordinating a window of time to open the buildings for staff on certain days.

Dr. Jette commented that we need to be sensitive to our custodians who are cleaning the buildings and to potential exposure to the virus if more people test positive.

Mr. Meyers suggested granting access two days during the first week and one day the following week. He indicated they should have everything they need by then.

Board members agreed.

Dr. Jette commented the main offices will be open with administration and administrative assistants working from CHS, and the SAU is fully staffed. He indicated he would like to start to transition some staff to work remotely.

Mrs. Harrison agreed and suggested that we keep advertising for Kindergarten and Grade 1 enrollments online.

Dr. Jette commented that will be ongoing and we will also be hiring staff to fill vacancies. He noted we will do what we need to do to get people working remotely. He indicated that we can all work remotely, but there are things that need to be printed, such as checks and manifests, contracts, etc. that require signatures and office staff will have to come in to access the equipment.

Board members agreed.

VI. MANIFEST

The manifest was circulated and signed by the Board.

VII. PUBLIC INPUT

A. Community Forum

Debi Leary, GMS Administrative Assistant, commented with regard to online student registrations that GMS does not have online registration.

Dr. Jette and Board members suggested methods to commence with online registrations, such as having parents who register new students upload supporting documentation.

Mrs. Leary commented she hoped to have the school open at least one day for those staff members that cannot work remotely. She asked that the building be kept accessible to postal deliveries.

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Dr. Jette indicated that we can set up a remote office at CHS to accept all mail and for staff to work out of this building. He noted he will discuss this with the Administrative Team tomorrow.

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

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

Upon a motion made by Mrs. Harrison, the School Board entered non-public session at 5:55 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. MacDonald, yes.

IX. RETURN TO PUBLIC SESSION

Upon a motion made by Mrs. MacDonald, the School Board returned to public session at 7:15 p.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. MacDonald, yes.

X. ADJOURN

Mrs. MacDonald made a motion to adjourn the meeting at 7:15 p.m. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mr. Meyers, yes; Mrs. MacDonald, yes.

Respectfully submitted,

Michele Esposito-Flynn
Administrative Assistant to the School Board



LITCHFIELD SCHOOL DISTRICT

School Administrative Unit #27

One Highlander Court

Litchfield, NH 03052

Phone: (603) 578-3570 & Fax: (603) 578-1267

Equal Opportunity Employer

Michael Jette, Ph.D.

- *Superintendent of Schools*

Cory Izbicki

- *Business Services*

Mary Widman

- *Curriculum, Instruction & Assessment*

Hollie Falzone

- *Human Resources*

March 23, 2020

**To: The Members of the Litchfield School Board
Superintendent Mike Jette**

From: Cory Izbicki, Business Administrator

Subject: Monthly Financial Report and Updates

The purpose of this monthly report is to update the School Board regarding day to day and ongoing operations that would be of particular note.

FY20 Financials YTD:

- General Fund Financial Statements have been provided for review as of March 23, 2020. These are current and include the manifest of the March 18, 2020 School Board Meeting
 - Two (2) financial reports have been prepared: Accrual Basis and Cash Basis.
 - Accrual basis financials take into account monies yet to be received from the Town and State (Intergovernmental Receivables), and expenditures are reported as year to date actual plus purchase orders and outstanding contracts.
 - Total outstanding purchase orders and contracts are reported as a liability.
 - As of March 23, 96% of the FY20 appropriations budget has been expended or encumbered through purchase order or payroll obligation. As of March 20, 2019 financial statements, 97% of FY19 appropriations budget had also been expended or encumbered to date.
 - In the past, accrual basis statements have been effective in projecting and giving us a look at where we would expect to land June 30. With the unprecedented situation that we are in, I would anticipate that the District will realize savings in many areas (Utilities, Athletic/CoCurricular Transportation, Supplies).
 - With this taken into account, as we move into the FY22 Budget season, we will need to be very clear that FY20 is an anomaly expenditure wise, and the old model of using 3 year average expenditures as a means of analysis will have to be modified.
 - Cash Basis reports actual revenues collected and expenditures to date.
 - Food Service Financial Information reported through February 29, 2020 have been provided:
 - Reviewed Financial information for February 2020 and compared to February 2019:
 - State and Federal Revenues have increased due to the number of reimbursable meals served.
 - Local revenues are down. Due to portion size adjustment, students are buying one meal instead of multiple meals in order to have enough to eat to get them through the day.
 - Expenditures have shown a trivial increase (0.28%) over this time last year.
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- Please note that the impact of the school closure due to COVID-19 could be dramatic. We are still serving kids and paying staff as they are at CHS prepping meals, cleaning, and participating in online professional development from home if they choose that option. Multiple staff members have chosen to stay home due to health concerns. Some have elected to take that time as unpaid.
- Through meetings with the Food Service Director, things that have been noted:
 - Vending machines have been installed at CHS that offer Federally approved drink options to students (compliant with National School Lunch Program. This provides additional local revenue to the program.
 - Deficit is attributable to provision of health insurance for positions that in the past were part time.

FY 2020 Campbell High School Parking Fees

- Parking fees are collected in September of each school year. Students are provided with a permit and assigned a spot.
 - Fees are deposited into the CHS Student Account for parking fees. The intended use of these funds is to help maintain the CHS parking lot. Currently we are looking to restripe, number, and label the entire CHS lot. Dave Ross has noted the need for reclamation work that needs to be performed at the back of the parking lot in front of the track. We are seeking quotes for this work and would intend to have it done over Summer of 2020. Depending on the duration of the school closure, possibly sooner.
- Obtained a detail of the parking fees account from the CHS office, noted the following:
 - As of July 1, 2019 the account had a \$26,683 balance.
 - Collected \$14,875 in parking fees during FY20.
 - Disbursed \$5,334 in FY20:
 - Added Student and visitor spaces
 - Paying a teacher to direct traffic
 - Pay an administrative assistant to sell permits
 - Balance as of 3/11/2020: \$36,324
 - Would like to identify with Dave Ross additional work that could take place at the CHS parking lot in order to spend down this balance.

CHS Athletic Transportation

- Provided Detail of budget to actual athletic transportation by season, and actual expenditures to date by sport.



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LMS Budget Transfer

- The Board requested additional information regarding a transfer in the amount of \$354.55 from foreign language to FACS
 - Description of the transfer was limited to “Day of the Dead.”
 - Amount was moved from foreign language (spanish) to FACS to provide the funding for the celebration of the Day of the Dead (Dia de los Muertos) a mexican holiday. FACS class prepared Mexican foods associated with the holiday.

Please let me know if there are any questions regarding the information contained in this report.

Respectfully Submitted,

Cory Izbicki

Business Administrator

Griffin Memorial School PRINCIPAL'S REPORT

Submitted by Scott Thompson

For the April 1, 2020 School Board Meeting

Distance Learning Began on Monday, March 16, 2020.

Current Enrollment as of 3/27/2020

- PreK – 43
- Kindergarten – 78
- Grade 1 – 92
- Grade 2 – 98
- Grade 3 – 77
- Grade 4 – 91

Total current enrollment - 479

Projected Enrollment for Fall, 2020 (all enrollments current as of 3/27/20)

- PreK – 27 (plus several others in referral process)
- Kindergarten – 62 (Policy - 4 classes up to 75 students/5 classes at 76)
- Grade 1 – 78 (Policy - 4 classes up to 83 students/5 classes at 84)
- Grade 2 – 93 (Policy - 5 classes, 84-104 students)
- Grade 3 – 98 (Policy - 5 classes, 84-104 students)
- Grade 4 – 77 (Policy - class cap 23, 4 classes up to 96 students)
- Total current enrollment for 2020-2021 – 435

Recognitions: I would like to use this space to recognize the commitment, the creativity, and the dogged determination of our entire staff, our students and our parents to make Distance Learning work for our students and our families. Their effort and success in the face of very trying circumstances is to be commended.

Distance Learning Status Report:

Background: As for all NH schools, Distance Learning was an abrupt change to our usual way of delivering educational services. With growing concerns about the spread of COVID-19, and reports of school closures in other states, on Friday, March 13 the Litchfield School District announced that there would be no classes on Monday, March 16. This was to give staff the opportunity to prepare for the possibility of distance learning, with no immediate plan to close schools. On Sunday, March 15, the district administrative team met for the day to discuss future planning. As we were meeting that day, the Governor and Commissioner of Education announced that all New Hampshire Schools would be closed from March 16 through April 3 and moving to a Distance Learning model. The March 16 meeting planned for our staff at the CHS auditorium was changed to a remote broadcast model to practice social distancing. Working in their classrooms, and with their instructional teams, our staff had one day to prepare for what was now a certainty - statewide Distance Learning.

On March 16, the staff prepared materials for a three-week closure, and worked in teams to plan for strategies to manage instruction in the new environment. Administrators organized 11 stand-

up meetings throughout the day with instructional teams. To limit contact, teachers were asked to leave by 3:00, and parents were asked to pick up instructional materials and personal belongings on March 16 from 3:00 to 6:00 p.m. This measured approach seemed to be effective. With the statewide announcement of school closures, *social distancing* had quickly become part of our everyday speech. To avoid crowding, we gathered PreK and K materials in the cafeteria and grades 1-4 students/parents went to individual classrooms. Our IT team disassembled Chromebook carts and we provided devices to any parents who needed to have one at the school's main office. Administrators monitored both the cafeteria and main entrance to assist parents and manage crowding. The Litchfield Police Department was available to help with crowd management. Our parents were thoughtful and deliberate in their movement, clearly practicing social distancing.

The district-wide plan and directive to teachers was to ramp up Online Learning from March 17-20. Compared to our other Litchfield schools, GMS teachers and students were at somewhat of a disadvantage for this development for three reasons:

- We are not a 1:1 school (not every student has a mobile device). We have chromebooks available in a 1:2 (half-class sets) at grade 4 and a 26-station cart for each grade level in grades 1-3.
- Our students range in age from 3-10 and so require more direct adult support to use technology, especially for students in grades PreK-2.
- We provide computer instruction beginning in grade 2. There is no formal computer instruction for students in grades PreK-1, but instead teachers routinely use the interactive whiteboards for teacher-led, whole-group instruction (PreK-4), and share the grade level Chromebook cart intermittently (Grade 1).

With these realities, student use of personal devices for learning was an occasional, not daily occurrence at GMS.

Despite the less intensive availability of technology at GMS, many of our teachers proved to be well prepared for Distance Learning. Prior to this crisis, classroom teachers use the interactive whiteboards in their classrooms. Our math, reading and music textbooks also have an online component which is used regularly. We adopted PLTW as a tool for science instruction, and it incorporates technology. We have since added a schoolwide subscription to Mystery Science, which many teachers use, and last year GoNoodle. Many GMS teachers had participated in the Google Summit at CHS in 2017, and then formed a Google Guys and Gals group at GMS to learn more about digital tools. Since 2017, there have been other opportunities for training in digital platforms (e.g. Ditch That Textbook, Discovery Education).

On March 26, the Governor announced that schools would continue closure through May 4.

Adapting to the DL Environment:

- On Monday, March 16 we engaged the support staff in the process of redefining their jobs in a Distance Learning environment. We are actively finding ways to redeploy

existing personnel in meaningful ways, to continue essential functions and to increase direct online support for student learning in the new environment.

- Beginning Wednesday, March 18 we instituted the use of Blackboard messaging and Google Meet recording software to deliver Morning Message at home.
- We have been using Google Meet to hold instructional team, team leader and administrative meetings virtually. Beginning the week of March 16, we have also been able to use the software to hold remote face-to-face meetings with parents.
- As of this week, our teachers have created more than 120 Google Classrooms online. Most of these are for whole class groups. Some of these are for students receiving individual or small group instruction from special educators, related service providers, or tutors (math, reading, enrichment). They have added administrators as students so that we can do virtual classroom visits and see what students see.
- Despite the initial short-term plan of focusing on less technologically-dependent instruction in the youngest grades, our PreK, K and grade 1 teachers have quickly modified their plans, and are using Google Classroom as well. Classroom paras are supporting their classrooms and teachers and some are also working to provide 1:1 support for older students.
- Our staff was instructed to provide a half hour of online learning for each hour of regular instruction as a rule of thumb. Staff at all levels continue to work with and refine this expectation.
- The specialist teachers have created Google Classrooms for delivery of specialist area content - music, art, PE and library class. Because library is a non-graded class, we have made clear that the research assignments are optional, but that Mrs. Prevel-Turmel will respond to any student who completes it.
- We have so far been able to meet all chromebook requests for GMS families. In the second week of instruction, we continue to have a few intermittent requests. However, we are running out of chromebooks to share. As families juggle distance learning and remote work environments for parents, it places an increasing strain on at-home technology resources.
- Our school counselor, school psychologist, nurse and PE teacher have a shared Google Classroom focused on PE/Social Emotional Wellness. PE class activities are posted on this, plus a variety of activities and articles focused on physical and emotional well-being.
- In a team leader meeting of March 27, we discussed grading for the third quarter. Team leaders felt confident that their teams could complete grades per usual for the third quarter. Teachers at all levels had concern about the validity of grades, given that there is often direct parent support at home. This is often necessary for online access, but likely to change the outcome on assessments which in the school environment a student would complete independently. Kindergarten in particular is challenged by the lack of direct access to do end of quarter 1:1 assessments of key academic skills. They will work to have face to face sessions via Google Meet, but may have to streamline some assessments and use the Not Assessed option for the Q3 report card for other areas.

Staff Survey Results:

In an attempt to gather information from all staff members for this report, I created a Google survey on March 26. We had 61 staff responses. Because the responses were narratives to allow

for full expression of ideas, the responses extend to more than 20 pages. I am reviewed all responses, and am providing the questions and a summary of recurring themes below:

What is your regular job assignment:

CR Teacher - 19 responses
Specialist Teacher - 4 responses
Sp. Ed./Related Services - 8 responses
Wellness/Health - 2 responses
Tutor - 8 responses
Paraprofessional - 14 responses
Administrator/Admin. Assistant - 2 responses
Reading Specialist - 2 responses

What has been your greatest success with making Distance Learning work?

- Teamwork, flexibility, understanding. Responsive support - IT, administration, team
- Parent communication, parent appreciation
- Connecting with students through Google Meet
- Flipgrid
- Using technology to talk with students and do morning meetings. Videochatting and seeing kids' faces.
- Keeping lessons as a review of skills at the start and not stressing about new concepts as we learn the technology. Took it slowly at first.
- Creating a routine that the parents and students have become familiar with, which allows parents flexibility to create a schedule that works for them and children.
- Using Google Classroom to organize assignments and include screencast videos
- Learning so many new technology tools
- I have been able to provide almost all of my services to students with IEPs
- Live tutoring sessions with students to maintain or improve skills have been very successful
- Figuring out how to still have lunch groups with students to help them feel connected
- Reinventing my role
- Time for staff development

What has been your greatest challenge with Distance Learning? What solutions have you found?

- Not being with the children.
- Resolving internet issues and access.
- Some are having problems with the math and reading websites. Created my own activities that are more hands on.

- Some parents need to work from their computer at home so they can only help kids at night.
- Some families are overwhelmed by the amount of work
- The fact that I've never used any of the sites such as Google CR. Teaching myself while trying to plan has been a challenge.
- The amount of time I am putting in daily. Time between 1:1 or other online sessions.
- Trying to have a Google Meet with 20 students. Learning to manage the group of young learners in this environment - taking turns speaking.
- Some students and parents are still not doing things online. Providing direct parent support to help with technology. Teaching students and parents how to turn in completed work.
- Creating meaningful lessons that a child with limited keyboard skills and less-than-basic computer skills (beyond point-and-click games) can complete without constant adult guidance.
- District approval of some available online tools
- My student is more of a hands-on learner. Some goals require pencil and paper tasks.
- Supporting both the teacher and the students (para)
- Enticing/engaging high needs students to participate in Google Meets.
- Balancing my online work with my own children's needs at home
- Too many resources being shared online
- Having to reduce content
- Sitting in one spot for 7 hours a day - had to remember to get up and move
- Budget freeze and being out of workspace

What is the greatest current need for your students in this learning environment? What solutions have you found?

- The greatest current need for students is support.
- Technology knowledge. Accessing/learning Google Classroom and trying to find balance with their parents working
- Getting them caught up with assignments.
- Really good directions for assignments, especially for the websites
- Students having the right supplies and materials at home
- They need to feel connected. They miss their friends. Google Meet helps, but can be overwhelming with very young children.
- Trying to destress the families by not having due dates and have less for the students to hand in
- Online resources that are geared toward the younger ages
- One on one attention - video chats. Live connection. Visual demonstrations. Manipulatives
- Students need to continue to have socialization times with one another beyond the times facilitated by the teacher.
- An option where I can see my students at the same time
- An acceptable way for them to record their answers and submit
- Keeping students from getting overwhelmed on subjects they struggle with

- A large volume of reading materials is needed with emergent readers. I have limited supplies at home.
- Lacking the structured routine of a regular day
- How to address the stress levels of both students and parents. Sometimes just a phone call helps.

What do you see as the greatest need for parents, and what solutions have you found?

- Time!
- Sense of connection, community, communication and support that our school provides. Daily messages continue to be important. Keeping connected to teachers and classroom tasks.
- To see the good that can come out of all of this
- Management of multiple virtual classrooms, sometimes with multiple children
- Academic support for daily assignments. Clear expectations. Able to see daily assignments, simplify processes. Instruction from the teacher/staff member.
- Not to be overwhelmed. Recommend reaching out to other parents. A message of resiliency. Some ideas of how to make it better, not worse. Their mental health.
- Reduced work in the specials. Flexible expectations from teachers.
- Technology support

What are your greatest professional needs right now?

- A longer day!
- Finding things to do for staff and students
- Team support/collegiality
- More training/Professional Development. More comfort with using online videos.
- Print or other materials left at school. More supplies and materials to students.
- Access to technology
- Flipgrid was a great way to stay connected to the K students. They seemed happy to see the faces of their classmates and teachers without having a set time to do so.

If the state extends Distance Learning beyond April 3, what will you and your students need in order to function?

- They need me!
- Get into the building to gather more materials (many, many responses like this)
- Send home more materials. Some families, especially those with less experience in technology may need more print materials. (There were many specific examples by grade and content area of additional materials needed by students or staff).
- Photocopy access
- To connect more with teachers and case managers. Ways to stay connected
- Maybe a universal tutorial for students on how to use Google Classroom
- I am prepared if need to be
- Guidance on grading. How do we provide valid grades/feedback for 6 and 7 year olds?

Moving Forward

I appreciate the very high staff response to this survey, and based on their thoughtful and complete responses, I remain confident that we will be able to figure out whatever challenges lie ahead.

Yesterday, Distance Learning was extended to May 4. Based on the experience of the last 10 days and the collective responses from the staff survey, I see as the trending needs for our students, staff and parents:

- Many staff members have expressed the need to have additional access to the building to gather more resources. If this is allowed, we will need to take steps to provide for social distancing.
- As DL has been extended, we may need to provide additional chromebooks or hotspots to families balancing work-at-home environments and DL needs of their children.
- We should refine and narrow the list of professional development needs for our staff and facilitate online training as needed
- We will continue to refine and revise our delivery of online learning in all classrooms focusing on approved technologies.
- We should expand our availability of online technologies, especially for pre-literate learners, to allow the greatest access in a legally and socially responsible manner
- We should continue to redefine work roles for staff to optimize support for student learning in a remote environment.
- We will continue to find ways to provide social and emotional support, and to maintain community connections for students, staff and parents through online social engagement.

Submitted March 27, 2020.

Scott Thompson, Principal
Griffin Memorial School

Litchfield Middle School
Tom Lecklider
April 2020

LMS Principal's Report

Recognitions:

- A big congrats to our band and choral members, and our students of the visual arts department for terrific work during the Litchfield Art/Music festival in March.
- Robin Corbeil has been nominated for the 2020 VFW Loyalty Award. Mrs. Corbeil, in many ways, has captured the spirit of this award by making significant contributions to our school community with STEAM programming. We are one of the leaders in the State thanks to her efforts.

LMS Current Enrollment 3/25/20)	
Grade 5	95
Grade 6	94
Grade 7	95
Grade 8	115
Total	399

Remote Learning Overview

Our teachers and staff have responded to this unprecedented challenge with an incredible combination of resourcefulness, collaboration, positive energy, a learner's mindset, and the investment of many hours of hard work. I am overwhelmed with gratitude for all they have done and are doing for our LMS community.

- **March 16:**
 - Staff prepared for a three week closure of school. Mrs. Thayer and I met with instructional teams, special services, and support staff to provide information, collaborate, and share resources.
 - Families had the opportunity, from 3-6p, to pick up personal belongings and materials at LMS. A big thank you to the Litchfield Police Department for being on site.
 - Our staff quickly and efficiently communicated tools to students and were prepared for our first day of remote learning.
- **March 17-20:**
 - During the first week of remote learning, overall, the days were successful. Over the course of the week, we were ramping up to full speed as we integrated a range of digital resources with our students.

- Our support staff have been connecting with students and families to provide resources and support to them as needed.
- In our 1:1 Chromebook environment at LMS, we were well equipped for remote learning. As hardware needs have arisen, we have been able to attend to each one with a short turnaround time. If need be, we have provided loaner Chromebooks to students.
- **Other Remote Learning Impacts:**
 - The LMS office has been providing frequent updates to our school community via Blackboard, email, and Google Meet.
 - Our staff was instructed to provide a half hour of online learning for each hour of regular instruction as a rule of thumb. Staff at all levels continue to work with and refine this expectation.
 - We have so far been able to meet all chromebook requests regarding breaks or malfunctions for LMS families. In the second week of instruction, we continue to have a few intermittent requests.
 - In our team leader meeting on March 27, we discussed grading for the third quarter. Team Leaders felt confident that their teams could complete grades as usual for the third Quarter. Teachers are working through the challenges of authentically assessing students remotely given that students have varying resources and supports.

Staff Survey Results

On Thursday, March 26th we conducted a survey of the LMS staff to assess the status of our remote learning programming and also to identify needs and challenges. I am providing a flavor of the most common responses and sentiments in the survey results:

What has been your greatest success with making remote learning work?

- Using Google Meet to continue connecting with students 'live' and not just through an email.
- My personal success is that I am getting more comfortable using new technology. Professional success is seeing students turn in work after they have reached out for help.
- Colleagues sharing sites and easier way to do things.
- I am amazed at how smoothly (at least sort of) the Admin Asst's were able to transition to a remote working environment. Google Meet is a fantastic tool to stay in touch with team members.
- Delivering daily lessons with specific competency assignments.
- Establishing consistent communication between paras and students. I am amazed at the staff's dedication to connecting with their students daily. I think that we are doing remarkably well, given that we had limited time and it is only our second week.
- Learning and integrating new tools that can/will improve my teaching methods and grow potential to try flipped math lessons in the future
- Having the full support of colleagues, administrators, and those students and parents that I am able to be in touch with.
- My greatest success with Remote Learning is all the new technology I am able to use now.
- Luckily I am pretty comfortable with online learning as I do use technology and Google Classroom on a daily basis in class. This has given me the opportunity to develop more online resources that I hadn't created before. It also has made me very aware that I need to be extremely transparent with my instructions, so as not to confuse the students. I want them to be successful.

What has been your greatest challenge with remote learning? What solutions have you found?

- Finding a system that works across the grades for maintaining a handle of what students are getting work in or not. Teachers who do not consistently put grades in IC really creates a challenge. At this point, for some it is a matter of finding ways to work around them because there is already too much they are learning new. It is cumbersome but necessary.
- It can be hard to keep up with all the individual assignments that you are asking of the students now that you are not in a regular class setting. For example, things would happen organically in discussion form. Now I am having to pose questions and check in for understanding; it's more work but not much I can do about that. I've found that keeping a running table of missing work and updating it throughout the day has helped.
- Keeping up with the grading and creating of assignments. I have set up a schedule to balance life and found sites that will "self-grade" some of the work. I liked the Independent work Wednesday as it allowed me to get caught up on grading instead of answering emails and Google Meets all day.
- Figuring out how to get students who are not independent in their daily lives to work without a physical 1:1, and coordinating with teacher which work is priority for them to do. Providing parents with emotional/behavioral support over the phone can be difficult. Finally just getting organized myself with how my role is working virtually and trying to get ahead any way that I can so that I am prepared for the testing that needs to be completed when we return.
- Teaching my own children while teaching. I try to do my grading etc at night.

What is the greatest current need for students in this learning environment? What solutions have you found?

- Direct teaching - Google meet
- Students who are struggling with missing their friends, with their home environment, and with being overwhelmed with the work they see in front of them - how to help keep spirits up and be a cheerleader remotely.
- Current need to get into a rhythm, a schedule, to have ownership in their learning.
- We just need to make sure that the lessons fall within that 30-minute time period, otherwise I think it is very overwhelming for both students and parents. I like the Independent Work Wednesdays to give students an opportunity to take a breath and perhaps get caught up in other areas.
- Constant communication
- The current need for students right now is to keep reaching out for the help.
- My solution that I have found is to keep touching base with the students, help them do one thing at a time. Chunk the work out. Don't let them give up and get overwhelmed. Communication is key.

What do you see as the greatest need for parents and what solutions have you found?

- I think consistent communication is key - now more than ever. Especially since they may be taking on the role as a teacher in some respects. Copying parents in on all missing work emails sent to students, checking in on a weekly basis, and making parents aware of any changes has been really effective and received well from parents.
- Parents are under tremendous stress because they are no more prepared for their new role in their children's education than we are. They need us to reassure them that late work is OK; their child's teachers know that day to day routines are out the window in some homes because parents are still working and scrambling for childcare. I have been emailing students with gentle

reminders, and responding to parents who contact me with reassuring messages of patience and confidence in the student's ability to do the assignments.

- I think the parents are doing a fantastic job! Many are getting involved and checking up with teachers which is always great to see.

What is your greatest professional need right now?

- Time
- Organization of my materials (Time to do that)

If the State extends remote learning beyond April 3, what will you and your students need in order to function?

- I think the biggest thing is that students will need a break and teachers will need time (more than just one day) to prepare meaningful instruction in a remote learning format for an extended period of time.
- I think that having set times to work one on one with my assigned students would be helpful.
- I believe I am all set to continue what I'm doing, but it is definitely not ideal. I've had to change what units I'm doing and altering others to make it more accessible to kids.
- I will need to get more supplies from my room and will need to figure out how to better teach writing lessons remotely. I do think that my students would appreciate picking up their anthologies rather than rely on using their devices to read from.

Litchfield School District
Principal's Monthly Report

April 2020
Bill Lonergan
Campbell High School

Enrollment: As of March 29, 2020 (No change)

● Class of 2023 (9th)	118 students
● Class of 2022 (10th)	100 students
● Class of 2021 (11th)	110 students
● <u>Class of 2020 (12th)</u>	<u>107 students</u>
Total	435 students

Remote Learning Positives:

If you look at our survey results below, most of our teachers/staff are making progress and are somewhat comfortable with RL, and they are at various stages of developing comfort with “Instruction” in a RL environment. Anecdotally, some are finding that they are working many more hours and harder than usual while making the adjustment to RL.

We have not surveyed the students yet, and that will be done Tuesday and Wednesday of this week. Hopefully we can get some student feedback for the Board before the meeting Wednesday evening.

The 1-1 technology is a real boon and having used Google Classrooms for several years now, this has provided a good platform for our teachers, most of whom have had solid training and experience with it. (2 staff members needed some “boot camp-like training” on Google basics and have been assisted greatly by Tech 2, Justin Ballou).

The CHS Administration is meeting Monday-Friday from 10:00-10:30 or so to share concerns, keep things moving forward, and to assist teachers/staff with their concerns. Mike P and I are “wandering” through classrooms checking in and saying hi to staff, but given the large number of classes we offer, it is difficult to easily perform these with the changing nature of our work in this environment.

We had two faculty meetings this past week, one Monday morning before “school” began and one Tuesday afternoon, after most teachers finished their office hours. All told there were about 63 staff participating. Staff are concerned about all aspects of RL and are looking for guidance from CHS and the District. We will be having another one at 2:15 on Monday, March 30. We also had a lightly attended student meeting on Friday with most seeming to be accepting the reality of RL and trying to make sense of it.

The CF's and the UA Coordinator have held department meetings to discuss progress moving to RL, to share effective practices, and also to work together to address and communicate challenges. The administration has also sought feedback from them regarding the challenges and ways to address them.

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We held our first CHS Leadership Team Meeting this past Thursday, again after school, to address concerns. Topics discussed District Concerns related to Independent Learning Days, Grading and Assessments both in the short term for ending Quarter 3, but also looking forward to Q4, Student Attendance and managing those who are not doing work, and student activities and events and canceling/postponing them as we continue to move forward. Much of our planned work for this week was not addressed due to the move to RL. We will be holding these every two weeks to keep conversations moving forward about RL, school activities, and other ways the Leadership Team can support students and move forward.

We are hearing that all of our para educators are really doing a great job of supporting the students. We are hearing that from classroom teachers and Special Education Case Managers. They are reaching out through a variety of technological means to ensure students needs are supported.

School Counselors have made themselves available to students through regular office hour schedules via email. There is also a Google classroom for students/Staff called "Virtual Counseling Department" with regular updates on staying healthy, the college acceptance process, Strategies for facing a new (temporary) normal with the Covid -19 disease and RL, Study resources for a new world of AP exams, and etc. There have been conversations among the counselors occurring about providing remote counseling but additional training on "telehealth" practices seems necessary as well.

We are encouraging teachers to continue to work with their Advisories through Google Classrooms and to be contacting them to make sure we have some normalcy there. It is one of the "personalizing" that we have to continue for students to feel connected to one another and to other areas of life related to CHS.

We have created a Classroom for all students (currently 195 members have signed up) to check into. We have been posting information that might be interesting to students from CHS Administration such as Friday was National Scribble day, an assignment from me to wear their hats "to school" today, or a posting of the pledge of allegiance that I open every morning. We have also had club and organization advisors holding meetings with their organizations to again continue to maintain some of that normalcy for students.

Remote Learning Challenges:

Finding the right balance of work for classes is challenging for students and teachers alike. As was the case with Blizzard Bags, teachers feel compelled to assign a reasonable amount of work but students are reporting in cases that it is really hard to do this reasonable amount without having a teacher right in front of them to work with directly. They are often reported being overloaded in some classes while receiving a manageable amount in others.

Having teachers post their office hours is really helpful, but when we went to the Wednesday Independent Learning Day, we did not anticipate the challenge for Day 2 teachers in trying to

Litchfield School District
Principal's Monthly Report

“see/work” with their students. We have decided to move to a Monday Independent Learning Model, with assigned times for Day 1 and Day 2 classes to “meet” on T/Th and W/F at one hour intervals when classes would generally meet. This does not mean the teacher has to spend an entire hour, but it provides a time that can be offered regularly. It does not negate the teachers’ need to meet their office hours for a day, but it provides a consistent opportunity for teacher student contact.

Creating instruction for students is easy for some staff in this environment, and it is challenging for others. Some students are reporting not receiving any instruction, while teachers are reporting that instruction occurs and sometimes looks different in RL. There is a greater amount of independence expected from HS students than other grade levels, so instruction may be less face to face time with students. Teachers are also learning on the fly how to provide virtual instruction-through recorded instruction, through YouTube Videos, through an actual Google “meet” with students, or through clearly created classroom documents that students have to read through and meet those expectations. In some cases, teachers are very comfortable with this practice, and others, as the survey shows. have a ways to go. .

Grading is reported as being a challenge. Trying to provide summatives requires a very different way to look at how teachers are assessing students, and this is really challenging as we are coming to the end of the 3rd quarter. Teachers are also concerned about extending traditional grading into the fourth quarter as they are thinking about meeting minimum number of competency assessments.

There is also the matter of how much teachers ought to cover in their classes- a concern about “rigor” and what that looks like in this environment. Although we have said that deeper rather than wider in terms of curriculum coverage is important, some feel it is important to cover new ground with their students, particularly in challenging honors and AP Courses. In many quantitative courses, they are concerned that not covering material can be really problematic (ie. Math, and Science) at the next levels.

Teachers with “hands on” classes are really challenged. One cannot provide art supplies and materials, or work with table saws, drills and screw guns, easily do a lab in a science classroom, or observe students collaborating on creating a meal in FCS working on a recipe. This is particularly true in that we have not trained teachers for these practices on a daily basis. Hence the concern expressed that some teachers are spending a lot more time planning and preparing in this environment than they would previously.

Future work will be taking place regarding how to manage student health and wellness in an RL environment, discussions on teacher deadlines and due dates, school events and activities, how do we provide assistance to parents, how to connect to students outside the classrooms and keep their spirits high, Soph & Senior Projects, how to provide PD opportunities, perform state assessments if necessary, how teachers balance their own family challenges along with their teaching roles, how to manage scheduling for next year and so on,

CHS staff Survey on RL on Thursday, March 26-Friday, March 27.

From that survey we received responses from 51 members representing teachers both regular & special education (28), paraeducators (9), other professional staff (6), and then other support/administrative staff (8).

The questions and responses were as follows and they generally align with what I have reported above.

How are you doing with Remote Learning? 51 responses

I've got this; I'm doing well and can support others: 16 staff

I'm okay, and I'm making this work for my students: 14 staff

Feeling a bit stressed, but I have support and am making progress: 14 staff

Feeling kind of lonely and could definitely use a check in: 1 staff

All of the above. I am not a great fan of remote learning as my classes are hands on: 1 staff

I am doing okay making it work although it is not tangible, personal or hands on, I feel really bad for the identified and at-risk students but also students need so much more support: 1 staff

Very hard to do with two kids at home, doing the same as LMS GMS but making it work: 1 staff

I'm doing okay but doing my best to make it work for students: 1 Staff

I feel like I've got this, but I am really stressed! Trying to balance the exorbitant amount of additional hours I am working with not overwhelming the students: 1 staff

I have a good handle on this but I will be honest, it is very stressful. I am following up with google classroom, supporting teachers, case managers and students. I have had phone calls with students requiring help and have been able to walk them through the assignments with complete understanding of the material on their part. Para are hourly employees and I can assure you that some of us are working after we log out for the day because we are not going to ignore a students request for help: 1 staff

Are you holding "virtually live" direct-instruction sessions that require students to participate in real-time?

Often: 5 staff

Regularly: 10 staff

Seldom: 21 staff

In the Future: 15 staff

Are you recording yourself with class instruction where students are able to access your lesson at a time when it is convenient to them?

Often: 4 staff

Regularly: 10 staff

Seldom: 16 staff

In the Future: 21 Staff

What do you consider important needs for you in your work considering the extension? Please check any that apply to you.

More Training/Professional Development: 12 Staff

Access to more Technology: 8 Staff

Short, weekly whole staff meetings: 21 Staff

Print Materials/Items left at the school: 10 Staff

Short, small group/departmental meetings: 20 staff

Team support/collegiality: 16 Staff

More Face time with other staff: 1 Staff

Looking at the possibility to go to a P/F: 1 Staff

Google Chats with Individual students: 1 staff

Set with what I pulled and what I was offered: 1 Staff

Nothing. I have all I need: 1 Staff

More Google Meets between T's and...": 1 Staff

Access to the Addons in Google Forms: 1 Staff

I'll be honest I need 12 more hours in...: 1 Staff

I need a platform so my bands or parts...: 1 Staff

More time to grade the work I have assigned: 1 Staff

I'm hoping on a training for Telehealth: 1 Staff

Additional Comments:

I would love to talk about my students being involved with anything social happening in the district

I strongly believe all teachers need to hold at least 1 Google Meet/Zoom per week to have a human connection with students and provide direct teaching and field questions.

Wednesday idea was a good idea. We need that day to turn off email. Please survey the students to check in with them.

Are we going to be able to discuss what assessment looks like? Possibly dropping finals, considering the move to time vs. days, etc? With these drastic changes and being in the honeymoon phase, things are working ok...but as we get deeper in the weeds, culture has a chance to shift dramatically- and in times like this, we need to be thinking proactively

I feel very well supported. I think the students feel like they need more support and structure. One question, do we still have an April break?

A comment: It was surprising and pleasing to have Sup. Jette recognize the fact that online is way more time-consuming than in classroom. It felt good to have that appreciated, & some urging to be careful of our own health, too. Virtually Live: My students gave me feedback that they are doing OK with my tasks, but are way overwhelmed with the rest of their load. I would never require "on-time-schedule" attendance. That defeats the pleasure and advantage of on-line learning... pick what works for your personal schedule, no class requirement day/time. Yeah! You do not give the choice of "probably never"....

How will remote learning change the future of education?

Are we going to be expected to maintain regular new lessons? Many schools around the country are saying they cannot do summatives, give "real" grades or new lessons. Will we be expected to be on par with curriculum maps from years prior and the like as if it were a typical school year? I am having trouble engaging all students with all lessons, assignments and video conferences. How long are we expected to keep this sustainable?

Are we required to do live instruction? Each day my students see my face in a recorded message or at least once a week. I feel with my discipline I can record accordingly. As Health and PE it works better for the recording aspect. I do have a standing come if you can daily meeting with my advisory to help them. For course, I offer that we can meet if they need too, but many contact via email. My students are telling me that they are overwhelmed with live meetings, because they have that to attend some for 45 minutes then are still required to complete homework assignments on top of it.

Tax advice for next year as we should be able to take the home office off on our Taxes.

Scheduling needs attention. When a teacher changes block, students must choose which class to attend. De-conflicting schedules as I become aware of conflicts.

Personally, I would like to see us go Pass/Fail. Colleges are going to be okay with receiving P/F grades. This will take the stress off many of our kids. I find remote teaching one of the most difficult things I have ever encountered in my 45 years of education...

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Sorry about above. Here is what I was saying: Too many faculty using GoogleMeets as their #1 teaching tool. Overused. I was planning to have several classes be in a google meets, am reluctant to do so as they have complained to me that is all they are doing with their days!

Can we have "Skinny Monday" be a catch up day at the start of the week instead of what's in place on Wednesday? Students and specialists can still meet but many students are feeling overwhelmed. Perhaps we can look at this?

I have reached out to IT at least twice for questions about adding things for our Google Forms that will make things easier and haven't heard back from them at all. Are they even working?

Some of my students are feeling overwhelmed with the amount of work educators are assigning. They don't have time to do everyone's work and they know I will grant them small extensions.... and I do and will continue to do so. I can't see stressing out students more than they already are. My humble opinion? It's not about the length of the assignment or the length of time students take to complete it! It's about meaningful work - what do they really need to know and work on.

I am seeing my students on my caseload almost daily (4 times per week) via the Google classroom meets.

I don't have a question but I am very concerned about the mental health of our students. My caseload of 40 high risk students are showing signs of stress. Each day I try to have face time with my most vulnerable. I want all teachers to be aware of how our students need to be supported by them. Teachers are one of the most important adults in their lives. The words they use are taken very seriously.

It is difficult to find a balance between teaching remotely and helping our own families at home, and we are now having to teach remotely into at least May. Is there some way that the district can provide more PD time built into this remote schedule so that teachers and students can catch up? It gets overwhelming when we have so much on our plates. I know that students are also stressed. While we are doing our best, remote learning takes up a significant amount of time compared to what we had been doing before this all started.

If we move to a Pass/Fail system, how will that affect entering grades into Infinite Campus. Will we be scoring assessments with a percentage or a P/F? What about competencies?

I am really grateful for Wednesday as a PD day as it allows me to organize, catch up on notes, plan for the following week and brainstorm different ideas to involve students. Also it's really helpful while I review resources and methods of working with students via web.

Can we move the 'catch up' day to Mondays? With the day 1 and day 2 schedule it seems unfair that my day two kids have one less day that I am assigning things to them. Monday's would be easier because its skinny Mondays anyways and I usually let them catch up and get ready for the assignments they have coming to them.

By department, teachers are using numerous formats to get information to the students, some which do not allow for co-teachers. As a para, I have no way of accessing which students have completed these assignments within google classroom. I am finding

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its very confusing to have to access numerous streams within the classroom to find which assignments need completion. Is it possible for teacher's using Newsela for example, to input the assignments and quizzes to the classroom format so we are all looking at the one page of instruction? The link to the reading can still be accessed thru Newsela but the actual assignments need to be entered on the Classroom page for submission .

Thank you for reaching out and trying to learn as we go on. As a school counselor at CHS, I haven't been doing remote instruction so I don't hold virtual student class meetings etc...

I have a good handle on this but I will be honest, it is very stressful. I am following up with google classroom, supporting teachers, case managers and students. I have had phone calls with students requiring help and have been able to walk them thru the assignments with complete understanding of the material on their part. Para are hourly employees and I can assure you that some of us are working after we log out for the day because we are not going to ignore a student's request for help.

Looking Ahead: Canceled events are crossed out. Postponements are left open and highlighted although we are unsure if or when any of these events will occur moving forward.

- ~~Mar 28:~~ Fashion Show @ 7pm in Auditorium
- Mar 31: SAS Science Testing for Juniors (morning)
- ~~Mar 31:~~ District Fusion Concert @ 7pm
- ~~April 1:~~ DATA Team Meeting @ 2:30pm
- ~~April 4:~~ PTO Easter Bunny Breakfast
- ~~April 6:~~ Faculty Meeting
- ~~April 6:~~ Booster Club Meeting @ 7pm in Library
- ~~April 8:~~ End of Quarter 3
- ~~April 9:~~ Leadership
- April 14: SAT Exams for Juniors 7:30am-12:30pm
- ~~April 14:~~ PTO Meeting @ 6:30pm
- April 15: SAT's for Junior Class
- ~~April 15:~~ Coffee with Admin @ 7:00am
- ~~April 15:~~ PERC
- ~~April 16:~~ Safety Committee
- ~~April 21:~~ Grading & Reporting @ 3:30 pm @ LMS
- ~~April 23:~~ Leadership
- May 5-15 AP Exams (Highly adapted for 2020 so students can take at home)
- May 9: PTO Spring Clothing Drive 9am-3pm
- May 16: Prom @ Alpine Grove, Hollis @ 6pm
- May 19: Spring Pops Concert @ 6:30pm
- May 21 Academic Excellence Banquet @ The Executive Court @ 6pm
- June 5: Underclass (Spring) Awards @ 7:45am in Gym