

Emails to the Board From Staff, 12/11 to 12/13

12/15/2020 3:00 PM

Marie Polichronopoulos

Thank you Katie for sharing your thoughts too. Unfortunately, it feels like there is a level of toxic stress present in our buildings for students, teachers, and parents. Honestly, how much learning can happen with these levels of stress? Being in person is supposed to be the better option and mitigate the challenges of being remote. I would contend that in person learning is currently not the most effective learning environment given the level of stress being felt. There have been numerous calls from parents about worried tummies and numerous conversations with students who do not want to be back in school because they don't want to "catch Covid". Even parents are commenting about their own worries too. This is why another 50+ GMS students are now remote through the holiday break. And what about consistency? We know as educators that routine, structure, and consistency are foundations for effective learning yet kids are stressing about if they will be remote or in school the next day. If anything, can we work to create some consistency for teachers, students, and parents? Thanks for listening, Marie

Marie Polichronopoulos, School Psychologist

Griffin Memorial School

On Tue, Dec 15, 2020 at 10:21 AM Katherine Sheffer <ksheffer@litchfieldsd.org> wrote:

Marie I would have to agree, that from what I have seen the physical and emotional needs are not being met in either staff nor students with our current approach. Right now students seem to be struggling whether in person or remote so we should at least try to be keeping people safe. Both staff and students seem to be burnt out from living in fear and juggling multiple expectations. I myself have been very concerned about my personal health and that of my first unborn child, which has been a difficult road for me. When I decided to come back into the building this year it was because I thought the re-opening plan sounded like it would keep us safe and transition us to remote if things got bad. However I am no longer feeling comfortable with many of the decisions being made and many of the things in the reopening plan that aren't being followed through on. In addition to community numbers being in the red and other schools deciding to go remote in the area, we have also been short staffed. These were three factors that the reopening plan said would be considered when deciding to stay in or go remote. The middle school along with other schools have been short staffed all year but, especially now. Many of us are filling multiple duties or roles at a time, because of this many students are being left without the services they need. If staff were allowed to work remote, I know that we would have many more available personnel to fill these needs. I understand that there are many opinions and this is just mine. However I feel very in the dark and wanted you to hear from someone working in one of our schools with some of our neediest students and what we are seeing on a day to day basis.

Respectfully,
Katherine Sheffer
School Psychologist
Litchfield Middle School

On Tue, Dec 15, 2020 at 7:50 AM Marie Polichronopoulos <mpolichronopoulos@litchfieldsd.org>
wrote:

Good morning,

I am writing to share a letter that I composed reflecting upon the current state of our district. I hope you take a couple of minutes to read it. I am under no illusion that my opinion will make a difference but I thought it was important and a professional responsibility to be another voice. Thank you for the consideration, Marie

Dear Litchfield School Leadership,

Many emotions are elicited during this pandemic. I worked exceptionally hard to keep myself and my family safe for all of the months leading up to the return to school. I was conflicted about coming back to school but the proactive approach of creating a reopening plan helped to ease some of that anxiety. I was a strong advocate of wearing masks all day, no matter what, with a few mask breaks. I was in the minority but had I not been, I am convinced I would not have tested positive from an exposure by a student during the first week of full-in school. Luckily, my symptoms were very mild and mimicked the symptoms one might have with mild allergies. What a positive test doesn't prepare you for is the anxiety that goes along with the unknown of Covid-19. The unknown about if my symptoms were going to get worse one night and I was going to wake up, unable to breathe. The anxiety of the fear that I transmitted it to my elderly, compromised father and I would be the reason he died in 2020. I would not wish that level of anxiety onto anyone. I was lucky. He was lucky. But I am not willing to risk being lucky anymore, with the level of infections we are currently seeing in our area (10% positivity rate). I am not willing to risk being lucky anymore with two more "close calls" in the 2 ½ months since I returned to school after quarantine. I am not willing to risk being lucky with a reopening plan that we do not follow. We are in red. We have substantial community transmission. We have numerous schools surrounding us who have chosen, for the betterment of their staff, students, and community, to stay remote until after the holiday break. We have staff members, students, and parents who are operating in fear, uncertainty, and disbelief. That is not ok. That is no way to create an environment best suited to educate our children. How can we expect the basic needs of our students to be met when the teachers are feeling like their basic needs are not being met?

"Relationships come first. Connections before Content. Maslow before Bloom."

This statement from the reopening plan works both ways. Maslow is just as important for your staff as it is for your students.

Directly from the reopening plan:

"Safety is Our Number 1 Goal

As a caring educational community of approximately 1300 students and 200 staff members, we are continually monitoring the physical and emotional climate of our schools. Our decisions about

opening our schools must be made with the safety of students and staff at the center of the target. Just like a snow day decision, it is impossible to please everyone or make a decision that meets the varying risk levels of the entire school community. **However, we will always tip decisions toward those that are safest and best minimize risk.**”

If you were tipping decisions toward those that are safest and to best minimize risk, we would be remote now and for two weeks after the break. MANY families at GMS have decided that it is not worth the risk to send their children back to school before break.

The reopening plan acknowledges the need to monitor the physical and EMOTIONAL climate of the schools. Can you address how you are monitoring the physical and EMOTIONAL wellness of your staff? Staff concerns about in person learning are at significant levels and many staff members do not want to be in person. How effective is a company that is running on staff members not feeling safe and feeling bullied into doing jobs in an environment that cannot meet the demands of a pandemic? Where are the weekly survey questions that ask how staff members are feeling and address the emotional demands of being in a school during a pandemic? Isn't taking care of employees the number one rule of an effective business? How can the best product, the education of our children, be presented if the employees are not feeling heard and are not feeling safe in their jobs? I ask that you consider the answers to these questions when deciding whether or not to fully reopen.

I feel obligated to write this, not because I think it will make a difference in your decision, but because my voice needs to be heard too. I have an ethical responsibility in my profession to promote a healthy environment and be an agent of change for schools, families, the community, the profession, and society. While I recognized the importance of educating many students in person, I also recognize the numerous risks being taken by in person learning at this time. Again, I ask, is in person learning more effective if it is done in a state of fear, by both adults and students? I have the ability to say that these risks are not worth it for me, but many of my colleagues do not have that option.

Respectfully,
Marie Polichronopoulos, School Psychologist, Griffin Memorial School

Sun, Dec 13, 8:05 PM (20 hours ago)

Elizabeth Anderson

Good Evening Dr. Jette and members of the School Board,

You have all received many emails from my co-workers here in Litchfield by this time, but I know I need to add my views to this situation.

I am uncomfortable with the lack of communication between those that govern this town's school system and those that work in it. One of the main reasons I left my last school was because I felt disrespected, unseen, and unheard by those that lead that school. Although I have found an excellent administration team at CHS (Bill Lonergan and Mike Perez have been nothing but professional, helpful

and kind since I started in August of 2019, and I truly feel lucky to call them my superiors.), I do still feel as though my colleagues and I are not being heard by those above the administrative teams. We have worked tirelessly since March 16th, 2020 to make the students of this district feel like they have teachers fighting for all of them to succeed. My question really is, why are we in school, while the pandemic is getting worse and worse, when we went fully remote in the spring? Although Litchfield's numbers may be low, the surrounding towns of Litchfield are not faring as well, and I'm wondering why this is not a bigger talking point.

My other issue with the reopening of schools tomorrow is the lack of cleanliness I know CHS is experiencing. I know and understand it's no one's fault that the custodial team is short-staffed, but shouldn't just that be enough to keep everyone home? We are not keeping the buildings as clean as they should be, or at the level outlined in the Task Force's Opening of School documents. I am pasting it here to remind all of us what was put in the early fall document:

We acknowledge that cleaning and disinfection should follow CDC guidance for each facility. Cleaning reduces the number of germs, dirt and impurities on a surface. Disinfecting kills germs on surfaces.

Each school will follow a schedule for cleaning, sanitizing, and disinfecting surfaces and objects. Sharing of supplies and materials should be limited. Older students, teachers and staff will be responsible for cleaning shared student materials and equipment after use. Custodial staff will be responsible for daily and weekly cleaning, sanitizing, and disinfection of classroom high-touch surfaces, common areas, and restrooms. In addition, cleaning logs will be maintained as to ensure we meet the following schedule:

<p><u>Before student/staff use:</u> <u>(soap and water, sanitizing</u> <u>wipes, or Lysol Spray (EPA</u> <u>approved disinfecting</u> <u>agents):</u></p>	<p>Toys, manipulatives, computer screens, mice, keyboards, equipment, supplies, desks and chairs.</p>
<p><u>Daily: (EPA approved</u> <u>disinfectant):</u></p>	<p>Doorknobs, light switches, countertops, chairs, desks, and cubbies.</p>
<p><u>Twice Weekly: (Disinfecting</u> <u>Room Wand)</u></p>	<p>All classroom surfaces and materials.</p>

When possible, staff and students will be reminded to avoid the use of shared materials. If shared teaching material is necessary, then we will focus on hand hygiene before and after each educational session and use (frequent hand hygiene in this setting would be facilitated by having an alcohol-based hand sanitizer available for in-classroom use, which is monitored and stored safely to avoid misuse by children).

How can we tell the parents and students of Litchfield that we're doing everything we can to keep them safe, when in truth, we are not? It's not fair, and it's frankly deceitful. We are in the middle of a dangerous and deadly pandemic. Nothing is as it was, nor should it be. We cannot pretend that this school year is like last year.

My final question is this- Does every parent of every student, and all of the students too, know and understand that there are parts of the Reopening document that are not being followed? The cleaning procedures, and spacing changes to accommodate physical distancing? From the document:

Arrange classrooms to maximize physical distancing between students. Furnishings and materials may be removed and stored in order to accommodate 6 ft. distancing between students and staff.

I have 22 students in one class (with 3 more online) and they have NEVER been 4-6 feet apart during this school year. Furniture needed to be removed to even accommodate that many students. If we had gone with the hybrid model, my students and I would have been afforded the opportunity to remove masks in class (at least until the mask mandate from the governor). I still, to this day, do not understand why that model was taken off the table. I absolutely love being in front of my students, and coming back in the fall was like a breath of fresh air. No one is saying we don't want to be in person with our students, or teach them. I frankly don't like being online all of the time with the headaches it gives me, but I do it because I care about my students and the lessons I have prepared for them.

One last thing, and it is admittedly very selfish of me. I want to meet my nephew in person. He was born in September and because my husband and I are both teachers we have respected our family's decision that they don't want us to meet him until we are able to quarantine for the appropriate amount of time. One of my brothers is also extremely high risk and I would very much like to see him soon, over the holiday.

The health and safety of EVERYONE needs to be taken into account, not just the data saying students are better served in person. We all know this to be true, and I am sure I can say with certainty, that this is what my colleagues and I want, but it is not feasible, nor is it safe at this time.

Please take the time to consider every angle. I am sorry you have all been put in this situation, but everyone's safety matters and we as a district need to do what is right for the health of everyone in the Litchfield School District. I hope you are all able to stay safe and healthy during this time. Please know I meant no ill-will in sending this email, but I knew I needed to have my feelings read on the situation here in Litchfield.

Thank you for your time in reading my email, along with those sent by my colleagues,

Elizabeth (Sra. Perez) Anderson

Spanish Teacher, Campbell High School

Sun, Dec 13, 2:39 PM (1 day ago)

Carolyn Leite

Good Afternoon,

I have thought long and hard before sending this email, but I would be remiss if I did not share my personal thoughts with you regarding our students returning to in person school on December 14th.

I must admit I am torn... as a band and choral director, I want nothing more than to see my students face to face and finish preparations for our concerts. But, as a human being and individual, I question whether this is the best decision. I know for a fact that students have not been as responsible as we have hoped during the past 2 weeks. They have admitted to me that they are attending classes while they are at a friend's home. I understand this is all about personal responsibility and I do my best to adhere to that, but I am afraid others have not.

I honestly wonder if it would just be best to spend the next 8 days remote and return in January? I will abide by the district's decision regardless of what it is, but I worry for my safety/health and that of my husband, who does have underlying health issues. I do not want to give him Covid for Christmas...

I do understand that education is way more effective face to face, but I need to think of the health and safety of my family and my students as a priority. Each day we are one day closer to the end of a pandemic, but I value each day more and more.

Thank you for reading my email. I ask that you all reconsider your decision to return face to face prior to the holiday break.

Carolyn J Leite

Dec 13, 2020, 1:52 PM (1 day ago)

Wendy Langelier

Dear Dr. Jette and members of the Litchfield School Board,

One of the first things I learned when I had children was that they need stable routines. When I started working as a Special Education Paraeducator, I learned that stable routines are critical for students with special needs. They need stability in order for them to thrive, much more so than neurotypical children. Years of teaching, extensive course work for my Masters, my Certificate in Learning Disabilities, and my certification as a dyslexia practitioner have reinforced this understanding.

Our students have settled into a routine, and the current plan is to disrupt that routine for eight days of in-person instruction. Those eight days include two Wednesdays with a different schedule, so again, disrupting the routine that is so important to our population with special needs.

You express concern for ELL students; however, according to the NHDOE website, that accounts for about 13 students as of the 2018/19 school year. That is about 1% of the student population. The students with special needs can be in-person to receive services. I am sure adding a dozen more students would not be a problem. I am also sure that our population of students with special needs is far greater than that of the ELL population. Should not their need for a stable routine also receive consideration?

The risk of coming back fully in person is ill-conceived. The Reopening plan approved by the school board on August 6th, 2020, outlined the protocols that would be in place to keep everyone safe. One being that "Remote [instruction] is considered appropriate when conditions are red." (page 12 – section 6) Hillsborough has been 'red' for almost a month. As of Friday, 12/11, we are averaging over 300 new cases a day! Many of the other protocols also have not been able to be followed.

Two-thirds of the students I work with opted to be remote as they did not feel they could be safe. Going by the number of times I have had to tell students, "Over your nose." my students were correct.

Please, for the community's health and safety, continue the remote instruction for most students until after the holiday break and look at the numbers then.

Respectfully,

Wendy Langelier, M.Ed.

Literacy Teacher/Sp.Ed./LD specialist

Campbell High/Litchfield School District

Fri, Dec 11, 10:31 PM (3 days ago)

Debra Langton

Dr. Jette, School Board Members, and Administrative Team,

It has been an honor and a privilege to be a teacher at LMS for the last 27 years. Litchfield is blessed with phenomenal staff at all 3 schools. Over this past year our students have lost out on several significant milestones and traditions due to the pandemic. Nature's Classroom is just one of the many experiences my students have unfortunately had to forego. Grades 5 and 6 have already had 8 staff members and at least 60 students quarantine for 2 weeks due to 2 students that tested positive for COVID. In addition, grade 5 and 6 students cannot adequately socially distance from each other and the staff due to the high number of students in those classrooms (20 on average and up to 5 staff members in some classrooms). The medical experts in our district, our school nurses, have grave concerns about having students as well as staff in our schools for the next week and a half. Currently our schools do not have adequate custodial staff due to quarantined staff and vacant positions. Our students have suffered enough losses this past year. It would be deplorable if a student &/or their family members had to quarantine during what is normally a magical time where many wonderful family memories are made. The health and safety of the children in our schools should be our number one priority. Please reassess the current data as well as the possible consequences that could be incurred as a result of the decisions made and actions taken by the board and superintendent.

Sincerely,

Deb Langton

Grade Six Science Teacher

Litchfield Middle School

Fri, Dec 11, 9:24 PM (3 days ago)

Heather Stein

Dear Dr. Jette and members of the LSD School Board,

I would like to express my thoughts about the district's plan to have students return to in-person learning for the eight days leading up to the holiday break. I feel that this decision is a poor one. It is only eight days that we are now compromising our health and the health of our students by allowing them to interact in-person with one another. While our students have been learning remotely, they have still been interacting with family, friends, and other members of the community. Our community's numbers are increasing exponentially and I fear that transmission within our schools would only increase if we were to go back to in-person learning.

Personally, for the first time this year, I'm finding a lot of major victories with my students in this type of teaching/learning environment. My energy is focused on only teaching through one platform, rather than needing to split my attention to my in-person learners and my students learning remotely from home. My

students' attention is greater, participation is up, and I've seen more students make gains in this short period of time that we have been doing the remote model. I worry that if we were to make the shift to in-person instruction for such a short period of time, we would lose that momentum and it would not be as beneficial as you claim.

Finally, I do not believe that all is being done to successfully slow the spread of this virus through our cleaning practices. I know as a district we are understaffed in the maintenance department so it begs the question: Will a staff that is already stressed be able to accommodate the influx of learners that enter our buildings again? And, for only eight days when our students have adjusted really well to remote teaching, it hardly seems worth it.

If our health and safety was really a top priority when making this decision, we would be continuing with our remote model through the holiday break. It would be very sad, indeed, to learn that several members of our staff and school community contracted the Coronavirus during this time and were unable to enjoy the holidays with their close family. I fully believe that we are making the wrong choice to bring the students back to an in-person model.

Thank you for your time and attention to this email.

Respectfully,

Heather Stein

Fri, Dec 11, 7:52 PM (3 days ago)

Beth Zingales

Dear Dr. Jette, Admin teams, and the LSD School Board,

I wanted to send along a letter expressing my concerns about your decision to return to in-person school for the eight days before the holiday recess. We all would agree, that under normal circumstances, the staff in all three schools would choose to be in school teaching each day with the students of Litchfield. That being said, we are not dealing with normal circumstances. With the increase of Covid cases not only in New Hampshire but in our small community of Litchfield, I am extremely concerned about the health and safety of the students and staff of our schools. The cases in Litchfield are among the highest percentage-wise compared to the towns around us.

I am teaching in a portable classroom with up to 19 students in class each day. The size of a portable classroom is significantly smaller than most school classrooms. There is not enough room to safely social distance, as the desks are about 4-5 feet apart at best. 6 feet is the recommended safe distance. I have already had to be out once this year having to quarantine due to positive cases with two of my students. At my age, and the compromised health of my husband, this is extremely concerning and quite scary. You wrote in your email that we are working to make sure that our schools will be even safer than before. This

is not accurate or truthful, as it has not been safe up to this point with the number of students in our classrooms and there is no plan to change this.

We have just completed two weeks of remote learning. Eight additional days is a short time span, at the expense of student safety. Keeping remote learning will help with consistency, as the students have been dealing with so many changes. Right now, we are kind of in a groove, and I feel that I am teaching more efficiently using a single platform. Returning for eight days may prove more disruptive as once again it will be another schedule change for the students.

My question is why has the district abandoned the reopening plan that was set at the start of the school year? This plan was put in place and families made their decision based on this plan. We should not be randomly picking which policies to follow. My understanding is that if the community was in the red zone, that our district would move to the remote model. Why now, are we choosing not to follow this safety guideline? Every school that borders Litchfield is now remote or in a hybrid model due to the climbing Covid numbers. Those districts are erring on caution for the safety of their students and staff.

The staff at all three schools have been incredible teaching basically two classes at once. Teaching synchronously, in my opinion, is not meeting the needs of either group of students. Being able to teach remotely for the past few weeks has provided me the opportunity to teach all the students on the same platform, which I feel has been more successful.

I am hoping that the board and Dr. Jette will reconsider their decision to return to in-person learning for the safety of everyone concerned during this most unprecedented time in our history.

Sincerely,

Beth Zingales

Beth Zingales, MEd

Grade 5 Math

Fri, Dec 11, 6:35 PM (3 days ago)

Lisa Durant <ldurant@litchfieldsd.org>

Dr. Jette and the LSD School Board,

I would like to begin by saying how much I enjoy interacting with students in-person on a day to day basis. When I wake up each morning, I look forward to going to work knowing that I get the opportunity every single day to make an impact on the lives of my students. There is nothing more that I want than to be in school with my students, but I do not believe that we should be bringing the students back to the buildings just for eight days, with COVID cases on the rise.

Before Thanksgiving, three of my coworkers and multiple students had to quarantine due to a student in our classrooms that tested positive. Thankfully, the timing allowed them to quarantine and still be able to enjoy Thanksgiving with members of their household without putting anyone at risk. I cannot imagine a similar scenario happening right before Christmas. If one of my students tested positive while we were back and I had to quarantine and maintain my distance from my immediate household members, I would be devastated. Devastated that during the happiest time of the year, I have to stay away from them to keep them safe. I would be even more crushed if my own students had to stay away from their household members on Christmas morning, all because we want to take the chance and trust that each student, each family and every staff member and their families are doing everything they can to keep others around them safe.

I can say with confidence that I have done everything in my power to maintain my distance and stay home when possible so that we all can stay safe and well. I would also hope that this is true for every student who walks through those doors on Monday morning, but not knowing if this is the case, is not OK. I can assure you some of our classrooms have more students than we can accommodate desks to be 6 feet apart. That means, if one student tests positive, then all those students and staff within 6 feet, will need to quarantine for 10 days. I would think this would ruin the holidays for those students and their families.

In-person learning cannot be replaced, but right now is not the time to risk anyone's health and well-being, especially this time of year. I know many teachers who are terrified of students returning for the sake of their health or fear of bringing the virus home to their families.

Teachers have a craft. We can provide a fun and valuable learning experience even while remote. I hope the board and Dr. Jette will reconsider the decision for the safety of all concerned during this unprecedented time.

Best,

Lisa Smith-Durant

LMS

Fri, Dec 11, 6:12 PM (3 days ago)

Nathan Cooper

<nacooper215@gmail.com>

Dr. Jette, Members of the School Board, and Admin Team:

I hope this email finds you well and your families are staying safe. I send this communication out of concern regarding your decision to reopen the schools on Monday. While I understand the desire to do so, and prefer teaching students in person, I cannot in good conscience support this decision. Given the

timeframe until break, the Covid impact we are experiencing in Litchfield and surrounding areas, and the well known health risks, I urge you to reconsider your decision.

I've added and deleted more paragraphs to this email than I care to count. Outlining the supporting evidence, formulating the rationale, and plotting the appeals to emotion that just might get this group to reconsider, I decided to delete it all. I gather your minds are made up, and there isn't much I could say to change them, so I'll save us all some time. However, I can't stay silent and have that misconstrued as a tacit endorsement.

Please reconsider your decision to reopen the schools, in the best interest of public health, so we may continue to stay healthy and move closer to one day having uninterrupted Covid-19 free in person learning.

Stay Safe,

Nathan A. Cooper

Fri, Dec 11, 4:11 PM (3 days ago)

Katherine Seaver

Dear Dr. Jette, Admin Teams, and members of the Litchfield School District School Board,

I am writing this email in an effort to reach out regarding the many concerns I have with the plan to reopen schools to all students next week. I know I am not alone in my concern, as I know you have received many other emails similar to this one.

My first issue I would like to raise is the issue of our district re-opening plan, which was created at the start of the year and still remains a resource for the public to view on the LSD website. While there are aspects of that plan that are not being followed, one of the most concerning, are the metrics used to determine our instructional method. According to the plan, "Remote instruction is considered appropriate when conditions are red."

Conditions are not only red, but are far worse than anything we have seen since the start of the pandemic. Community spread is so rampant that NH DHHS can no longer conduct effective contact tracing. Despite having limited students in the buildings for the past 2 weeks, we continue to have active cases in each of the school buildings. Re-opening these buildings at this point in time is irresponsible and requires further consideration.

If schools are to re-open for 100% in-person learning, we know there will be more positive cases. It is not a matter of 'if'...it is a matter of 'how many'. And the fact that the Litchfield School District feels so entitled

to in-school learning, that they are comfortable disregarding the health and well-being of their staff and students, in a time of a global pandemic, is beyond any ounce of reason.

The district reopening plan states, "Safety is our number 1 goal". This statement when coupled with the actions of the district leadership in regards to this re-opening plan are a slap in the face to the hard-working school principals, assistant principals, teachers, and staff who spend every moment of their days trying to create positive and safe learning experiences for children who are living through a time unlike anything we have experienced before.

Education in 2020 is difficult enough. Why are we so insistent on creating an impossible situation for the people on the front lines in each of these buildings?

It is widely known and acknowledged that "Remote 2.0" is far more effective and engaging than 'Remote 1.0' was. Why are we trying to disrupt this newly adopted method of instruction for eight days??

The knowledge that students receive in these 8 days will be gained regardless of whatever instructional method we choose. Let them gain this knowledge in the safety of their homes. The risk does NOT outweigh the reward here.

If the health and safety of staff and students is truly the priority of the Litchfield School District, the decision that needs to be made is clear.

If the district moves forward with their plan to send kids back into the buildings, I think it is critical to revise the reopening plan available for the public's viewing to more accurately reflect how decisions are being made in this district.

Thank you for your time,

Kate Seaver

Fri, Dec 11, 2:29 PM (3 days ago)

Kathy Sidilau

Dr. Jette, Administrative Teams and the LSD School Board,

Let me begin by stating that I love having my students in school and I know in my heart this is best for kids. However, with the increase in covid cases not only in New Hampshire but in our little community of Litchfield, I am concerned about the health of the students and staff of our schools. I have 20 in class students with only 3 feet apart because I am in the part of LMS that was an addition many years ago. The square footage of our classrooms is much smaller than the rest of the building.

I had to be quarantined before Thanksgiving when I was exposed to a student in my class that tested positive. At my advanced age, and my husband's compromised health I feel erring on the side of caution with regards to eight days prior to the holidays only makes sense. Many of the surrounding communities have chosen the avenue to remain closed to keep their populations safe during this uptick in cases. I am concerned why

Litchfield wants to be the only ones with kids in school. I believe taking the risk to come back to school for such a short period of time is short-sighted and disappointing. We are in a routine of teaching our students all on the same platform, so that all students are remote and not split by teaching synchronously which in my opinion does not meet the needs of either group. I am proud of the staff of the three schools who I believe have rallied and are all doing a tremendous job literally doing two jobs at once. I cannot watch the news or read the data on the surges because I just need to focus on my teaching and recreating new lessons, as after 38 years in this profession, I have to do everything differently and think outside the box to keep my students engaged.

I have received emails from parents who are choosing personally to err on the side of caution and keep their children home until January. Many have told me that they hope the decision will be reversed for the safety of everyone and so that hopefully after a cooling off period, we will not jeopardize our ability to start back after the holidays and remain in school till June.

I hope the board and Dr. Jette will reconsider the decision for the safety of all concerned during this most unprecedented time in our history.

Sincerely,

Kathleen Sidilau LMS

Fri, Dec 11, 1:33 PM (3 days ago)

Heather Davis

Good afternoon,

I thank you for taking the time to read my email, and I hope that you are all well.

I am writing to make my concerns known about the decision to reopen the schools in the Litchfield School District prior to the holiday break.

Although I agree that it is in the best interest of students to be in school under normal circumstances, the pandemic is an exception and a public health crisis. According to our governor in his latest address, there is increased community transmission and in the last week only we have had an average in the state of 750-800 new infections per day. With the number of COVID-19 cases rising across the country, including in our area, shouldn't our response be at least as preventative as it was by going remote last spring? I believe that it should, and I have been trusting as an employee that the MOA measures are being adhered to as they should be. I hope that this is so, but it concerns me that they may not be.

All I want to do is to teach and learn safely and not risk becoming sick with the Coronavirus before or during the holidays. It had hospitalized many of the people I love, and not everyone was elderly or had health issues. I care not only about myself, my family, and my students, but I am also concerned about the health and safety of my colleagues. It is in the best interest of all to stay remote for these 8 days prior to the holiday break and to see where we stand in the new year.

Also, teachers have improved upon their ability to reach and connect with learners in meaningful ways in this remote learning time as compared to the remote learning last spring.

It is our collective responsibility to keep each other safe.

Thank you very much for your time and consideration.

Respectfully,

Heather Davis

CHS Spanish Teacher

Fri, Dec 11, 1:19 PM (3 days ago)

Susan Seabrook

There have been many discussions regarding the reopening of school for 8 days before Christmas break. I must add my opinion to the discussion.

I do think the Harvard Global health Institute risk level tool should hold a **high consideration** in this decision. It is obviously in "RED". In the opening plan it is stated "remote learning would be appropriate during these times."

I also think the community cases deserve a close watch. I believe the 60's for cases in Litchfield is high and our Thanksgiving risk factors are still causing outbreaks. While we may not be seeing high positive cases in our student population, Litchfield families continue to have positive cases. Just think of how many community members commute to cities for employment.

The children are all accommodating to remote learning and I think it would be wise to remain remote to ease contagion.

Safety of our students and staff should be the most important issue. in these decisions.

Thank you for your consideration in this matter.

--

Susan G Seabrook, RN

School Nurse

Griffin Memorial School

Fri, Dec 11, 12:33 PM (3 days ago)

Melissa Girzone

Dr. Jette and the LSD school board,

I am not one to normally speak up and I can't imagine that I am the only one writing an email but I am really concerned about the district's decision to bring the kids back to in person learning next week. Every town that surrounds Litchfield is in remote learning through the new year. The states cases are through the roof and Litchfield's numbers continue to rise. Being a specialist at GMS, we see a lot more kiddos than most people in the school. In the gymnasium for PE, the ventilation has been an issue since we have moved indoor. It's really hot and little air flow. The kiddos are in a great routine right now with remote learning and it's confusing to me why we would disrupt that for such a short window days before Christmas. If we are talking about actual learning, bringing them back for those 8 days after being remote for 2 weeks doesn't seem like a very effective method.

I am not trying to be difficult or disrespectful in any way. Just trying to be open and transparent.

Melissa Girzone

Physical Education Teacher

Griffin Memorial School

Fri, Dec 11, 12:01 PM (3 days ago)

Stacey Leary

Dr. Jette, Admin teams, and the LSD School Board,

As I am sure you are getting a lot of emails on this matter, I will try to be brief. I am concerned about your decision to return to school in-person for the eight days before the holiday recess. Here are my thoughts:

- We have just completed two weeks of remote learning. Eight additional days is a short amount of time, at the expense of student safety. If we continued with remote learning, we would be able to keep the momentum we have gained. I feel more successful as a teacher and that I have educated my students more efficiently when teaching using one platform. I think with the excitement of the

holiday, especially at the elementary level, consistency is important for learning, and it may prove more disruptive to return in-person.

- The numbers may have fallen within our school, but we saw quite a spike the days before and after Thanksgiving. When looking at the CDC data for daily new cases in NH, there were 1,045 on 12/7 and 2,457 on 12/10. That is more than double within just three days! I think it's important to focus on numbers within our school, but also more globally too. Remember, our students interact with their extended family, friends, neighbors, sports teams and activity members. Because of this, the in-person numbers can spike rather quickly, especially now that more interactions are indoors.
- Why has the district abandoned the reopening plan that was set at the start of the school year? A plan that is put in place and that families used to make their decision to return to in-person learning in the fall, should not be cherry picked later in the year. Who does this decision serve? If it was made for the children of Litchfield, I disagree. I feel it is risking their health for a perceived minute improvement in their education.
- This last thought is more selfish. Selfish for me and my family, but also made with the families of Litchfield in mind. The risk of getting sick by having in-person learning these eight days before our holiday recess is greater. With 2020 being a year where much joy has been taken from us, it would be very sad and disappointing to spend the holidays sick with the Coronavirus. It would also be sad not to spend it with close family, for fear of getting them sick.

Thank you for taking the time to read this email.

Respectfully,

Stacey Leary

Thu, Dec 10, 3:32 PM (4 days ago)

Patrick Keefe

Pardon me, but just as an addendum to my email. Lest we forget, we are down three more custodians in the district and our buildings are NOT being thoroughly cleaned. This is a major safety concern, and it is a clear violation of the Health and Safety MOA that we recently bargained for.

Thank you,

Patrick

On Thu, Dec 10, 2020 at 10:48 AM Patrick Keefe <pkeefe@litchfieldsd.org> wrote:

Good Morning,

In response to this email, and on behalf of the LEA, I just wanted to officially inform you that the LEA does not endorse a plan that has students returning to the building for those 8 days -- December 14-Dec. 23. Rather, we believe it would be wise to err on the side of caution and have students return to the building at a later date after the holidays, preferably on January 19, the day after Martin Luther King Day. This would allow for a "cooling off" period, which had seemed to be an integral part of the District's original reopening plan, but which has seemingly been discarded during the course of this school year. Furthermore, much like the discarded "cooling-off" period, the Harvard Global Health Institute model, which in the Reopening Plan appeared to be the metrics that would inform the District's decision as to which instructional model we would be in -- in-school, hybrid, or remote -- throughout the course of the school year, has mysteriously disappeared.

As you are aware, The LEA and the Litchfield School Board recently bargained on the impacts related to the reopening of our district's schools, and we, the LEA, took it in good faith that the parameters set out in the District's Reopening Plan were to be abided by and would not fall into a state of unmitigated flux. However, while Litchfield has been in the "red" for some duration now, and while we continue to have widespread transmission in our schools, the District has decided to adamantly persist in moving forward with a full-time, in-school plan, even during an interval in which an increase in COVID transmission is evident both locally and nationally. In the Litchfield School District's Reopening Plan, you stated that "safety is our #1 priority." Was this merely rhetoric, or did you mean it? Again, when we conducted our impact bargaining with the District just a short while ago, we took it in good faith that the content embedded in the District's plan was intended as real and authentic, and not just a mere "window dressing." However, as we move forward with this pandemic school year, it has become painfully obvious that there is a great chasm between your words and your actions.

As teachers and staff dedicated to our students and our community, we would like to see the health and safety of all community members -- Litchfield students, families, and staff -- truly made a priority.

Thank you in advance for your attention to this matter.

Patrick Keefe

LEA President

On Wed, Dec 9, 2020 at 1:09 PM Michael Jette <mjette@litchfieldsd.org> wrote:

Good morning, Litchfield Staff!

I am writing with an update on our instructional planning for next week. The district's leadership team, which includes directors and school principals, is committed to providing an in-person educational experience whenever possible. [Research](#) has shown time and again that a highly qualified, trained and effective educator is the most positive influence on student growth and achievement. To that end, our goal is to safely hold eight (8) in-person instructional days between December 14th and 23rd.

We continue to carefully monitor both local and regional COVID-19 cases each morning. Our school leadership teams will be meeting this week to examine school based practices that need refinement given the current case numbers. To do this, we need to take current best practices in preventing the spread of the virus and translate them into specific action steps.

- Current and Key Understandings ~ We know that COVID-19 is mainly an airborne illness. Masks that cover the nose and mouth are effective in preventing spread. Maintaining physical distance from others is effective in preventing spread. Disinfecting high touch surfaces is important in controlling disease transmission, but not as important as germ free air.
- Guiding Questions Based on these Key Understandings ~
 1. What are the best practices we need to implement starting on Monday to be sure everyone remains safe?
 2. What practices were in place before Thanksgiving break that need to be updated to resume safe operations?
 3. What practices in our schools have become routine and require a greater level of commitment by students and staff?
 4. What traditional holiday practices need to be modified or eliminated to ensure student and staff safety?

As a team, we are confident that the Litchfield School District can continue to lead the way with blended synchronous learning. Working together we can identify how to get students and staff back into our buildings and to optimize in-person learning for 8 days before the Holiday Recess. We expect a few additional parents may choose out of concern to remain remote which is helpful to our in-person student counts. Additionally, the number of cases may shift and make continued remote learning for all the safest instructional option for next week. We appreciate everyone pulling in the same direction during this difficult time.

Be Well & Stay Strong!

Mike

Superintendent of Schools

Thu, Dec 10, 2:03 PM (4 days ago)

Kathy McCue

I am writing this letter because, as a paraeducator I am concerned with the decision to have all students return on Monday December 14th.

I am in full agreement that in person education is the best approach for every student, but I also know our teachers are doing an incredible job during this remote time. The numbers in Litchfield are increasing daily. Yesterday, 10 new active cases were added, bringing us to an all-time high of 63 active cases. The active case count is greater than the total number of cases Litchfield has had from March - October, and I do not believe we have seen the full impact of Thanksgiving yet.

As paraeducators it is virtually impossible for any of us to maintain the recommended 6 feet of distance from our students. I am fortunate to work in the Developmentally Delayed program and spend the majority of my day in a special education classroom. Within this setting I am able to maintain 6 feet of distance from all others in the room, *except for my student*. When we do need to be in a regular education classroom, it is not possible for me to support my student and maintain 6 feet of distance from the other students in the class. Program paraeducators face this issue their entire day.

Paraeducators are also asked to cover in other areas of the school when our students are out. I have worked in this school district for 16 years, and I have proven over the years that I'm willing to help when asked, but in today's environment my concerns about exposing myself to other cohorts needs to be heard and taken seriously. I should not be told "I need a body". That is not fair to me, because I am more than just a "body". I need to take into consideration the students I work with on a regular basis, and the family I go home to.

My family is taking this virus very seriously. We have not seen family or friends for 9 long months. We are not going out to restaurants, or anywhere that crowds would gather. I believe that the surveys are asking the wrong questions. The surveys should be asking people if they have gathered in large groups, or with people outside of their home, for extended periods of time, not if they had traveled. For example, I traveled (via car) over the Thanksgiving break to my family home on the Cape with *only* the people I live with. We

drove straight there and quarantined the entire stay, as opposed to many families in town that didn't travel but gathered with people outside of their home.

This is a serious situation that has affected all of us in many ways. I do not envy the decisions you need to make, but I ask that you take another look at this decision. Is it really worth the possibility of spreading this virus further, for 8 days of in person school?

Sincerely,

Kathy McCue

Community Emails to the Board, 12/11 to 12/13

Please Continue Remote Learning on December, 14

Dec 13, 2020, 9:33 AM (1 day ago)

Stephen & Dorothy Beauregard
<scbdab@gmail.com>

Dear Dr. Jette,

Although I no longer have students in the Litchfield school system, I am writing to you as a concerned citizen. I served on the Litchfield School Board for five years, March 2004 - March 2009. I also served on various subcommittees before and after my tenure on the board. We had to make decisions for the education, health, and safety of our students. However, none of those decisions can compare to ones that must be made currently due to the enormity of the situation caused by the Covid-19 pandemic. I strongly urge you to continue remote learning in the district, and not return to in-person learning on Monday, December 14.

I have read the draft Litchfield School Board minutes of the November 18 and December 2 meetings. At the November 18 meeting, you stated the numbers are disturbing with regard to COVID updates. As of today, the numbers are worse. I believe your decision to go remote was the right one at that time. Based on the current situation, remote learning needs to continue. Mrs. Harrison commented that the Board gave the power to the Superintendent to make the decision as he has the data.

Under the school board comments section of the December 2, 2020, draft minutes, Mr. Bourque mentioned that there are many articles that state the best place for students is in front of teachers, live, and the majority of the Board agrees. I would agree that is true, except when it isn't. What do I mean? We are in the midst of a pandemic, one that is sickening and killing millions of people all over the globe. The United States is number one with over 15,000,000 confirmed cases. Cases are increasing everywhere every day at alarming rates. New Hampshire and its neighboring states are experiencing significant increases in their cases. On December 12, the WMUR website reported that the state continues to work on a backlog of positive cases. It also reported that there were 143 new diagnoses in people under the age of 18.

Community transmission of Covid-19 is happening. Also, it is impossible to know how many additional asymptomatic cases are out there if people aren't getting tested. Only one person testing positive impacts many, this has already happened within the district requiring others to get tested and quarantine.

Numbers are not going down, they are going up exponentially. Simply based on current data, although remote learning may not be ideal, it is the best option. Again, for the education, health, and safety of our students, faculty, staff, and community at large, please continue remote learning on December 14. Safety is most important.

As I will not be attending the next Litchfield School Board meeting, I ask that this letter be read aloud during public input and included in the minutes/record of the meeting.

Sincerely,

Dorothy Beauregard

Sat, Dec 12, 4:05 PM (2 days ago)

Teresa Grieco

Litchfield School Board and Superintendent Jette,

I am very disappointed by the decision made to re-open Litchfield Schools for in person learning for the eight days leading up to the holiday break.

According to the Harvard Global Health Institute, we're red. **Red = Remote** according to the reopening plan presented by the superintendent and adopted by the school board. Furthermore, Litchfield currently has 60+ active covid cases here in our town. Community spread is significant and on the rise each day. In the context of the reopening plan and the current data, a decision to fully reopen in person learning for Monday makes no sense. To open our schools under these conditions is irresponsible and will put every single person in the buildings and by extension their families, at significant risk.

I would ask you to please seriously reconsider this decision and be proactive in keeping our children, staff, and community safe through continued remote instruction.

Thank you,

Teresa Beaudet

Sat, Dec 12, 9:50 AM (2 days ago)

Faith E

<faitherdemir@gmail.com>

Good Morning,

As a parent of 3 children in the Litchfield School District, I would like to voice my concerns with the decision to return to school on December 14th, 2020. While I am sure you are receiving many emails similar to mine, I feel it is imperative that I give my own perspective.

While remote learning in the spring was horrendous, our experience this fall has been a complete 180! The teachers and staff have done remarkable jobs making this work, and learning to teach remotely. Many parents and students struggled with remote in the spring, leading us to feel forced into full in-person learning this fall. My decision to elect in-person learning was made based on my high school student needing an IEP and benefiting from in-person learning. However, I had the false hope that as numbers climbed, the schools would transition to hybrid or remote per the reopening plan guidelines. However this has yet to be adhered to!

I fully appreciate that the schools have done a tremendous job at keeping our kids safe while the numbers were low. However, community spread is on the rise, and numbers are drastically climbing. Sending the students back to school for 8 days would be irresponsible given the current Covid climate. With this, the start of sports tryouts and practices lends increased opportunities for exposure and transmission.

As a community, we should be doing everything we can to help slow the spread. I for one, see this horrific virus first hand everyday! As a seasoned Critical Care Nurse and Administrator in an acute care hospital, I have watched the numbers climb, descend, and spike right back up

again. I have watched far too many patients struggle, and succumb to this virus. Those that had no pre-existing conditions, those that thought they were “being safe”, and those that couldn’t help themselves and were exposed by children, grandchildren, and family. I have watched the death rates climb, and even more people “survive” with long term medical problems. I have seen this first hand for the past 9 months, and enough is enough! What we see on TV is not a joke, and further more they do not tell you half of what really happens! We should be doing everything we can to slow the spread and reduce transmission. Now is the time to be keeping our children and staff as safe as possible!!

I for one will be opting to keep my children home for the 8 days. While they will not like this decision, this is what I can do to keep my children and family safe. However, this not be ideal. Their experience will not be that of the past two weeks, as their teachers will struggle to teach in-person and remote synchronously. I am highly disappointed that the district is not following the guidelines that were put out at the start of the school year. I strongly urge the school board to reconsider this decision.

Respectfully,

Faith Erdemir BSN, RN

Sat, Dec 12, 9:22 AM (2 days ago)

Tiffany Mackinnon

Hello! I know we have just completed our official full remote teaching time, and again, this is something else I meant to email about much earlier. Given the Covid statistics in our area, town and schools, it's quite possible we will have to go full remote again before this pandemic is over. For what it's worth, my opinion as both a parent and a teacher is as follows: I think our teachers and staff should have the option to teach remotely from their homes in these situations as well. Like in any other profession, there are people that perform at higher rates than others, but I'd say overall, we have a pretty amazing staff in our schools. As long as a teacher/staff member has the Wifi, etc. to work from home, then I do not think they should be required to teach from their classroom. I think having a choice to teach either from their home or in their classroom is

also fine, but having the option to teach from home gives staff members the options to keep themselves and their families safer and reduces the numbers of people that are in regular contact, thus making our Covid bubbles even smaller.

As you are all probably aware, I taught remotely last spring. I did this in my home while my husband and two children were simultaneously logged on to their work/schools. I performed my little science experiments, recorded stories I read aloud, held zooms, posted work, graded work, met with other teachers via zoom to plan/regroup/etc. and even incubated and hatched some baby chicks so our first graders could still have some semblance of the usual life cycle activity that would've normally taken place in their classrooms (and I am proud to say that 4 out of our 5 fertilized eggs hatched into healthy, adorable baby chicks). If anything, my work day was even longer because with a zero commute, my work was always right there and it was easy to check "one more time" to see if any other students had posted any work/asked any questions. I also offered regular zoom times as well as off hours ones to help families working non-traditional school hour days. I would not have been able to perform my remote teaching any better if I had been in my classroom (not saying that I would have been worse there either - I am just saying the location made no difference).

In my current school, we have dedicated zoom links for our classes should we go remote and our administrators have those links. (Our current remote students have dedicated remote teachers - we are not using the hybrid method in most cases like Litchfield is.) Just like in our physical rooms, they are welcome to pop in and observe/join our classes at any time. I think all schools have worked very hard to improve the remote learning experience from the experience of last spring. If a staff member is having difficulty doing their job remotely, then obviously that should be dealt with on a case by case basis, but overall, I think it would be great to show the staff they are trusted and supported by letting them choose. I'm sure there are many that would choose either method, or perhaps even a little mixture of both.

I know there are no easy answers right now and I do not envy you the choices you need to make. There is no way to please everyone and the dedication everyone has given to their positions is obvious and appreciated. Thank you for your time, your effort, your work and your caring.

Sincerely,

Tiffeny Mackinnon

Sat, Dec 12, 8:00 AM (2 days ago)

sarah rotast
<sarahrotast@gmail.com>

I'm writing to strongly encourage Dr. Jette and the school board to consider closing the school until our covid risk level is in back down to yellow or lower according to the reopening plan you have put in place. I'm a strong advocate for in person learning you can look back and see my emails to you about reopening for in person last summer. However at this time statistics and community covid numbers do not support the safe opening of the schools. I understand this can put many parents and children in a difficult situation as to figuring out child care and emotional health, however should a positive covid occur in their classroom they will be faced with the same issues. It's concerning to read your emails about positive staff and staff under quarantine-especially during a time frame when children are not in school. What will occur once the students are back in the classroom? How are you prepared to deal with staff absences? Please consider the input from the LEA as well, they are in the front lines during this pandemic.

Respectfully

Sarah Rotast



Sat, Dec 12, 7:16 AM (2 days ago)

Nancy Rothe
<nancyerothe@yahoo.com>

Hi There,

In regards to the reopening of schools on Monday, I wanted to reach out and share my thoughts.

The cases in NH continue to be quite high with more hospitalizations and deaths. Several districts have opted for remote learning continuing through Jan. 19th. This was considered in Litchfield and I wonder why this previously planned for option is not happening?

For 8 days of instruction, teachers, students and the community will be put in harms ways. The DHHS has clearly articulated the community spread of the disease.

Litchfield did an amazing job with the opening of schools. However, the decision to return to in person instruction at this time, for 8 days, is not in the best interest of our community.

Please reconsider.

Thank you,

Nancy Rothe

Fri, Dec 11, 5:44 PM (3 days ago)

Jessica Philbrick

December 11, 2020

Mr. Jette,

I am writing to you as a concerned parent and community member of Litchfield. I recently heard that the plan to go back to full in person learning is still scheduled to move forward on Monday, December 14th, 2020. I have to tell you how shocked I am to hear this news. It seems very reckless and foolish to risk the safety and well-being of the children of Litchfield, not to mention the teachers, aides, maintenance staff, kitchen staff, administrative assistants, parents, grandparents and everyone they come into contact with. All of this risk for a week and a half of school? I do not understand the decision to bring everybody back into the school for such a short time. Bringing them back into the school just long enough to infect one another and continue the spread seems like a catastrophe that can and should be avoided.

Overall in Litchfield, we have kept this virus pretty well contained, but as you can see our numbers are rising and it will only get worse. This winter season is predicted to be the most dangerous virus season we have ever had in our lifetime. Why is such a risk being taken? I understand you have mostly heard from parents who are in favor of in person schooling, however I fell it was time you heard from a remote student and parent who have figured out a way to make it work while keeping everyone around us safe.

Being a very infrequent visitor to the Litchfield NH Facebook pages, all I have seen in the past few months is complaints from parents who need to get back to work, need to get their children out of the house, how hard remote learning is, how sick they are of hearing their kid complain about school or how much more work it is for them....not for the student mind you, but for the parent. Is remote hard?

Yes! Is it a lot of work for both the student and parent? Yes , absolutely, but it is definitely worth it. We are so close to the end of the worst. They have already started administering the vaccines in the U.K. so it won't be long before it is approved and ready for distribution to the U.S.. Granted the vaccines may not work and we will be heading towards herd immunity instead, but that will be a discussion for next year, for now hope is there that this may all be over sooner rather than later, so again I ask why risk it when we are so close?

My son has been remote since the start of the school season , we made this decision together because it was the best decision for our family. Everyone made their decision for their own reasons and I have not said a word about our decision or our reasons to anybody. I have not written any letters or made any public comments regarding the Schools decision to re-open versus hybrid versus remote. Everyone is free to make their own choice. With that being said, I felt obligated to write a letter this time because it seems like a very risky move to put our entire community at risk for such a short period of in person learning. My son has done very well learning remote and that is mostly due to your dedicated teachers, teachers who should not have to add risking their health just to teach in person, when remote is working and it's only adding one additional week of remote. It's not for months, it is for just over a week. But that one week of in person time can be the cause of someone's very long hospital stay or even death. **Is it worth it?**

I have one child at the middle school and one child at the high school. One is a student and one is a teacher. I have seen both of my children dedicate themselves to the Litchfield School District and give everything they have, to absorb, learn and teach. They should not have to risk their health any further.

It's one thing if it's the spring and summer where most can be outside, but during the height of cold and flu season, I think re-consideration should be had for this small block of time. I think in this instance we should borrow a page from the Londonderry school district's book and postpone all in person learning to the middle of January to help slow the spread. To make sure everyone feels and remains safe. Not doing so will result in many more people getting sick, passing that sickness onto their loved ones and (I feel) will result in the schools being closed down again just like last year.

Thank you for taking the time to read this and for taking into consideration that most of us, if not all, think the Litchfield Schools have always had the best interest of the children and the community in mind when making their decisions and for the most part I have always gone with whatever the school decides, however this time I needed to express my concern regarding the re-opening of the schools on Monday.

Please feel free to reach out to me to discuss further.

Sincerely,

Jessica Philbrick 8 Center St Litchfield, NH 603-417-1155

LITCHFIELD SCHOOL DISTRICT

POLICY NUMBER: **BHC**
(Also GBD)

APPROVED: **June 23, 2004**

Page 1 of 1

BOARD-EMPLOYEE COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the employees. The basic line of communication will, however, be through the Superintendent of Schools.

Staff Communications to the Board

All communications or reports to the Board or any Board committee from principals, supervisors, teachers, or other employee members shall be submitted through the Superintendent.

Board Communications to Staff

All official communications, policies and directives of employee interest and concern will be communicated to employee members through the Superintendent, and the Superintendent will employ all such media as are appropriate to keep employees fully informed of the Board's actions and concerns.

Visits to Schools

Individual Board members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of the Superintendent and Principals.

Social Interaction

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues and innovations and general District problems. However, employees are reminded that individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Therefore, discussions of personalities or personnel grievances by either party will be considered unethical conduct.

Approval: 2nd Reading June 23, 2004

Revised: 1st Reading June 2, 2004

Approval: Original Undated

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

Draft Minutes for December 2, 2020

Location: Litchfield Town Hall

In attendance: Brian Bourque, Chair
Christina Harrison, Vice Chair (remote from home)
Elizabeth MacDonald, Board Member
Robert Meyers, Board Member
Tara Hershberger, Board Member
Dr. Michael Jette, Superintendent
Cory Izbicki, Business Administrator (remote from home)
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, all public input (community forum) will require advance registration. Timed slots will be provided for public input at the beginning of each meeting. **To Register for Community Forum/Public Input, [please click here.](#)***

Face masks are required to be worn in the building at all times. Community members and members of the public who wish to speak and have registered in advance must observe pandemic guidelines at all times. Correspondence may be sent via email to members of the School Board at schoolboard@litchfieldsd.org.

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

I. PUBLIC SESSION

5:00 p.m.

A. Call to Order

Mr. Bourque called the meeting to order at 5:03 p.m.

B. Pledge of Allegiance

C. Review & Revision of Agenda

Mr. Bourque indicated the agenda will be revised to reflect that the CHS Social Studies Presentation will be postponed as the CHS Principal will not be in attendance this evening.

D. Community Forum

There was no public input.

E. Summary of Non-Public Actions from November 10, 2020: No non-public actions were taken.

Summary of Non-Public Actions from November 18, 2020:

Mr. Meyers made a motion to approve the non-public minutes of November 4 and November 5, 2020. Mr. Bourque seconded. The motion carried 5-0-0.

F. Presentations and Recognitions

● **CHS Social Studies Programs**

The presentation was postponed.

G. Correspondence

Mrs. Harrison reported that a few emails were received after the November 18 meeting in which parents asked for the district to keep the students in school after the Thanksgiving break: Cynthia Caliri and Stephanie Silver. She indicated that an email was received from Amanda Bartley requesting a cooling off period for students and staff.

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)

H. Comments:

- **Superintendent's Comments**

- **Eversource Update**

Dr. Jette reported that a notice was sent to residents Friday after Thanksgiving regarding a planned outage for December 7, which begins in the vicinity of GMS and up through the north part of Town. Eversource will turn off power at 8:00 am and switch over to a generator; power will come back on around 9:00 am, but it could be out until 10 am. Power will be supplied by a generator for the day and will be relocated to a new pole. The power will go off once more at 3:00 pm while they re-energize the circuits off the line. Dr. Jette indicated students in those areas and at GMS will be impacted; however, we have planned for the outage for the day and will take advantage of the down time (hour) for staff to complete their ALICE recertification.

Mr. Bourque asked if GMS students can be brought to CHS. Dr. Jette indicated that was discussed, but it was felt that the GMS staff is not familiar with CHS. He noted we will use this as a remote day (what a snow day would look like), which will give us a chance to see how it works in a remote environment. He commented he will communicate the information to parents tomorrow.

- **Enrollment Update**

Dr. Jette reported there were 1,215 students in the district at the end of November.

- **School Board Comments**

Mrs. MacDonald read a prepared statement, in which she stated she has enjoyed serving on the School Board and considers herself to be a representative of many in the Town. Each School Board member brings a unique perspective to the Board. She expressed that she was deeply hurt by comments made on Facebook about her views regarding re-assessments and competencies. She stated she supports re-assessments, but she does not agree with unweighted competencies. With regard to reopening schools, she stands by the decision made for the in-person model this fall. She believes we were fortunate to have 50 full days of school.

Mr. Bourque thanked educators, staff and parents for the quick turnaround to remote learning. He indicated that the Board had a discussion about the situation at the last meeting, but had a significant decrease in staffing two days later and had to move to remote learning. He noted that the Board is hopeful to have the students back in school by December 14. Mr. Bourque mentioned that there are many articles that state the best place for students is in front of teachers, live, and the majority of the Board agrees.

II. GENERAL BUSINESS

A. Public Minutes:

- **November 10, 2020**
- **November 18, 2020**

Mr. Meyers made a motion to approve the public minutes of November 10 and November 18, 2020. Mrs. Hershberger seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

III. REPORTS

A. CHS Principals Report

Principal Lonergan's report was provided to the Board. Principal Lonergan was not in attendance.

B. Business Administrator's Update

- **Balances of Trust Funds**

Mr. Izbicki reported that the trust fund report reflects that the \$660,000 fiscal disparity has been split in two deposits to stabilize cash flow. He noted that the \$70,000 from the warrant article to establish a Capital Improvement Expendable Trust Fund was deposited in the Facilities Maintenance Capital Reserve Fund. He indicated Mrs. Flynn reached out to Mr. Poulos, Trustee of the Trust Funds, to reallocate those funds. Currently, there is \$1,018,192 in those two accounts.

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)

- **2021 Draft Warrant Articles**

Mr. Izbicki indicated the district is preparing a warrant article to request adding technology integrators in the district. He noted we are working with legal counsel on the wording as there are multiple positions.

Dr. Jette explained he is concerned about requesting all three positions in one article. He indicated that he reached out to legal counsel for language to ladder the articles without losing one or two of the positions. He mentioned that an article will be drafted to request \$100,000 for capital reserve (annually), which is listed in the adopted Capital Plan.

C. Committee Reports

- **Budget Committee**

Mr. Bourque reported the Budget Committee went through the FY22 Operations budgets and asked questions. He noted they will be voting on the budget tomorrow night. He indicated Committee members stated that having a hard copy of the proposed budget during the School Board budget review sessions would have helped them.

Dr. Jette indicated the budgets were available online. He noted we decided not to print out copies because of all the changes that were being made.

Mr. Bourque suggested having chromebooks on hand for the Committee members next year.

Dr. Jette indicated that he kept a record of their questions, for which Mr. Izbicki will provide responses. He noted one question was about the amount of money spent on CTE and if that can be reduced to educate those students internally. Dr. Jette responded to the Committee member that by sending as many students as you can you are leveraging federal dollars to expand their education and it would be more costly providing that education in the district. He noted from a dollars and sense perspective, students are getting hands on personalized curriculum for a fraction of what most schools can do in district.

- **Facilities Improvement Committee**

- **School Tours**

Brian - the committee went to Hollis to visit elementary schools and Montessori school - anticipation of project we would like to do at LMS - upgrade HVAC, electric, cost effective renovation - the schools visited the energy advisors had done work on to make the schools much more energy efficient - talked about solar and air to air heat pumps and the cost savings that are ROI -

- **OPR (Owner's Project Requirements)**

Mr. Bourque reported that the Facilities Improvement Committee reviewed the OPR with Dave Ely and Dick Henry this afternoon. He asked Board members to read the OPR as it is a footprint for what we want to do at LMS. He indicated repairs are needed, as is the need to make the building energy efficient to save costs going forward. Mr. Bourque mentioned that upgrading the HVAC for all schools is in the Capital Plan. He commented studies would have to go on the warrant for 2021 with work to follow the next year.

Dr. Jette mentioned that there are rebates from energy companies the district can take advantage of, as well as municipal leasing, which is less costly than bonding.

- **LMS Canopy Project**

Dr. Jette reported the LMS canopy project is almost completed. He indicated the concrete work is done, asphalt is completed, the canopy is completed and the window for the front office has arrived to be installed. He noted there will be a flagpole in the center of the new entryway.

Mrs. MacDonald asked how the fifth grade students will enter and exit the building.

Dr. Jette indicated they will go through the new entryway, which will involve staff buzzing them in. He noted there will be no entrance through the side doors as those will be for exit only.

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Mr. Bourque asked about planning for a new marquee.

Dr. Jette indicated there is money in the budget for a new letter board, but it is not known where it will be located. He commented the district is focused on completing the project and delivering the completion documentation to the State in order for them to release the grant funds. He noted that he envisions the marquee in a better location that is more visible to the community. Dr. Jette mentioned that the district received a reminder on December 1 about the grant deadline that also included all the projects for which districts applied. He commented that he was surprised at the amount of funding that districts did not take advantage of.

Mr. Bourque asked if there will be a second round of funding. Dr. Jette indicated that he reached out to the State with that question and their response was not to count on it.

- **CHS Propane Issue**

Dr. Jette reported that propane tanks went empty on Monday morning at CHS and a gas smell entered the building, which was evacuated. The Fire Department cleared the building and employees were allowed to re-enter. He mentioned the last fill was in May and at that time, the delivery status went to a “will call” delivery basis due to the COVID shutdown. The deliveries should have been switched back to automatic and because of a miscommunication, the tanks went empty.

Mr. Izbicki indicated that Mr. Ross contacted Amerigas to return to automatic fill in September, but it was never updated in their system.

IV. OLD BUSINESS

A. Coronavirus Review and Update

- **Current Situation Update**

Dr. Jette commented that the uptick of cases in our schools was eye opening and he had no choice but to shut down the buildings and go remote. He reported that there are 8 staff members across the district that have tested positive for COVID-19 and have been working from home (without taking sick leave), which are not travel related; 26 additional staff members are quarantined; custodial staff was significantly impacted; 4 teachers are working from home with pending test results and are on FFCRA leave; 7 staff members are working from home (child care needs); 20 staff members brought their children into work (per MOA); and 27 staff members on leave of absence. Dr. Jette expressed concern regarding what is yet to come. He believes the 8 days of in-person learning prior to the holiday break are critical at this point.

Mrs. MacDonald asked if the Cares Act expires December 31.

Dr. Jette indicated Congress has not extended the time because they see a vaccine on the horizon. Mr. Bourque commented that it is unknown if the vaccine will be available then.

Dr. Jette was hopeful of reopening the school buildings on December 14. He commented that he has shifted his thinking after reopening schools this fall.

Mr. Bourque commented that he hopes there are no new cases between December 3 and December 14.

Dr. Jette indicated that is the timeframe that allows us to recover. He noted some staff are coming off quarantine this week. He mentioned WMUR has map data (known as the fire map) showing a spiral of movement from colleges around the country and it is uncertain if that will lead to an uptick over the next week. He reported that he and Ms. Widman worked with two Principals to get Google Classrooms up and are monitoring them. He noted Principals are doing physical walk arounds in their buildings.

Mr. Bourque commented that remote learning now is structured much better than it was in the Spring and the delivery of material has improved.

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V. MANIFEST

The manifest was circulated and signed by the Board.

VI. 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 6:15 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

VII. RETURN TO PUBLIC SESSION

Upon a motion made by Mr. Bourque, the Board returned to public session at 6:50 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.

VIII. ADJOURN

Mrs. MacDonald made a motion to adjourn the meeting at 6:51 p.m. Mrs. Hershberger seconded. The motion carried 5-0-0.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board

Curriculum, Instruction and Assessment Update

December 16, 2020

Professional Learning:

- The committee met 12/10 to discuss current needs of each building in terms of professional development and how to best meet those needs.
 - PowerSchool
 - Building based trainings in January
 - Tech tools for paras
 - Members will collect specific data at the building level for the January meeting.

Grading and Reporting:

- Committee met in November. Our main goal was to sort through all of the questions that had come up and create a plan for moving forward.
- Report card templates are being looked at in each building.
- We are continuing to discuss competency grades vs. weighted points.
- Each building was tasked with creating an elevator speech on what is competency based grading.
 - These will be looked at in the next meeting to see if we are able to come to one common message.

PERC:

- The committee has not met formally but has done quite a bit of work remotely.
- We are bringing forward 5 courses and a name change tonight.

Assessment and Data:

- Fall Assessments took place in October to make up for Spring 2020
 - 4-8 took NHSAS ELA and Math Interim assessments
 - 9-11 took PSAT
 - 12 took SAT
- This data is being used to identify and mitigate gaps in learning due to our remote period in the Spring.

*Respectfully Submitted by Mary Widman
Director of Curriculum, Instruction and Assessment*

Proposed Course Name: AP Physics 1

Department: Science

Grade level: 11 and 12

Yearlong or Semester: Yearlong

Course Description

Learn about the foundational principles of physics as you explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. You'll do hands-on laboratory work to investigate phenomena.

Rationale for adding this course

Students who take AP Physics 1 build on concepts learned in Honors Physics. This provides them additional preparation for college level physics. It also allows students to gain exposure to Physics concepts they did not learn in Honors Physics - giving them a larger breadth of Physics knowledge.

Budgetary impacts

The costs below are for a class size of 10

- textbook + integrated online learning access tool (Sapling Plus): **\$1,753.9**
(\$175.39/book)
 - [College Physics for the AP® Physics 1 Course](#) + Sapling Plus
- Lab books:
 - Advanced [Physics with Vernier - Mechanics](#): \$40
 - [Advanced Physics with Vernier - Beyond Mechanics](#): \$40
- Lab Supplies:
 - [Motion Detector](#) (x1): \$89
 - [Motion Detector Bracket](#) (x1): \$11
 - [Low-g Accelerometer](#) (x1): \$89
 - [Dynamics Cart and Track System](#) (x3): \$885 total for all 3
 - [Bumper and Launcher kit](#) (x3): \$267 total for all 3
 - [Cart Picket Fence](#) (x6): \$36 total for all 6
 - [Springs Set](#) (x1): \$18

- [Friction Pad](#) (x3): \$96
- [Rotational Motion Accessory Kit](#) (x1): \$112
- [Vernier Circuit Board 2](#) (x2): \$258 total for 2
- [Vernier Projectile Launcher](#) (x1): \$389
- **Total for lab books and equipment, for a class of 10: \$2,330**
- **Total for textbooks + Lab books + lab equipment: \$4,083.90**

CYBERLITERACY

Why do we need this course?

The academic discipline of computer science continues to expand daily. Our programming and visual communications courses continue to grow. This course would appeal to the student who has an interest in computer science and cyber security technology & issues in a global society. As an entry level course, it would be open and accessible to all students.

Budgetary impact for Cyber Literacy:

Based on a class of 24 students and each group of two would need a cyber bot:

12 Cyberbots @ \$219

12 Kits for the Cyberbots to be used with the Cyber Literacy curriculum @ \$59

Total Budgetary Impact: \$3336.00 plus shipping

I. Course Description

- A. Cyber Literacy is a hands-on curriculum that builds a strong cyber foundation for high school students. The course introduces students to cyber by blending electricity, programming, robotics, and elements of liberal arts. Students learn about the opportunities, threats, responsibilities, and legal constraints associated with operating in cyberspace. Throughout the course, students learn the basics of electricity, programming, and networking as well as develop critical thinking skills. Cyber Literacy lays a foundation for further exploration into STEM and cyber-related topics.

II. Syllabus

A. Electricity

1. Students will gain a basic understanding of electricity and the flow of electricity and how it relates to their daily lives.
2. Students will learn about Ohm's and Kirchhoff's laws and develop an understanding of conservation of energy and closed vs. open loop systems.
3. Various labs will explore the construction of holiday lights, homemade batteries, and electromagnets.

B. BASIC Programming

1. Students will learn the history and basics of computer programming. This includes the use of common English keywords to accomplish tasks.
2. Students will learn to create flow charts as a visual element of computer programming.
3. Labs will include the construction of simple programs on student laptops using goto statements, loops, and variables.

C. The Boe-Bot®

1. The main component of the Cyber course is the Parallax® Boe-Bot®. Students will begin by identifying the basic Boe-Bot® parts and components and will be introduced to basic Boe-Bot® maneuvers.
2. Students will then look at some of the introductory components of the Boe-Bot® platform including visible and non-visible light and tactile tools, advanced programming loops and tools, and subroutines.
3. Throughout the Boe-Bot® component of the course, students will be encouraged to move away from wiring diagrams and toward using only schematic drawings. They will learn to incorporate the three views to show an operation: program, flow chart, and schematic.

D. Humanities/Liberal Arts

1. The humanities component runs throughout the Cyber Literacy program. It is intended to be an overarching principle that guides student use of computers and the internet as well as governing their behavior in cyber space.
2. Students will begin with an introduction to cyberspace and what it means to be a cyber-citizen. They will learn how to apply liberal arts in cyber and prepare cyber-related current events research and discussion projects.
3. The second part will include discussions on malware vs. hacking, cyber security and cyber bullying. The introductory elements of cryptography will also be examined.
4. Finally, students will conduct research and construct arguments to debate pro and con points on relevant cyber topics and wrap up the year with an *I, Robot* reading and analysis project.

Proposed Course Name: Cyber Security Fundamentals and Technology

Department: Computer Science / ICT

Grade level: 10-12 One Semester

Honors and Potential Dual Enrollment Course

Course Description: This course will look at the fundamentals of cybersecurity and what goes on behind the scenes using various applications of technology. There will be various programming environments for students to simulate cybersecurity threats and how to mitigate cyber attacks. Students will be introduced to the major domains of cybersecurity: Security and Risk Management, Asset Security, Security Engineering, Communications and Network Security, Identity and Access Management, Security Assessment and Testing, Security Operations, Software Development Security. At the conclusion of this course students will understand their role in cyber space as a student and in their personal and professional lives.

Rationale for adding this course

Why do we need this course?

- The academic discipline of computer science continues to expand daily. Our programming and visual communications courses continue to grow. This course would appeal to the student who has an interest in computer science and cyber security technology & issues in a global society

What impact will it have on our students and our school community?

- Students will be to add this course to their computer science track and begin to accrue college credits through the New Hampshire Running Start program
- This course will help to fulfill the new computer science minimum requirement that New Hampshire high schools are expected to offer their students.

Budgetary impacts List any costs associated with this course that the building or district will have to account for.

- The only costs would be for Staff Development for additional resources to enhance this course. Codehs and the Pathfinders Winter Institute have workshops on this course.

Cyber Security Fundamentals and Technology

Unit 1: Cyber Security Fundamentals

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ● Students will communicate and interact with others using a variety of tools and digital environments. ● Students will demonstrate social, ethical, and legal responsibility when using digital tools and apply digital tools and strategies to gather, evaluate, and utilize information. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> ● 3A-NI-05 Give examples to illustrate how sensitive data can be affected by malware and other attacks.. ● 3A-NI-07 Compare various security measures, considering tradeoffs between usability and security of a computing system. ● 3B-NI-04 Compare ways software developers protect devices and information from unauthorized access. ● 3A-IC-28 Explain the beneficial and harmful effects that intellectual property laws can have on innovation. 	Transfer	
	<i>Students will be able to independently use their learning to identify and apply specific cyber security domains into their personal lives and future careers.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS (3-5 total) <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● cybersecurity fundamentals plays a role in each of our personal and professional lives. ● various tools can be used to create a safe digital footprint ● awareness and educational promotions are effective to be a positive member in our global society. 	<p>ESSENTIAL QUESTIONS (1-2 total)</p> <ul style="list-style-type: none"> ● What is my relationship between cybersecurity fundamentals and my interaction with technology ? ● Why should I care about cybersecurity?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Identify major sources of security threats ● Be familiar with tools for instruction preventions such as firewalls ● Detect most current intrusion attempts ● Be able to install and implement common security tools ● Design a network for a small to medium organization with security concerns in mind ● Manage an office system with security focus <p><u>vocabulary:</u> Cryptography, incident response, threats, attacks, controls and policies</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describe basic security principles such as threats, attacks, controls, and policies. ● Explain what a social engineering-based attack is. ● Explain network attacks such as sniffing, spoofing, and denial of service. ● Describe prominent forms of malware attacks and symptoms of malware infection. ● Operate antivirus software to protect a computer and remediate against malware infection. ● Use secure computing practices to protect against malware infection. ● Explain encryption and secure hashing techniques. ● Describe how access control is done in Windows and Linux operating systems. 	

		<ul style="list-style-type: none"> • Describe how authentication is done in computing systems. • Explain what incident response is and how it is performed. • working with others • managing time and themselves
Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> • RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 		<ul style="list-style-type: none"> • Implement Innovations • Create Media Products • Think Creatively • Use Systems Thinking • Make Judgments and Decisions

Cyber Security Fundamentals and Technology

Unit 2: Cyber Security Technology

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 develop an authentic project using available digital tools. Develop an authentic project using available digital tools. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> 3A-DA-11 Create interactive data visualizations using software tools to help others better understand real-world phenomena. 3A-AP-13 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests. 3A-AP-16 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. 3A-IC-29 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users. 	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to develop artifacts that identify and solve cyber security threats and attacks.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS (3-5 total) <i>Students will understand that...</i></p> <ul style="list-style-type: none"> simulations can mitigate cyber attacks. documentation and applying best practices are key for preventing cyber attacks identifying vulnerabilities and have the frameworks to write a security assessment report 	<p>ESSENTIAL QUESTIONS (1-2 total)</p> <ul style="list-style-type: none"> What is the role of encryption in preventing cyber attacks? How will Cyber Security careers impact the freedom of our country?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> inside Web Applications. developer tools. Clients, Servers, Databases Common Security Problems SQL Injection Internet Hardware Internet Addresses Domain Name System (DNS) Routing Packets and Protocols The Internet and Cybersecurity Impact of the Internet Network Hacks Securing a Network <p><u>vocabulary:</u> Internet Protocol (IP), bandwidth, bitrate, latency and XSS.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> HTML JavaScript SQL Google’s privacy policy. encryption the Enigma hash functions data security controls designing and developing computational artifacts working in team roles using collaborative tools. documenting design decisions using text, graphics, presentations, and/or demonstrations. communicating effectively working with others managing time and self 	
Content Area Literacy Standards	21st Century Skills	
<ul style="list-style-type: none"> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 	<ul style="list-style-type: none"> Implement Innovations 	

- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- ***Create Media Products***
- ***Think Creatively***
- ***Use Systems Thinking***
- ***Make Judgments and Decisions***

This document is to serve as the rationale for changing the name of Lifetime fitness to Functional Training in the Curriculum. Below are the reasons, the CHS physical education department is asking for the name change:

- Align name with common terminology used around daily training.
- The curriculum will be the exact written curriculum, just the name will be changing if approved.

Proposed Course Name: Piano II

Department: Performing Arts

Grade level: 10 - 12

Yearlong or Semester: Semester

Course Description

This course is designed for students who wish to further develop piano skills. Students will learn to: read and play in various key signatures, time signatures, both major and minor scales, triads, and inversions. Students will play with both hands simultaneously. Each student will have the opportunity to further develop skills, compose, perform, and record music.

Prerequisite: Introduction to Piano/Piano I with a grade of C or higher and/or permission of instructor.

Rationale for adding this course

This course will be in addition to the Introduction to Piano Course (the name of which will be changed to "Piano I" if Piano II is approved. With three sections of Introduction to Piano being run in the first year of the course, a Piano II class would allow students to expand on the information learned in the first piano class. This will allow students to continue to pursue the skill of learning a musical instrument who may not have been interested in guitar or band instruments.

Budgetary impacts

Bastien "Piano for Adults" textbook: 20 @ \$15.95 - \$319.00 total

Piano II

Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ● Students will recall, build upon, and notate basic to advanced music notes and their values. ● Students will recall and utilize treble and bass clef notes. ● Students will perform/share pre-written piano compositions with increasing difficulty. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> ● Read ● Create ● Present ● Respond 	Transfer	
	<p><i>Students will be able to independently use their learning to apply music theory rules and strategies to perform/share piano compositions.</i></p> <p><i>Students will be able to independently use their learning to accept and apply appropriate educator and peer feedback to their performance.</i></p>	
	Meaning	
	<table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Music is a language comprised of symbols. ● Constructive feedback is part of the process to enhance the overall product. </td> <td> <p>ESSENTIAL QUESTIONS (1-2 total)</p> <ul style="list-style-type: none"> ● How different combinations of musical notes sound? ● What is pleasing to my ear or the audience's ear? ● How can my emotions affect the music I perform? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Music is a language comprised of symbols. ● Constructive feedback is part of the process to enhance the overall product.
<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Music is a language comprised of symbols. ● Constructive feedback is part of the process to enhance the overall product. 	<p>ESSENTIAL QUESTIONS (1-2 total)</p> <ul style="list-style-type: none"> ● How different combinations of musical notes sound? ● What is pleasing to my ear or the audience's ear? ● How can my emotions affect the music I perform? 	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>Each musical notation has a specific meaning.</i> ● <i>Each note and rest has a specific value.</i> ● <i>Each note on the grand staff has a specific sound.</i> ● <i>Each note on the grand staff has a specific location on the piano.</i> <p><u>vocabulary:</u> notation, rest, grand staff, additional musical terms</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● <i>Recall musical note names on the grand staff correctly.</i> ● <i>Understand the value of each note, rest or notation.</i> ● <i>Recall the correct location of each note from the grand staff on the piano.</i> 	
Content Area Literacy Standards	21st Century Skills	
<ul style="list-style-type: none"> ● Anchor Standard for Writing [CCSS.ELA-LITERACY.CCRA.W.10] states that students should, "Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences." ● Anchor Standard for Reading [CCSS.ELA-LITERACY.CCRA.R.1] states that students should, "Read closely to determine what the text says explicitly and to make logical inferences from it." 	<ul style="list-style-type: none"> ● Communication ● Collaboration ● Creativity ● Innovation 	

- | | |
|--|--|
| <ul style="list-style-type: none">• Reading Standard [CCSS.ELA-LITERACY.CCRA.R.10] states, “Read and comprehend complex literary and informational text independently and proficiently.” | |
|--|--|

Proposed Course Name: World War II

Department: Social Studies

Grade level: 11/12

Yearlong or Semester: Semester

Course Description

This course follows the battles, people, countries, policies, and events of World War II across the globe. This course will open by covering the political, cultural, economic, and diplomatic factors that led to the war. Students will then follow the course of the conflict across all theaters. Finally, we will explore the devastating aftermath of the conflict and the effects it still leaves on our world today.

Rationale for adding this course

World War II is a highly diverse topic that can be studied in many different ways. The topic lends itself to student-driven learning and personalization. There has been no other conflict that has had more of an impact on contemporary society and world history than the Second World War. It is a high-interest topic among many students. Additionally, the wealth of sources across all media types will easily allow students to develop their comprehension, analysis, and evaluation skills as they research the conflict.

Budgetary impacts

None

World War II: Road to War

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> ● Apply inquiry processes to support conclusions in the social sciences. ● Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. ● Analyze the social, political, and economic factors of historical periods. ● Demonstrate conceptual understanding of essential topics in the social sciences. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> ● D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. ● D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. ● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. ● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 	Transfer	
	<p><i>Students will be able to independently use their learning to draw connections between cause and effect in a historical context.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS (3-5 total) <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Ideology can be a powerful force both to unify and to cause conflict. ● Democratic institutions and norms are not immune to authoritarian tendencies. ● Regional conflicts can quickly escalate into global conflicts. 	<p>ESSENTIAL QUESTIONS (1-2 total)</p> <ul style="list-style-type: none"> ● What are the signs of a slide towards authoritarianism? ● How should world leaders react to aggressive actions from other nations?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That the Nazi takeover of Germany and Fascist takeover of Italy was largely a result of various social, political, economic, and diplomatic factors. ● That much of Europe was trending towards political radicalism in the decades between WWI and WWII. ● That the Soviet Union and Nazi Germany competed for influence in Eastern Europe. ● That the Western Powers followed a policy of appeasement when dealing with aggressive nations. ● That the Nazis enacted laws and policies restricting the rights of many groups, including Jewish people. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Evaluating the influences of decisions and decision making. ● Evaluating cause and effect relationships ● Evaluating the impact of historical context. ● Analyzing change and continuity over time. ● Using questioning techniques to assess change, continuity, and context.

<ul style="list-style-type: none"> ● D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. 	<ul style="list-style-type: none"> ● That the influence of nationalism and the military in Japan drove its aggressive foreign policy. <p><i><u>vocabulary:</u> Fascism, Nazism, Anti-Semitism, communism, Benito Mussolini, Adolf Hitler, Josef Stalin, Franklin Roosevelt, Hirohito, the Munich Agreement, non-aggression pact, Anschluss</i></p>	
<p>Content Area Literacy Standards</p>		<p>21st Century Skills</p>
<ul style="list-style-type: none"> ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Draw evidence from informational texts to support analysis, reflection, and research. 		<ul style="list-style-type: none"> ● <i>analyzing and evaluating alternative points of view</i> ● <i>articulating thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and content.</i> ● <i>demonstrate an ability to work effectively and respectfully with diverse teams.</i>



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*

December 14, 2020

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

From: Cory Izbicki, Business Administrator

Subject: BA Operational Update for December 16 School Board Meeting

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.

LMS Canopy:

- Due to shipping delays with Fedex, the Ceiling unit was not received until Monday December 14th.
 - MetroWalls (the subcontracted installer) sent one of their own people to New York to pick up the materials.
- With this being said, the Ceiling Unit and electrical work are on schedule for installation and completion Tuesday December 15th.
- This will put the project in the status of substantially completed in terms of the purpose and functionality of the project. First and foremost being the safety and security of the middle school staff and students.
 - SolidRoots will submit "final" requisition for payment no later than the morning of Wednesday December 16th for inclusion in the December 17th check run.
 - The School Board members and Superintendent will have to sign the Affidavit, which will then have to be notarized and included with the Grant Application for Reimbursement.
 - After issuance of the check to Solid Roots Construction, I will compile the supporting documentation and submit the application to the State for reimbursement of \$100,000 towards the project. The application will be submitted by the end of this week.
- There will remain some aesthetic punch list items, that do not impact our ability to request reimbursement:
 - Retiling of the main lobby;
 - Plumbing new functionality to the main lobby heating system; and
 - Landscaping (Solid Roots is committed to returning in the spring to complete the site work).

FY22 Budget:

- The following information is provided with this report, updated subsequent to the 12/10/2020 BC Meeting:
 - Summary of Activity to Date;
 - FY21 Approved vs FY22 Budget Committee vs FY22 Default;
 - Budget Summary by Department;
 - FY22 (Calendar Year 2021) Estimated Tax Rate; and
 - Summary of Budget Committee Motions / Actions.
- I will be speaking to and summarizing these documents during the meeting. Please do not hesitate to reach out with any questions you may have.

Respectfully Submitted,

Cory Izbicki
Business Administrator

Summary of FY22 Budget Activity: 10/19/2020 through 11/5/2020

FY22 Requested Budget (As Presented to SAU week of 10/19):									
Salaries and Benefits (Objects 100-260)								\$18,605,508	
Operational (Objects 270-999)								\$ 4,755,667	
								\$	23,361,175

Superintendent & Business Administrator Review (Week of 10/19-11/5):	Department	Date of Activity							
Reduce number of Replacement Laptops from 52 to 28 (24), \$650 per	Technology	10/20/2020	10-00-2840-00-734	\$	(15,600)				
Update Lines not carried forward	Curriculum	10/22/2020	10-11-2120-00-330	\$	2,716				
Update Lines not carried forward	Curriculum	10/22/2020	10-11-2120-00-430	\$	500				
Reduce District Wide Conf/Workshop Reimbursement	Curriculum	10/22/2020	10-00-2210-00-272	\$	(500)				
Reduce District Wide New Textbooks	Curriculum	10/22/2020	10-00-2210-00-641	\$	(1,000)				
Reduce District Wide Software	Curriculum	10/22/2020	10-00-2210-00-650	\$	(4,400)				
Update for Enrollment Projection (376 to 352) (24)	LMS	10/22/2020	10-21-1100-00-610	\$	(960)				
Update for Enrollment Projection (445 to 426) (19)	CHS	10/23/2020	10-31-1100-00-610	\$	(423)				
Additional equipment for addition of AP Physics	CHS	10/23/2020	10-31-1100-13-734	\$	2,500				
Additional Funding for anticipated need for PPE	CHS	10/23/2020	10-31-2134-00-610	\$	500				
Reduction of Emergency Management Supplies	GMS	10/23/2020	10-11-2660-00-610	\$	(256)				
Reduction of Emergency Management Supplies	LMS	10/23/2020	10-21-2660-00-610	\$	(500)				
Reduction of Emergency Management Supplies	CHS	10/23/2020	10-31-2660-00-610	\$	(120)				
GMS -Repair Overflow Exit Deck	B&G	10/23/2020	10-11-2620-00-430	\$	(1,200)				* Year End List
GMS -Door #3 Replacement (Deferred)	B&G	10/23/2020	10-11-2620-00-430	\$	(12,870)				* Year End List
GMS -Door #4 Replacement (Deferred)	B&G	10/23/2020	10-11-2620-00-430	\$	(14,264)				* Year End List
GMS -Storage Bunker Door Replacement (Deferred)	B&G	10/23/2020	10-11-2620-00-430	\$	(7,132)				* Year End List
LMS - Completion of Skylight Capping (Deferred)	B&G	10/23/2020	10-21-2620-00-430	\$	(6,450)				* Year End List
LMS - Gym Roof Ladder	B&G	10/23/2020	10-21-2620-00-430	\$	(8,860)				* Year End List
DW Grounds - Replacement Trimmer	B&G	10/23/2020	10-00-2630-00-734	\$	(340)				* Year End List
DW Grounds - Replacement Field Sprayer	B&G	10/23/2020	10-00-2630-00-734	\$	(2,475)				* Year End List
DW Grounds - Grass Thatcher	B&G	10/23/2020	10-00-2630-00-734	\$	(810)				* Year End List
GMS Storage Shed Purchase	GMS	10/23/2020	10-11-1100-29-734	\$	(2,500)				* Year End List
HR Fireproof locking filing cabinets	HR	10/23/2020	10-90-2830-00-733	\$	(6,745)				* Year End List
CHS Grounds - Athletics Storage Loading Dock (Safety)	B&G	10/23/2020	10-31-2630-00-430	\$	(5,880)				* Year End List
CHS Grounds - Shed Roof Addition (Equipment Storage)	B&G	10/23/2020	10-31-2630-00-430	\$	(10,976)				* Year End List
GMS - Chromebooks - Incoming 1st Graders	Technology	10/23/2020	10-11-2225-00-734	\$	(31,500)				* Year End List
CHS - Chromebooks - Incoming Freshman	Technology	10/23/2020	10-31-2225-00-734	\$	(36,400)				* Year End List

LMS - Replacement Shelving for Learning Commons	LMS	10/23/2020	10-21-2222-00-737	\$ (9,160)	* Year End List
CHS - All Purpose Back Stop Systems (2)	CHS	10/23/2020	10-31-1420-00-737	\$ (6,000)	* Year End List
Update Lines not carried forward	Special Services	10/27/2020	10-11-1201-00-650	1,321	
Reduction - Supplies for Proposed 5th Kindergarten	GMS	10/27/2020	10-11-1100-29-610	(2,885)	
Reconciliation of Budgets - Notes and Rounding	CHS	10/28/2020	Multiple Accounts	(4,359)	
Reduction - Property / Liability - Estimate received from Primex	B&G	10/31/2020	10-00-2620-00-521	(97)	
Reduction - Unemployment Insurance - Estimate Received from Primex	Personnel	10/31/2020	10-00-2900-00-250	(3,651)	
Increase in WC Insurance - Estimate Received from Primex	Personnel	10/31/2020	10-00-2900-00-260	5,596	
Additional Retirement Notifications received by November 1 Deadline	Personnel	11/2/2020	10-00-1100-00-110	69,006	
Additional Retirement Notifications received by November 1 Deadline	Personnel	11/2/2020	10-11-1100-00-220	5,279	
Additional Retirement Notifications received by November 1 Deadline	Personnel	11/2/2020	10-11-1100-00-232	14,506	
Reallocation of Position to Network Integrator (CHS Social Studies)	Personnel	11/3/2020	10-31-1100-15-110	(56,935)	
Reallocation of Position to Network Integrator (CHS Social Studies)	Personnel	11/3/2020	10-31-1100-15-211	(16,051)	
Reallocation of Position to Network Integrator (CHS Social Studies)	Personnel	11/3/2020	10-31-1100-15-212	(846)	
Reallocation of Position to Network Integrator (CHS Social Studies)	Personnel	11/3/2020	10-31-1100-15-220	(4,355)	
Reallocation of Position to Network Integrator (CHS Social Studies)	Personnel	11/3/2020	10-31-1100-15-232	(11,968)	
Reallocation of Position to Network Integrator (CHS English)	Personnel	11/3/2020	10-31-1100-05-110	(56,935)	
Reallocation of Position to Network Integrator (CHS English)	Personnel	11/3/2020	10-31-1100-05-211	(16,051)	
Reallocation of Position to Network Integrator (CHS English)	Personnel	11/3/2020	10-31-1100-05-212	(846)	
Reallocation of Position to Network Integrator (CHS English)	Personnel	11/3/2020	10-31-1100-05-220	(4,355)	
Reallocation of Position to Network Integrator (CHS English)	Personnel	11/3/2020	10-31-1100-05-232	(11,968)	
Reallocation of Position to Network Integrator (GMS Office Reorganization)	Personnel	11/3/2020	10-11-2410-00-110	(26,961)	
Reallocation of Position to Network Integrator (GMS Office Reorganization)	Personnel	11/3/2020	10-11-2410-00-211	(7,890)	
Reallocation of Position to Network Integrator (GMS Office Reorganization)	Personnel	11/3/2020	10-11-2410-00-212	(547)	
Reallocation of Position to Network Integrator (GMS Office Reorganization)	Personnel	11/3/2020	10-11-2410-00-220	(2,063)	
Reallocation of Position to Network Integrator (GMS Office Reorganization)	Personnel	11/3/2020	10-11-2410-00-231	(5,950)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-11-1410-00-110	(4,225)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-11-1410-00-220	(323)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-11-1410-00-232	(888)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-21-1410-00-110	(4,225)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-21-1410-00-220	(323)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-21-1410-00-232	(888)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-31-1410-00-110	(4,225)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-31-1410-00-220	(323)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-31-1410-00-232	(888)	
Reallocation of Position to Network Integrator (Tech 1 / Tech 2)	Personnel	11/3/2020	10-00-2840-00-110	165,000	
Reallocation of Position to Network Integrator	Personnel	11/3/2020	10-00-2840-00-211	54,720	

Reallocation of Position to Network Integrator	Personnel	11/3/2020	10-00-2840-00-212	2,592	
Reallocation of Position to Network Integrator	Personnel	11/3/2020	10-00-2840-00-220	12,623	
Reallocation of Position to Network Integrator	Personnel	11/3/2020	10-00-2840-00-231	23,199	
Reallocation of Position to Network Integrator	Personnel	11/3/2020	10-00-2840-00-260	465	
LMS Adjustment - Reduction in Admin Travel to Level Fund	LMS	11/5/2020	10-21-2410-00-580	(690)	
LMS Adjustment - Addition of PLTW Supplies	LMS	11/5/2020	10-21-1100-13-610	50	
				\$	(78,459)
Superintendents Budget as Presented 11/5/2020					\$ 23,282,716

FY22 Superintendents Budget (As Presented to School Board 11/5/2020 & 11/10/2020):					
Salaries and Benefits (Objects 100-260)				\$	18,732,956
Operational (Objects 270-999)				\$	4,549,760
				\$	23,282,716

School Board Review and Actions (Week of 11/5/2020 & 11/10/2020):	Department	Date of Activity			Board Vote
11/5/2020:					
Reduction to General Supplies	CHS	11/5/2020	10-31-1100-00-610	(1,030)	5-0-0
Reduction to General Supplies - English	CHS	11/5/2020	10-31-1100-05-610	(500)	5-0-0
Reduction to General Supplies - Science	CHS	11/5/2020	10-31-1100-13-610	(1,000)	5-0-0
Reduction in Game Officials	CHS	11/5/2020	10-31-1420-00-391	(4,000)	5-0-0
Reduction in General Supplies - Athletics	CHS	11/5/2020	10-31-1420-00-610	(5,000)	5-0-0
Reduction in Information Access Fees - Learning Commons	CHS	11/5/2020	10-31-2222-00-644	(1,900)	3-2-0
			CHS Total	(13,430)	
Reduction to General Supplies	LMS	11/5/2020	10-21-1100-00-610	(1,000)	3-2-0
Reduction of General Supplies - Math	LMS	11/5/2020	10-21-1100-11-610	(1,320)	5-0-0
			LMS Total	(2,320)	
Reduction to Additional Equipment - Storage Shed	Special Services	11/5/2020	10-11-1201-00-734	(2,492)	
			Spec Svcs Total	(2,492)	5-0-0

Per Board Direction - FY22 items budgeted for PPE reallocated to Building Level Emergency Management:					
Reallocation from Music Department (Specialized PPE)	LMS	11/6/2020	10-21-2660-00-610	(1,700)	
Reallocation from Music Department (Specialized PPE)	CHS	11/6/2020	10-31-2660-00-610	(1,500)	
Reallocation to Building Level EM (Specialized PPE)	LMS	11/6/2020	10-21-1100-12-610	1,700	
Reallocation to Building Level EM (Specialized PPE)	CHS	11/6/2020	10-31-1100-12-610	1,500	
Reallocation from Business Office (Supplies)	Business	11/6/2020	10-90-2510-00-610	(3,600)	
Reallocation from HR (ADA Accommodations)	HR	11/6/2020	10-90-2830-00-890	(500)	
Reallocation to District Wide EM (Supplies)	Business	11/6/2020	10-00-2660-00-610	3,600	

Reallocation to District Wide EM (ADA Accommodations)	Business	11/6/2020	10-00-2660-00-610	500	\$ -	
Change in Health Insurance based on actual rate received (1.4%)	Personnel	11/9/2020	10-00-2900-00-211		(74,350)	
11/10/2020:						
Reduction in Equipment - Tablets	CHS	11/10/2020	10-31-1100-19-734	(1,000)		3-2-0
Reduction in Supplies - Computer Ed - Print Cartridges	CHS	11/10/2020	10-31-1100-25-610	(750)		5-0-0
Reduction in Printing and Binding	CHS	11/10/2020	10-31-2410-00-550	(1,500)		5-0-0
			CHS Total		(3,250)	
Reduction in Supplies - Spanish	LMS	11/10/2020	10-21-1100-00-610	(1,000)		5-0-0
			LMS Total		(1,000)	
Reduce Proposal to Two Tech Integrators	Personnel	11/10/2020	10-00-2840-00-110	(55,000)		3-1-1
Reduce Proposal to Two Tech Integrators	Personnel	11/10/2020	10-00-2840-00-211	(18,240)		
Reduce Proposal to Two Tech Integrators	Personnel	11/10/2020	10-00-2840-00-212	(846)		
Reduce Proposal to Two Tech Integrators	Personnel	11/10/2020	10-00-2840-00-220	(4,208)		
Reduce Proposal to Two Tech Integrators	Personnel	11/10/2020	10-00-2840-00-231	(7,733)		
Reduce Proposal to Two Tech Integrators	Personnel	11/10/2020	10-00-2840-00-260	(135)		
					(86,162)	
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-11-2410-00-110	18,300		5-0-0
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-11-2410-00-231	429		
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-21-2410-00-110	4,338		
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-21-2410-00-220	332		
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-31-2410-00-110	2,620		
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-31-2410-00-220	200		
Board Vote Realign School Main Offices (Reorganization option 2)	Personnel	11/10/2020	10-31-2410-00-231	293		
					26,512	
Reclassify PowerSchool Messenger	Business	11/12/2020	10-00-2840-00-610	(2,330)		
Reclassify PowerSchool Messenger	Business	11/12/2020	10-00-2510-00-446	2,330		
					\$ -	
LMS - Chromebooks - Incoming 5th Grade	Technology	10/23/2020	10-21-2225-00-734	(30,800)		5-0-0
					(30,800)	
					\$ -	
					(187,292)	
					\$ -	
School Board Recommended Budget: Voted 5-0-0 11/18/2020 on total Gross Appropriation:					\$ 23,095,424	

Budget Committee Meeting - Voting - December 3 2020:

CHS	12/3/2020	10-31-1100-03-641	(500)	
CHS	12/3/2020	10-31-1100-13-640	(1,600)	
CHS	12/3/2020	10-31-1420-00-734	(4,000)	
				(6,100)
CHS	12/3/2020	10-31-1100-00-610	(1,750)	
CHS	12/3/2020	10-31-1100-08-430	(1,000)	
CHS	12/3/2020	10-31-1100-09-610	(1,000)	
CHS	12/3/2020	10-31-1100-13-610	(1,000)	
CHS	12/3/2020	10-31-1100-13-641	(2,250)	
CHS	12/3/2020	10-31-2490-00-890	(1,000)	
CHS	12/3/2020	10-31-1100-24-610	(1,000)	
CHS	12/3/2020	10-31-1100-25-610	(335)	
CHS	12/3/2020	10-31-1100-25-641	(665)	
CHS	12/3/2020	10-31-1301-00-561	(2,000)	
CHS	12/3/2020	10-31-1420-00-610	(2,000)	
CHS	12/3/2020	10-31-2725-00-519	(1,000)	
			CHS	(15,000)
LMS	12/3/2020	10-21-1100-13-610	(4,543)	
LMS	12/3/2020	10-21-1100-02-643	(200)	
LMS	12/3/2020	10-21-1100-08-643	(170)	
LMS	12/3/2020	10-21-1100-09-643	(170)	
LMS	12/3/2020	10-21-1100-15-643	(594)	
LMS	12/3/2020	10-21-1410-00-610	(225)	
LMS	12/3/2020	10-21-1420-00-610	(750)	
LMS	12/3/2020	10-21-2120-00-610	(2,762)	
LMS	12/3/2020	10-21-2120-00-610	(200)	
LMS	12/3/2020	10-21-2120-00-330	(491)	
LMS	12/3/2020	10-21-2725-00-519	(783)	
LMS	12/3/2020	10-21-2222-00-610	(1,000)	
LMS	12/3/2020	10-21-2222-00-643	(500)	
LMS	12/3/2020	10-21-2490-00-890	(1,500)	
LMS	12/3/2020	10-21-2724-00-519	(300)	
LMS	12/3/2020	10-21-2410-00-610	(312)	
			LMS	(14,500)
GMS	12/3/2020	10-11-1100-00-733	(900)	

	GMS	12/3/2020	10-11-1100-11-640	(500)	
	GMS	12/3/2020	10-11-1100-15-640	(500)	
	GMS	12/3/2020	10-11-2222-00-640	(100)	
				GMS	(2,000)
	Curr	12/3/2020	10-00-2213-00-270	(4,000)	
	Curr	12/3/2020	10-00-2213-00-271	(10,000)	
				Curr	(14,000)
	Special Services	12/3/2020	10-00-1260-00-610	(93)	
	Special Services	12/3/2020	10-00-2140-00-610	(831)	
	Special Services	12/3/2020	10-00-2150-00-610	(592)	
	Special Services	12/3/2020	10-00-2160-00-610	(383)	
	Special Services	12/3/2020	10-00-2332-00-610	(500)	
	Special Services	12/3/2020	10-11-1201-00-610	(3,353)	
	Special Services	12/3/2020	10-21-1201-00-610	(629)	
	Special Services	12/3/2020	10-31-1201-00-610	(1,619)	
					(8,000)
	SAU	12/3/2020	10-90-2320-00-610	(500)	
					(500)
	B&G	12/7/2020	10-00-2620-00-580	(75)	
	B&G	12/7/2020	10-31-2610-00-580	(150)	
	B&G	12/7/2020	10-11-2610-00-580	(150)	
	B&G	12/7/2020	10-21-2610-00-580	(150)	
	Business	12/7/2020	10-90-2510-00-610	(1,000)	(525) B&G Total
	CHS	12/7/2020	10-31-1420-00-272	(1,500)	(1,000) Business Total
	CHS	12/7/2020	10-31-1420-00-580	(600)	
	CHS	12/7/2020	10-31-2410-00-272	(1,411)	
	CHS	12/7/2020	10-31-2410-00-580	(2,100)	(5,611) CHS Total
	Curriculum	12/7/2020	10-00-2213-00-272	(1,900)	(1,900) Curr Total
	GMS	12/7/2020	10-11-2410-00-272	(1,000)	
	GMS	12/7/2020	10-11-2410-00-580	(2,000)	(3,000) GMS Total
	LMS	12/7/2020	10-21-2410-00-272	(760)	
	LMS	12/7/2020	10-21-2410-00-580	(855)	(1,615) LMS Total
	SAU	12/7/2020	10-90-2320-00-272	(3,875)	(3,875) SAU Total
	Special Services	12/7/2020	10-00-1201-00-580	(1,500)	
	Special Services	12/7/2020	10-00-2140-00-272	(1,617)	
	Special Services	12/7/2020	10-00-2332-00-272	(1,457)	
	Special Services	12/7/2020	10-00-2332-00-580	(1,000)	(5,574) Spec Svcs Total

	Technology	12/7/2020	10-00-2840-00-272	(1,900)	(1,900) Tech Total
					23,010,324
Budget Committee Meeting - Voting - December 10 2020:					
	Personnel (GF)	12/10/2020	10-00-2840-00-110	(110,000.00)	
	Personnel (GF)	12/10/2020	10-00-2840-00-211	(36,480.00)	
	Personnel (GF)	12/10/2020	10-00-2840-00-212	(1,732.00)	
	Personnel (GF)	12/10/2020	10-00-2840-00-220	(8,416.00)	
	Personnel (GF)	12/10/2020	10-00-2840-00-231	(15,466.00)	
	Personnel (GF)	12/10/2020	10-00-2840-00-260	(270.00)	(172,364.00)
	Personnel (GF)	12/10/2020	10-00-2900-00-110	(67,000.00)	
	Personnel (GF)	12/10/2020	10-00-2900-00-220	(6,888.50)	
	Personnel (GF)	12/10/2020	10-00-2900-00-231	(4,839.50)	
	Personnel (GF)	12/10/2020	10-00-2900-00-232	(7,289.50)	(86,017.50)
	Personnel (GF)	12/10/2020	10-31-1420-00-110	(7,837)	(7,837)
	Personnel (GF)	12/10/2020	10-00-2900-00-100	(200,000)	(200,000)
					22,544,106

Total Appropriations	\$	23,641,852	\$ 23,733,516	\$	91,665	0.39%	\$ 24,194,824
Reconciliation (Prior year Budget):							
Plus: Capital Reserve Transfers	\$						
Plus: Special Election Warrant (9/16/2020)	\$				219,000		
	\$				659,432		
Total Appropriation per DRA approved MS-22	\$	24,520,284					
Summary of FY22 Budget:							
General Fund	\$	22,544,106	\$	23,008,614	\$	464,509	
Food Service	\$	614,410	\$	611,210	\$	(3,200)	
Special Revenue	\$	575,000	\$	575,000	\$	-	
	\$	23,733,516	\$	24,194,824	\$	461,309	
Change in Gross Appropriation	\$	(786,769)				-3.21%	
						% Difference	1.94%

Tax Rate Estimate				
Appropriations:	FY22 Default Budget	FY22 Requested Budget	2020 Actual Tax Rate (Final)	2019 Actual Tax Rate (Final)
Fund				
10 General Fund	\$ 23,008,614	\$ 22,544,106	\$ 23,330,194	\$ 22,170,325
21 Food Service	\$ 611,210	\$ 614,410	\$ 615,089	\$ 617,757
22 Special Revenue	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000
Total Appropriation	\$ 24,194,824	\$ 23,733,516	\$ 24,520,283	\$ 23,363,082
Revenues:				
Local:				
Tuition	\$ 27,500	\$ 27,500	\$ 27,500	\$ 36,870
Transportation	\$ 9,000	\$ 9,000	\$ 9,000	
Earnings on investments	\$ 500	\$ 500	\$ 500	\$ 6,890
Food Service Sales	\$ 495,710	\$ 498,910	\$ 499,589	\$ 502,257
Other Local Sources	\$ 45,000	\$ 45,000	\$ 45,000	\$ 27,519
Total Local Sources	\$ 577,710	\$ 580,910	\$ 581,589	\$ 573,536
State:				
Catastrophic Aid	\$ 18,906	\$ 18,906	\$ 26,258	\$ -
Vocational Aid	\$ 3,000	\$ 3,000	\$ 3,000	\$ 8,611
Child Nutrition	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500
Other State Aid	\$ -	\$ -	\$ -	\$ 90,521
Total State Sources	\$ 27,406	\$ 27,406	\$ 34,758	\$ 104,632
Federal:				
Federal Grants (Title)	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000
Child Nutrition	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000
Disabilities (IDEA)	\$ 465,000	\$ 465,000	\$ 465,000	\$ 465,000
Medicaid Distribution	\$ 20,000	\$ 20,000	\$ 20,000	\$ 139,805
Total Federal Sources	\$ 705,000	\$ 705,000	\$ 705,000	\$ 824,805
Subtotal of Revenue	\$ 1,310,116	\$ 1,313,316	\$ 1,321,347	\$ 1,502,973
Fund Balance To Reduce Taxes Voted from Fund Balance	\$ 200,000	\$ 200,000	\$ 708,777	\$ 149,498
		\$ -	\$ 219,000	\$ -
	\$ 1,510,116	\$ 1,513,316	\$ 2,249,124	\$ 1,652,471
Less: Special Revenue Offset	\$ (1,186,210)	\$ (1,189,410)	\$ (1,190,089)	\$ (1,192,757)
	\$ 323,906	\$ 323,906	\$ 1,059,035	\$ 459,714
GF Appropriation	\$ 23,008,614	\$ 22,544,106	\$ 23,330,194	\$ 22,170,325
Less: Revenue Offset from Other Sources	\$ (323,906)	\$ (323,906)	\$ (1,059,035)	\$ (459,714)
2021 Tax Rate Estimates (Based on 2021 Estimated Assessed Valuation - \$1,177,674,941)				
General Fund Net Appropriation:	\$ 22,684,708	\$ 22,220,200	\$ 22,271,159	\$ 21,710,611
Less:				
Fiscal Disparity Aid			\$ (659,432)	-
Education Grant / Stabilization	\$ (5,450,175)	\$ (5,450,175)	\$ (5,641,053)	\$ (5,551,370)
State Education Tax	\$ (1,918,196)	\$ (1,918,196)	\$ (1,918,196)	\$ (2,005,996)

Tax Rate Estimate				
Appropriations:	FY22 Default Budget	FY22 Requested Budget	2020 Actual Tax Rate (Final)	2019 Actual Tax Rate (Final)
Local Apportionment	\$ 15,316,337	\$ 14,851,829	\$ 14,052,478	\$ 14,153,245
Tax Rates and Valuation				
	\$ 13.01	\$ 12.61	\$ 11.99	\$ 15.35
Amount Change	\$ 1.01	\$ 0.62	\$ (3.36)	
% Change	8.46%	5.17%	-21.86%	
Valuation:	\$1,177,674,941	\$1,177,674,941	\$ 1,171,886,341	\$ 922,231,417
Amount Change	\$5,788,600	\$5,788,600	\$ 249,654,924	
% Change	0.49%	0.49%	27.07%	
Impact by Assessed Value				
Estimated Tax Rate Impact by Assessed Value (Local Education only)				
Assessed Value:	FY22 Default Budget	FY22 Requested Budget	2020 Actual Tax Rate (Final)	2019 Actual Tax Rate (Final)
200K	\$202.85	\$123.96	-\$671.08	\$0.00
250K	\$253.56	\$154.95	-\$838.85	\$0.00
300K	\$304.27	\$185.94	-\$1,006.62	\$0.00
400K	\$405.70	\$247.92	-\$1,342.16	\$0.00
450K	\$456.41	\$278.92	-\$1,509.93	\$0.00
500K	\$507.12	\$309.91	-\$1,677.70	\$0.00

Department	Sub Department	Account	Amount	Motion by:	Vote	Result	Notes:
12/3/2020:							
CHS	Business Education	10-31-1100-03-641	\$ (500.00)	Scott	8-1-0	Passed	
CHS	Physical Education	10-31-1100-08-430	\$ (1,300.00)	Scott	4-5-0	Failed	
CHS	Science	10-31-1100-13-640	\$ (1,600.00)	Scott	8-1-0	Passed	
CHS	Science	10-31-1100-13-641	\$ (2,250.00)	Scott	2-7-0	Failed	
CHS	Science	10-31-1100-13-734	\$ (2,500.00)	Scott	2-7-0	Failed	
CHS	Social Studies	10-31-1100-15-610	\$ (200.00)	Scott	4-5-0	Failed	
CHS	Computer Science	10-31-1100-25-641	\$ (2,075.00)	Scott	Withdrawn		
CHS	Athletics	10-31-1420-00-734	\$ (4,000.00)	Scott	8-1-0	Passed	
CHS	Learning Commons	10-31-2222-00-643	\$ (1,286.00)	Scott	4-5-0	Failed	
CHS	Vocational Transportation	10-31-2723-00-519	\$ (28,161.00)	Scott	2-7-0	Failed	
CHS	CHS	Bottom Line to be allocated	\$ (15,000.00)	Keri	6-3-0	Passed	
LMS	Learning Commons	10-21-2222-00-643	\$ (1,000.00)	Scott	4-5-0	Failed	
LMS	LMS	Bottom Line to be allocated	\$ (14,500.00)	BriQn	5-4-0	Passed	
GMS	GMS	Bottom Line to be allocated	\$ (2,000.00)	Keri	5-4-0	Passed	
Curriculum	Conferences / WkShps	10-00-2213-00-270	\$ (4,000.00)	Keri	5-4-0	Passed	
Curriculum	Conferences / WkShps	10-00-2213-00-271	\$ (10,000.00)	Keri	7-2-0	Passed	
Special Services	CHS Miscellaneous	10-31-1201-00-890	\$ (2,830.00)	Keri	3-6-0	Failed	
Special Services	Special Services	Bottom line to be allocated	\$ (8,000.00)	Keri	6-3-0	Passed	
SAU	Supplies	10-90-2320-00-610	\$ (500.00)		7-2-0	Passed	
School Board	Legal Services	10-01-2318-00-330	\$ (10,000.00)		2-7-0	Failed	
HR	HR	Bottom Line	\$ (525.00)	BriQn	4-5-0	Failed	
HR	Miscellaneous	10-90-2830-00-890	\$ (500.00)		3-6-0	Failed	
ALL	Travel and Conferences	272 / 580	\$ (25,000.00)	Andrew	7-2-0	Passed	
12/10/2020:							
Personnel (GF)	Tech Integrators	10-00-2840-00-110	\$ (110,000.00)	Keri	6-3-0	Passed	BC Recommend to put as a warrant article
Personnel (GF)	Tech Integrators	10-00-2840-00-211	\$ (36,480.00)	Keri			
Personnel (GF)	Tech Integrators	10-00-2840-00-212	\$ (1,732.00)	Keri			
Personnel (GF)	Tech Integrators	10-00-2840-00-220	\$ (8,416.00)	Keri			
Personnel (GF)	Tech Integrators	10-00-2840-00-231	\$ (15,466.00)	Keri			
Personnel (GF)	Tech Integrators	10-00-2840-00-260	\$ (270.00)	Keri			

Department	Sub Department	Account	Amount	Motion by:	Vote	Result	Notes:
Personnel (GF)	CHS	English / Social Studies	\$ (180,310.00)	Keri		Withdrawn	Reduction of vacant teaching positions in English and Social Studies
Personnel (GF)	Non Union Salary Pool	10-00-2900-00-110	\$ (67,000.00)	JD	7-2-0	Passed	Amended warrant article, original motion was reduction of 134,000
Personnel (GF)	Non Union Salary Pool	10-00-2900-00-220	\$ (6,888.50)	Scott	8-1-0	Passed	
Personnel (GF)	Non Union Salary Pool	10-00-2900-00-231	\$ (4,839.50)	JD	8-1-0	Passed	
Personnel (GF)	Non Union Salary Pool	10-00-2900-00-232	\$ (7,289.50)	JD	8-1-0	Passed	
Personnel (GF)	CHS	10-31-1420-00-110	\$ (7,837.00)	Keri	5-4-1	Passed	
Personnel (GF)	Attrition	10-00-2900-00-100	\$ (200,000.00)	Andrew	6-3-0	Passed	
Total Motioned			\$ (784,255.50)				
Total Passed			\$ (551,318.50)				



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JLF

APPROVAL:

REPORTING CHILD ABUSE OR NEGLECT

The Litchfield School Board recognizes the concern for child abuse and neglect and supports this policy for reporting such abuse or neglect.

Statutorily Mandated Reporting - All Persons

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the NH DHHS) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately by telephone or otherwise.”

The report should contain:

- the name and address of the child suspected of being abused or neglected,
- the person responsible for the child’s welfare,
- the specific information indicating neglect/abuse or the nature and extent of the child’s injuries (including any evidence of previous injuries),
- the identity of the person or persons suspected of being responsible for such neglect or abuse;
and
- any other information that might be helpful in establishing neglect or abuse.

To report child abuse or neglect to DCYF, call (800) 894-5533 (24/7 in-state) or 603-271-6562.

Additional Provisions Relating to School Employees, Volunteers and Contracted Service Providers

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal. The initial report may be made orally, must be supplemented with a written report as soon as practicable, but no longer than one (1) calendar day.

Assistance in Making Initial Report

The initial report to the building Principal may be made prior to the report to DCYF/law enforcement, but only if:

- *the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, **and***
- *reporting the Principal will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.*

When receiving a request for assistance in making a report, the Principal receiving the request is without authority to assess whether the report should be made, nor shall s/he attempt in any way to dissuade the person from making the legally mandated report. Once the Principal receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JLF

APPROVAL:

Principal's Action Upon Receiving Report

Upon receiving the report/request from the employee, volunteer or any other person, the Principal shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

A written report shall be made by the Principal to the Superintendent within twenty-four (24) hours, with a copy provided to DCYF if requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the Superintendent, law enforcement or DCYF.

Requirements for Report of Other Acts

Employees, designated volunteers and contract service providers are also reminded of the requirements to report any act of "theft, destruction or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per School Board policy, and hazing under RSA 671:7. A single act may simultaneously constitute abuse, bullying hazing and/or an act of theft, destruction or violence.

Signage and Notification

The Superintendent is directed to assure that the Principal or Administrator of each school shall post a sign within the school that is readily visible to students that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Information pertaining to Statutorily Mandated Reporting shall be included in each student handbook or placed on the district's website.

Training Required

The Superintendent shall assure all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District on the mandatory reporting requirements, including how to identify suspected child abuse or neglect. Annual training is highly recommended and is available through organizations such as the Granite State Children's Alliance (e.g. "Know and Tell").

Legal Reference:

*NH Code of Administrative Rules, Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect
NH Code of Administrative Rules, Code of Conduct for NH Educators, Ed 510.05(e), Duty to Report*

Statutory Reference:

*RSA 169-C, Child Protection Act
RSA 169-C:29-39, Reporting Law
RSA 189:72, Child Abuse or Neglect Information
RSA 193-D:4, Safe School Zones, Written Report Required*

Approval:

Reviewed:

Revised: December 2, 2020



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JLF

APPROVAL:

Approval: May 14, 2014