

A Checklist To Ensure Meetings Are Compliant With The Right-to-Know Law During The State Of Emergency

As Chair of the Litchfield School Board, I find that due to the State of Emergency declared by the Governor as a result of the COVID-19 pandemic and in accordance with the Governor's Emergency Order #12 pursuant to Executive Order 2020-04, this public body is authorized to meet electronically.

Please note that there is no physical location to observe and listen contemporaneously to this meeting, which was authorized pursuant to the Governor's Emergency Order. However, in accordance with the Emergency Order, I am confirming that we are:

a) Providing public access to the meeting by telephone, with additional access possibilities by video or other electronic means:

We are utilizing Google Meet for this electronic meeting.¹ All members of the Litchfield School Board have the ability to communicate contemporaneously during this meeting through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting through dialing the following phone # 1-866-899-4679, password 502-658-605, or by clicking on the following website address: [Litchfield Community TV](#).

b) Providing public notice of the necessary information for accessing the meeting:

We previously gave notice to the public of the necessary information for accessing the meeting, including how to access the meeting using telephonically. Instructions have also been provided on the website of the Litchfield School Board at: [School Board Agendas](#).

c) Providing a mechanism for the public to alert the public body during the meeting if there are problems with access:

If anybody has a problem, please email Christina Harrison at charrison@litchfieldsd.org or Michele E. Flynn at meflynn@litchfieldsd.org.

d) Adjourning the meeting if the public is unable to access the meeting:

In the event the public is unable to access the meeting, the meeting will be adjourned and rescheduled.

Please note that **all votes** that are taken during this meeting shall be done by **roll call vote**.

Let's start the meeting by taking a roll call attendance. When each member states their presence, please also state whether there is anyone in the room with you during this meeting, which is required under the Right-to-Know law.

¹ Many public bodies are utilizing video teleconferencing technology, such as Zoom, to ensure the electronic meeting comply with the Right-to-Know law and any applicable due process requirements. In certain circumstances, a regular business meeting of a public body may be conducted utilizing audio-only technology. If you have any questions about the appropriateness of the technology utilized to conduct your meeting, please consult your agency counsel or the Attorney General's Office.

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LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

B. Bourque, Chair

C. Harrison, Vice Chair

Draft Minutes for July 30, 2020

Location: CHS Gymnasium

In Attendance:

- B Bourque, Chair
- C Harrison, Vice Chair
- E MacDonald, Board Member
- R Meyers, Board Member
- T Hershberger, Board Member
- Dr. Michael Jette, Superintendent
- Cory Izbicki, Business Administrator
- Michele E. Flynn, Administrative Assistant

I. PUBLIC SESSION

3:00 p.m.

A. Call to Order

Mr. Bourque called the meeting to order at 3:10 p.m.

B. Pledge of Allegiance

C. Review & Revision of Agenda

There were no revisions to the agenda.

D. School Reopening Task Force Presentation

Dr. Jette and the School Reopening Task Force presented the final Reopening Report to the School Board. Principal Lonergan, Lecklider and Mitchell will speak to school specific planning at CHS, LMS and GMS.

Dr. Jette announced that the oversight committee was divided in a recommendation for reopening. There were several involved in working on the subcommittees and development of the report. He went over the foundational beliefs:

- safety, disruption
- student growth
- keeping the focus simple, and
- personal responsibility.

Dr. Jette reviewed the Critical strategies:

- in-person services
- remote learning and support
- mask wearing
- reframing time (delay start of school - September 9)
 - to allow professional development for staff to start the year, not only in person, but remote
 - families who chose remote will need to understand expectations
 - remote learning has been built into the proposed calendar around vacations in order to have a cooling off period and for a deep cleaning of the buildings
 - professional development (more training in technology).

Guidelines, Recommendations, Expectations

- Instruction
 - in-person or remote
 - priority for teachers to build relationships with students/parents
 - acknowledge that remote learning will occur at some point during the year
 - need for professional development for staff and time for teams to plan/prepare
 - training/support for parents in remote setting
 - communication between students and teachers.

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- Student and Staff Wellness
 - change to start of the new school year
 - phased-in approach
 - parents need to sign-off that they will monitor child(ren)'s health daily
 - staff members will monitor their health daily
 - follow recommendations of CDC, NH DHHS, NH DOE
 - touchless paper towel holders, soap dispensers
 - bathrooms cleaned more regularly
 - mask required for staff when 6 ft. of physical distancing cannot be maintained
 - masks required for students when riding school buses, entering/exiting buildings, transitioning hallways, when 6 ft. of physical distancing cannot be maintained
 - desks will be at least 4-6 ft apart (students must wear masks if less than 6 ft distance)
 - building access limited to authorized personnel and approved visitors
 - students will use hand sanitizer or soap/water when entering/exiting buildings
 - safer to group students by cohorts and have teachers rotate to cohorts (if feasible)
 - classroom/bus windows will be open, weather permitting
 - essential items only will be brought to school
 - staff and students must adhere to current travel quarantines
 - based on travel method and COVID-19 rate in the travel destination
 - water fountains will not be in use in the buildings
 - Mental Health/Social-Emotional
 - provide professional development for staff
 - school wellness teams
 - screening for social-emotional needs of students; support for parents
 - social-emotional connection among students

- Technology
 - use a standardized, integrated platform
 - provide synchronous instruction
 - foster student/teacher engagement
 - encourage effective communication between teachers, students, parents
 - structure/coordination for completing assigned tasks
 - promote digital citizenship - "netiquette"
 - expand 1:1 Chromebook model to include grades 1-4
 - explore BYOD model at higher levels (long term planning)
 - explore expanding 1:1 to Kindergarten
 - specific internet resources (online learning, help desk site) available to students/families
 - professional development around effective use of technology, tools and standard set of skills
 - update more content around tools for technology driven instruction
 - need for additional technology staff with increased technology growth.

- Operations
 - travel guidance for staff and families
 - cloth face coverings and the use of personal protective equipment
 - masks required for students to enter/exit buildings
 - arriving to or leaving from a classroom
 - boarding/exiting/seated on school buses
 - traveling in hallways
 - while using restrooms
 - while engaged in classroom/group activities where may be less than 6 ft apart
 - mask breaks will be scheduled throughout the day
 - face coverings for staff when on school grounds and unable to maintain 6 ft physical distance
 - encouraged to bring own face coverings for extended use
 - visitors will be limited to access by appointment only and pre-approved by school principals
 - visitors without an appointment will not be admitted beyond the front secured vestibule

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- all visitors must complete a health screening and temperature check before admittance.
- proper hygiene will be required of students/staff in all buildings
- school cleaning/disinfection practices will follow CDC guidance
- all cleaning, sanitizing, disinfecting will follow a strict schedule
- if a confirmed case of COVID-19 occurs, isolation protocols will be in place and additional cleaning, sanitizing, disinfection protocols will be implemented
- school buildings will be closed for non-school functions for the duration of the 2020-2021 year
- ventilation systems are currently being audited in all buildings to identify areas in need of repair/replacement
- common areas may be repurposed to maintain physical distancing
- examining the Unified Arts schedule to minimize the number of contacts students have at any given time
- classroom configurations will have desks 6 ft apart and plexiglass shields on workstations
- furnishings will be removed to maximize room in classrooms

- Staffing
 - Additional technology personnel are needed to manage the growing needs of students/staff
 - Additional custodial staff are needed to keep up with increasing cleaning/sanitizing demands while students/staff are in the schools
 - Additional substitute teachers will be needed in the event of teacher absences
 - Additional monitors for buses to enforce mask wearing
 - Additional nursing staff to accommodate the expansion of the role/duties of school nurses in all three buildings.

- Food Service
 - breakfast and lunch will be served in the classroom
 - develop non-contact ordering system
 - follows National Restaurant Associations' ServSafe Sanitation guidelines
 - staff members will be screened prior to working
 - staff who prepare or serve food will wear a face mask and shield, as well as gloves, using proper hand hygiene prior to serving
 - GMS/LMS will eat in classrooms
 - CHS will increase lunches to accommodate physical distancing
 - lunches served in closed containers
 - tables and all surfaces will be cleaned and sanitized between lunch periods.

- Transportation
 - bus routes will be streamlined to accommodate physical distancing
 - families will be asked to commit to riding or not riding the buses
 - masks will be required while entering/exiting and seated on the buses
 - hand sanitizer will be available for use on the buses
 - seating will be assigned according to route placement
 - one student per seat (members of same household or neighbors with permission may sit together)
 - windows will remain open for airflow while weather allows
 - dropping off/picking up procedures will be changed
 - safe drop off and pick up zones will be determined.

- Athletics/Co-Curricular
 - NHIAA announced moving start date from to September 8
 - options to play local games with an agreement are being evaluated
 - recommendations for contact sports will be limited to practices and skills/drills
 - sports in which physical distancing can be maintained will be permitted
 - co-curricular activities will be limited to virtual meetings or small groups with physical distancing.

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Dr. Jette reported that the Oversight Committee could not reach a consensus on the model of reopening. He indicated that they considered remote learning, a hybrid model and a full reopening, as well as the capacity to run buildings with over 300 students in each building. He commented both the schools and administrators are recommending the hybrid option. He noted that district administration is aware of daycare, scheduling and work issues, but feel that the hybrid option is safest to maintain staffing at the current level.

- CHS - Principal Lonergan
 - focus on keeping students safe, maintaining physical distancing, social-emotional learning and following CDC guidelines
 - recommending a hybrid model of in-person and remote learning
 - 2 days in-person and 3 days remote
 - students would be split alphabetically
 - A-K group attends Monday/Tuesday; L-Z group attends Thursday/Friday; Wednesday remote for all students
 - implement a 4 x 4 block model to decrease number of classes for students
 - A, B, C, D blocks run first semester
 - E, F, G, H blocks run second semester
 - students with study hall in A or D block may request delayed arrival or early release with parent permission
 - no end of semester exams
 - end of course summative assessments may be administered by teachers and applied to course competencies
 - competency recovery can be scheduled for late January and late June
 - implement procedures for parking, parent drop-off / pick-up, busing
 - students required to wear masks in hallways and on stairwells
 - special permission to use lockers
 - lunch periods will increase to four per day with masks and physical distancing protocols.
- LMS - Principal Lecklider
 - recommending hybrid model of in-person and remote instruction
 - 2 days in-person and 3 days remote
 - students would be split alphabetically
 - A-K group attends Monday/Tuesday; L-Z group attends Thursday/Friday; Wednesday remote for all students
 - plan to offer rigorous academic program following CDC guidelines
 - fair and balanced plan when considering social-emotional needs, health and well-being of students
 - decreased numbers of students helps ventilation
 - Unified Arts will rotate per semester or quarter
 - students will be clustered in grade levels
 - support services will be in place
 - students will wear masks when passing in halls and physical distancing will be monitored
 - implement procedures for parent drop-off / pick up and buses
 - in hybrid model, lunches can be held in cafeteria with reduced students to accommodate physical distancing.

Mr. Lecklider indicated that we learned what we did well and what we did not do well with remote learning in the spring this year. He noted that there is a better plan for remote learning.

- GMS - Principal Mitchell
 - recommending hybrid model of in-person and remote instruction
 - 2 days in-person and 3 days remote
 - students would be split alphabetically
 - A-K group attends Monday/Tuesday; L-Z group attends Thursday/Friday; Wednesday remote for all students

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- remote learning will be provided as a synchronous experience
- students will receive their appropriate level of support services
- Unified Arts will be run in 18 day blocks to provide an opportunity for every class to have a single Unified Arts period
- implement new procedures for parent drop-off / pick-up and buses
- lunches will be served in the classrooms
- the cafeteria will be repurposed.

Dr. Jette commented that he has received an inordinate amount of emails from parents and students. He indicated that he is not able to respond to all of them, but they are read.

Ms. Widman reported that the results from the parent input submitted on the district website was virtually the same at 33% for each option: remote, hybrid and in-person. She indicated that remote instruction will be improved and provided as synchronous remote instruction. She noted we have minimal guidelines for remote learning to increase rigor and student engagement.

Budgetary

Dr. Jette indicated that the costs associated with each model are as follows:

- In-school option: \$746,441;
- Hybrid option: \$739,241;
- Remote option: \$55,400;
- Costs for special education will be determined.

Mr. Bourque thanked Dr. Jette and the Oversight Committee for their work on the reopening recommendations. He opened the meeting for community input.

E. Community Forum

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

Claire Chew asked about AP scheduling at CHS and how a student in the first semester proposed block schedule will be prepared to take the AP exam in May.

Chris Gandia, 3 Chamberlin Drive, commented that one of our missions in the development of children is sports. He expressed disappointment in the suspension of sports in Litchfield schools. He indicated some call it caution and some call it fear. He believes that sports is necessary for building character and leadership. Mr. Gandia asked the School Board to consider permitting sports as a personal choice. He believes the choice should be up to the parents and students and those families who do not want to participate do not have to participate.

Hannah Cuvellier, CHS student, commented she is taking four AP classes next year and could be starting those classes in February with an exam in May or starting them in the fall and taking the exam in May. She indicated during the time she is waiting to take the exam she will not have access to them. She noted that she did not agree with the hybrid alphabetical model and suggested splitting the in-person option by grade level because some levels take more rigorous classes and class sizes are decreased.

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John MacDonald, 18 Rookery Way, suggested the district focus on direct live instruction. He indicated that remote instruction from this spring was unacceptable and was not structured. He commented that his child did not see 7 of her teachers at LMS during remote instruction and pre-recorded videos were not acceptable. Mr. MacDonald suggested placing webcams in each classroom and require teachers to teach everyday. He commented the best thing teachers do is engage with our children.

Jeff Hidalgo, 25 Brent Street, commented his son graduated with no ceremony and his daughter is in middle school. He agreed the safety of our children comes first, but it takes all of us to raise these children. He indicated that children cannot make life changing decisions; we need to make the decisions to make sure they are safe. He asked if band will continue and how it would work. He asked about sports and safety. He commented it is a difficult time during which we need to work together. He expressed appreciation for the work of the district.

Amy Ashe, teacher at GMS, asked about the plan for recess.

Mr. Mitchell, GMS Principal, indicated there will be recess.

Amy Ashe asked about the plan for remote instruction and what it would look like.

Mr. Mitchell indicated that the plan is to be determined.

Richard Rafferty, 33 Century Lane, commented he is a previous school board member and a Special Education teacher. He indicated that the decision in front of the School Board is a difficult one. He expressed support for remote learning, which will guarantee the health and safety of the community.

Laura Gandia, 3 Chamberlin Drive, commented she is not in favor of the hybrid option because it fails to provide adequate education. She mentioned that the foundation beliefs struck her and that the number one goal should be providing an adequate, quality education. She indicated that a hybrid model will have a negative effect socially and emotionally on children. Mrs. Gandia commented that every student needs a quality, adequate education. She expressed support for in-school instruction and for sports to continue in the district.

Glen Costello, CHS Head Football Coach and Special Education Administrator in Massachusetts, commented that playing sports contributes to social-emotional learning, character foundation and an increased sense of belonging that must be put into practice. He indicated there is a strong correlation in school pride during football season. Mr. Costello noted that students with IEPs do not fall through cracks and asked what about students whose only motivation is in sports? How does the district identify students that do not have a sense of belonging? He indicated there is no substitution for competitive football. He commented the character education provided through athletics is more valuable than in the classroom.

Tom Adamakos, 11 Century Lane, commented as a school administrator in another district he knows it is not easy to put together a plan like this and that you may not please everybody. He mentioned that surrounding districts are still maintaining sports. He asked if the district is submitting to fear. He noted that coaches and athletes volunteer to participate and reducing sports will drive them to other organizations that provide sports. Mr. Adamakos indicated that there is also a social-emotional element to athletics, which keeps children motivated and focused. He commented athletics teaches children a far greater lesson than in the classroom. He asked the Board to reconsider maintaining sports in the district.

Rich Lascelles, 236 Charles Bancroft Highway, State Representative, commented he put four children through the district schools, had one grandchild graduate, one is in grade 8 and one is in grade 6. He mentioned that he has been a substitute teacher for 10 years and misses CHS. He indicated that he heard some aspects of the reopening plan that he likes, some he has misgivings about and much that cannot be predicted. He commented the plan is not going to please everyone and people will have to make their own decisions. He noted that we hope for the best and plan for the worst, which equates to starting at the beginning assuming we will have to implement remote learning. He indicated if all students are in the schools it would be hard to comply with the guidelines.

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Mr. Lascelles acknowledged that some students have to be in the classroom; some have to be home; and some need the live instruction. He commented we did well with remote, but missed the interaction with peers. He mentioned that the model in Europe is opening schools with students that need to be in the classrooms and broadcasting remotely to those who need to be home. He indicated that he liked the idea to use outside air. He pointed out that bus drop-off will be problematic at GMS. Mr. Lascelles indicated that the hybrid model is our responsibility as a society to those children. He urged everyone to think about it. He noted that he respects what has been said with regard to sports, but we have to keep others in mind as well.

Emma Flindt, 123 Hillcrest Road, thanked the Taskforce for their work. She commented that if the decision is the remote option, her family does not need to have additional Chromebooks. She asked the School Board to make sure the plan includes the mental health component and ensure that special education students with IEPs are addressed.

Kate Stevens, 9 Evergreen Circle, commented if a remote option is being offered ensure that there are several times throughout the year students can transfer between virtual and remote learning. She indicated the situation changes very quickly and makes it difficult to commit to a full school year one way or another. She suggested that task force members should do a dry run on the buses as well.

Susan Rafferty, 33 Century Lane, commented that education is so important, as are sports and everyone would like to get back to normal. She asked the Board to consider starting remotely and working into the in-person option slowly.

Karina Carten, 3 Century Lane, commented SEL skills are important, but a 2 day in school / 3 days out will not be adequate. She noted there are other hybrid models out there. She indicated the skills of communicating and collaborating with each other is important and we should not be satisfied giving our students anything less than rigorous. She commented it is important to understand the minimal standards are creating gaps. She mentioned she was concerned AP classes will not be there for the students and will impact their changes for college. She asked how PK-K students would access remote classes, commenting they should be progressing, connecting with peers, and learning from teachers. She asked the Board to truly consider what a hybrid model will look like and consider the mental welfare of our students in Litchfield.

Liz Vaillancourt, 3 Crowell Court, commented that she feels confident about going back to the school where she works. She mentioned that she heard the district is concerned about spacing in the buildings. She indicated if spacing is the issue that is stopping us from implementing the in-person school option, we should be asking ourselves how creatively we planned, what we have considered, how it was determined and then reinvestigate it.

Jenny Goodman, 17 Snowdrop Lane, commented she did not hear any discussion or consideration for music classes. She would like to know if music classes will continue and how middle school students will be grouped. With reference to remote learning, she asked who would be teaching remotely and if students can utilize the remote option when they are absent from an illness.

Keri Douglas, 9 Pheasant Lane, commented she is not a fan of the hybrid option. She asked if it has been considered that children in the A-K group will be impacted by more holidays than the L-Z group. She indicated she wants her children in school. She noted she sends her children to school for socialization and not to wear face masks at their desks to make others feel comfortable. She commented she wants her children to return to their normal rather than teaching them to accept a new one. Mrs. Douglas commented that if hybrid is going to be the only option to reopen, she encouraged the district to remove children like hers and allow them to participate in an "offline" version of remote learning at home with other parents and children.

Jessica Bergeron, 69 Charles Bancroft Highway, commented she has a student in each school in the district. She mentioned that she works in a school where she has to deliver remote services and is also a parent with remote learners. She indicated remote learning was stressful for her children. She was concerned that the proposed plan consists of 60% of the year at home. She noted not enough details were provided for the hybrid plan. She

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asked how remote instruction will be improved, about assessments and what will happen when there is a vaccine.

Trixie Gardner, 66 Naticook Avenue, thanked the Taskforce for their work. She asked if there will be a full remote model for those who want and need one. She commented that she has compassion for teachers who were asked to do something they have never done before and now they may be asked to teach in person and remotely. She asked the Board to think about the students who have to stay home. Mrs. Gardner commented that there are many unanswered questions with this plan and not enough data. She suggested the Taskforce spend some time in the classrooms to determine spacing and on the buses, and show parents what a school day would look like. She asked the Taskforce to share with parents what remote learning will look like. She indicated if people do not know what it looks like they will find other ways to get their children schooling.

Jill Ozmore, 34 Page Road, expressed support with the hybrid option. She believes that the schools are not safe enough yet. She expressed concern with remote instruction from the spring and that the teaching was not good. She commented that she could not imagine how to help her child with special education work as she works full time. She asked where her child with disabilities would go to get her services. Mrs. Ozmore further commented that she does not agree that having older children in the classrooms clean desks is appropriate. She indicated School Board members should be patient with teachers and families, as well as be appropriate and professional.

Brooke Roman, 153 Page Road, expressed support for in-person learning five days per week. She also asked for a plan for band and chorus.

Karen Roman, 153 Page Road, thanked the Taskforce for their work and mentioned that she listened to all the taskforce meetings. She indicated that the members spoke about spacing in the classrooms. She commented we have a large population in town that did not get COVID-19. She was in support of in-person learning with remote options vs the hybrid option. She believes that the hybrid option would consist of more than one teacher, which would not be conducive to learning.

Amy Brenton, 101 Talent Road, expressed support for continuing full time sports. She commented one of her sons did not like school and football was his motivation. She indicated that the sports program should be continued. Mrs. Brenton mentioned one of her sons, in grade 1, is a special education student and cannot participate in remote learning, and her other child did not like remote learning. She indicated that her children need to go back to school full time.

Liz Vaillancourt, 3 Crowell Court, commented that she was disappointed that a decision on the plan was not reached by the Oversight Committee. She indicated remote learning is not what is best for children and it was very difficult for the teachers. She noted that the majority of children are not getting full benefits remotely. She mentioned that social-emotional statistics show 25% of children are depressed and 20% experience anxiety. She indicated parents deserve the opportunity to send their children to school five days a week.

Melissa Minah, Volleyball Coach, commented that she supports all decisions made in accordance with what is best for children. She indicated children thrive when they play sports and compete against other teams. She noted we were granted permission to work outside with our children, starting out in small groups and allowed two weeks later to increase the number. She commented that much time was spent spraying every ball after every practice. She indicated most of the children missed their spring sport and now you are taking away fall sports, which they need. She noted children have been socializing all summer long.

April Webber, 38 Charles Bancroft Highway, asked the Board to consider the working and single families. She mentioned that there are foster families in other districts that will struggle with remote learning and it is overwhelming for them and they find they will not keep those children. She encouraged the Board to consider the full time in-person option.

Patrick Keefe, LEA President, commented this is a serious situation and none of us signed up for this. Teachers were asked to switch gears and instruct in a model we were not used to doing. He indicated that he understands the frustration, but we did our best and worked hard, giving it our all. He noted it was a challenge. He commented as we look to reopen schools there is no one size fits all remedy. There are competing interests in

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the LEA, the parents, students, administrators, and the School Board. He asked that everyone work together on the solution and not fight with one another.

Mr. Keefe indicated that teachers love the students and working in the district. He agreed parents and students should have a choice, but teachers should have a choice as well. He commented that there are teachers that have medical conditions and need to work remotely. There are those that do not feel comfortable returning to the classrooms and deserve options, choices and respect. The NEA released a reopening plan that says teachers should not be returning to school if certain conditions are not met, such as HVAC systems that are not adequate for the COVID situation. He indicated the district is working on getting documentation that systems are working properly, but there are a number of safety concerns for teachers and there are contract issues that may be violations or legal issues. He commented that teachers want to be here, but want to make sure it is safe to do so. He thanked the School Board members and SAU for their work. He indicated the students in Litchfield are the best in the State.

Mrs. Harrison, School Board Vice Chair, commented that many people have taken the time to share their input via email and felt it was appropriate to read all correspondence from community members:

In support of Fall Sports:

Samuel Caliri
William Caliri
Kate Kirby
Kari Scopelites
Jennifer Biron
Courtney Landry
Thomas Adamakos
Amy Daigle
Jennifer Abdinoor
JD Abdinoor
Kristen Adamakos
Alexandra Kirby
Nicole Wilson

In support of Hybrid Reopening Option:

Erica Ruggles
Sherry Fay

In support of Remote Reopening Option:

Debra Kovisars
Susan Rafferty
Joycelin Raho
Katie Cameron

In support of In-Person Reopening Option:

Keri Douglas
Amy Steiniger
Sally Alwan
Jennifer Bourque
Cynthia Caliri
Josh Bremberg
Cheryl Lavoie
Nicole Wilson
Derek Barka
Travis Tucker
Heather Portillo

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Justin Somers, 16 Hamel Circle, commented that he was concerned that the meeting this afternoon was one in which the public attended physically. He believes that since we are fashioning remote learning in the reopening plan, it makes sense to use the technology to deliver this meeting to the community.

Kate Stevens, 9 Evergreen Circle, commented if a full remote option is offered, the district should ensure opportunities for transferring students between virtual and in-person classes at least 2 to 4 times during the year. She suggested the Taskforce do some dry runs with volunteers to work out the “kinks” in the plan before implementing the plan.

Hearing no further public input, Mr. Bourque thanked the community members for attending the meeting and sharing their input with the Board.

II. ADJOURN

Mr. Bourque made a motion to adjourn the meeting at 6:28 p.m. Mrs. Harrison seconded. The motion carried 5-0-0.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board

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LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

B. Bourque, Chair

C. Harrison, Vice Chair

Draft Minutes for August 6, 2020

Location: Town Hall

- In attendance:
- Brian Bourque, Chair
 - Christina Harrison, Vice Chair
 - Elizabeth MacDonald, Board Member
 - Robert G. Meyers, III, Board Member
 - Tara Hershberger, Board Member
 - Dr. Michael Jette, Superintendent
 - Cory Izbicki, Business Administrator
 - Michele E. Flynn, Administrative Assistant

In an effort to help slow down or stop the spread of the Novel Coronavirus (COVID-19), the School Board has implemented social distancing. We are following Governor Sununu’s [Emergency Order #12](#) related to public meetings. Therefore, the town hall will be closed to the public. The meeting will be broadcast live on Litchfield TV, and a phone number will be provided for the public to call and listen to the meeting. Public comments, including concerns about accessing the meeting, must be sent via email to Christina Harrison, School Board Vice-Chair, at charrison@litchfieldsd.org, and Michele E. Flynn, Administrative Assistant, at meflynn@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.

PUBLIC CALL IN NUMBER: 1-877-568-4106

ACCESS CODE: 637-867-285

I. NON-PUBLIC SESSION: RSA 91-A:3II (a-c) 4:00 p.m.

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

The Board entered into non-public session at 4:29 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.

Non-public session ended at 5:23 p.m.

II. PUBLIC SESSION

A. Call to Order - Board Chair’s Statement

Mr. Bourque called the meeting to order at 5:33 p.m.

B. Pledge of Allegiance

C. Review & Revision of Agenda

D. Summary of Non-Public Actions from July 15, 2020:

Mrs. MacDonald made a motion to approve the non-public minutes of June 17, 2020. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

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Mr. Meyers made a motion to accept the nomination of Jocelyn Duford as CHS Math teacher, at a salary of \$41,729 for the 2020-2021 school year. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. Harrison made a motion to accept the nomination of Noah Benoit as CHS Social Studies teacher, at a salary of \$41,827 for the 2020-2021 school year. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

E. Presentations and Recognitions

There were no presentations or recognitions.

F. Correspondence

Mrs. Harrison reported as of 3:20 pm we received 101 emails regarding reopening of schools since the last meeting. She shared the statistics and a summary of the comments and questions with the Board:

- 38 in support of Full In-Person Reopening Option
 - In-Person facilitates best learning
 - Need for Human Interaction
 - Social Emotional Development
 - Increase Masks in classes to full time
 - Most Effective for Teachers
 - Best for students, if physically possible
 - Working parents need kids in full time
 - Childcare outside school increases exposure
 - Remote option needs to be better defined
 - Kids need to learn how to relate and communicate with others
 - Hybrid “chaotic”, remote “inadequate” without direct instruction
 - No data suggesting risk to kids
 - We pay taxes for schools to be open
 - Safe with precautions in place
 - Concerns with students in foster care losing placement
 - Hybrid cuts instruction by 60%

- 22 in support of Hybrid Reopening Option
 - Manageable by teachers and staff
 - Addresses space needs
 - “Moderate” response to Covid - benefits of in-person for all students
 - Safer, less exposure to other students
 - Need a smaller school population to adhere to safety requirements
 - Can build relationships and routines in class, practice out of class
 - Easy to pivot to remote or all-in from middle ground
 - May be able to avoid switch to full-remote
 - [longerhttps://docs.google.com/document/d/17r-E746FZLi9OAedUXYgLNw_nseE3Qb8YvpOryUejzzM/edit#heading=h.rc5thglml1cx](https://docs.google.com/document/d/17r-E746FZLi9OAedUXYgLNw_nseE3Qb8YvpOryUejzzM/edit#heading=h.rc5thglml1cx)
 - Chance for teachers to meet ALL students at beginning of year
 - When you swing a pendulum you start in the middle

- 7 in support of Full Remote Option
 - Equip classrooms for live instruction and class discussions
 - Workplaces advocating work from home, thru the end of the year, doesn’t make sense to send kids back to school now
 - Can’t trust kids to prevent spread (handling masks, hand washing, cleaning, distancing)
 - Learning cannot happen when health and safety needs are not met.

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- 27 in support of Athletics
 - Devastating to miss Senior season
 - Contributes to physical, mental well-being
 - Students only motivation to go to school
 - Helps with academics - eligibility
 - NHIAA has established safety guidelines
 - Just as important as anything taught at school
 - Div 3 teams have very low number of cases
 - If hybrid or remote model, keep athletics running

- Suggestions
 - Need a decision as soon as possible
 - Ordering school supplies has been on hold
 - Masks should be worn full time if possible
 - Really listen to input from committee work
 - Build in MORE movement, recess time
 - Create cohorts by academic achievement
 - Create Cohorts by grade level (CHS)
 - Teachers may be more comfortable with face masks AND shields
 - Make use of Town facilities
 - Make quarterly or semester commitment, not for the year. Circumstances change.
 - “Quarantine” student athletes and travelers to keep in-school population safe
 - Involve teachers in planning for Performing Arts
 - Special masks and equipment (music and arts) should not come out of program budget. Those funds should come from the Cares Act.
 - Put “cooling off” remote periods directly before/after scheduled vacations
 - Start slowly - phased reopening
 - Use large spaces to spread out classes
 - Keep co-curriculars and athletics running
 - Make decisions based on current data, not “what if”
 - Decide to be proactive, not re-active only when staff and students fall ill.
 - Give parents a choice between two or more options
 - Offer later arrival for common planning time
 - Think creatively, outside the box
 - Regarding costs - reprioritize and get it done
 - Do away with planned weeks of remote instruction
 - In mid July, the American Academy of Pediatrics clarified their stance on returning to school:
 - "Returning to school is important for the healthy development and well-being of children, but we must pursue re-opening in a way that is safe for all students, teachers and staff. Science should drive decision-making on safely reopening schools. Public health agencies must make recommendations based on evidence, not politics. Leave it to health experts to tell us when the time is best to open up school buildings, listen to educators and administrators to shape how we do it."
 - Supply teachers and staff with N95s

- Questions
 - Band and chorus at LMS and CHS?
 - Temp scanning at arrival?
 - Opportunities to change enrollment due to student experience?
 - How do we assess, evaluate and vote to “flip the model”.
 - Eliminate sophomore and senior projects?
 - HVAC - Merv-13 filters, measure air exchange? (might want to skip?)
 - How does “deep cleaning” differ from daily disinfecting?
 - What’s in place to address SEL needs?

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- How are SPED and 504 students' needs going to be met? Option for more time in school if we open with hybrid?
 - Attendance taken at home/school/hybrid?
 - Risk of transmission in non-masked high risk areas like gyms/daycares?
 - Do we have the staff willing to accommodate each of the plans offered?
 - If you want classes to be held outside, how many tents are you willing to purchase per school. I believe I read 2 per school somewhere - if so, that is not enough.
 - If an educator needs to purchase special masks or equipment for their class, how does one go about getting the funds and what is the approval process?
 - Are toilets being fitted with lids to reduce the addition of droplets into the air when flushing?
 - How many students and staff must become ill before closing down schools again?
 - Will additional staff be hired so class sizes can be reduced?
 - Are we using county (including Manchester/Nashua) data to determine/evaluate model?
 - 4x4 schedule - AP Classes? <10 students?
 - And finally, please answer this rising Litchfield 7th grader's question which should be the first question in every adult's mind: "If they took us out in March when things weren't so bad, why are they sending us back when it's worse?"
- Comments
 - Thank you for all your hard work
 - Need time to plan logistics, teacher and staff training
 - Consider impact on arrival/dismissal, all areas of day to day logistics
 - Thanks for streaming meeting live
 - Confident remote instruction will be much improved from Spring
 - FERPA is not a reason to not include remote instruction
 - Pulling student and applying for private school - no plan for remote instruction, needs 5 days in
 - Kids are "all hanging out together" now
 - Local day cares are up and running with no spread
 - Disappointed in lack of details on remote learning model. What does it include if hybrid?
 - I cannot give either group my full attention and my best if I am split between them. I could just lecture to them, but that is not my best teaching.
 - PPE and special protective equipment should not come out of classroom/program budgets. Should be funded by CARES.

Mr. Bourque indicated correspondence will be attached to the minutes. Brian - we will put them in the minutes -

G. Comments:

- **Superintendent's Comments**
 - **Enrollment Update**

Dr. Jette updated the Board on enrollment numbers in the district. He indicated that elementary numbers are relatively unchanged, as are the high school numbers.

- **AP Government & Politics Textbook Request:**
 - **Cengage**
 - **Pearson**

Dr. Jette presented a textbook request from Ms. Widman, Director of Curriculum, Instruction & Assessment. He indicated that AP textbooks (Government & Politics) from two vendors were reviewed by Nate Cooper, CHS Social Studies teacher. He noted that Mr. Cooper's first choice was the Pearson book, which is less costly than that from the other vendor. Dr. Jette added the books have been approved by PERC.

Mrs. Hershberger asked if the research source listed on the recommendation form is what was actually used.

Ms. Widman indicated the research sources are used in conjunction with the recommendation.

Mr. Hershberger commented that the resources are very broad. Dr. Jette indicated that they will review that.

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Mrs. Hershberger made a motion to approve the purchase of AP Government & Politics textbooks from Pearson Education as recommended. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- **School Board Comments**

Mrs. Hershberger commented that she believes the hybrid option offered in the school reopening plan is not sufficient. She indicated the options of full in-person or full remote are appropriate. She noted the Board's responsibility is to present a direction and the Superintendent should be granted the authority to choose the plan.

Mrs. Harrison commented she did not have a chance to watch the Oversight Committee meeting yesterday, but was disappointed to hear members of the committee saying the Board will not approve anything other than an all in plan as stated by the Board Chair. She indicated she is siding on the side of safety, regardless of the decision, and she is not willing to make concessions when it comes to the safety of the students and the staff. Mrs. Harrison commented it was sad to read the LEA and LSSA are not in favor of the plan. She indicated we need to address their concerns because without them we cannot reopen the schools. She asked that we trust the administrators because they are in the buildings making this work and trust their input regarding what is and is not possible.

Mr. Bourque clarified that he expressed to the Oversight Committee the Board will not support a hybrid option and pointed out that was the consensus of the Board.

Mrs. Harrison suggested that the Board take a vote on matters for which the Chair will be speaking on behalf of the Board.

Mrs. Hershberger commented she did not think the hybrid option was off the table. She indicated that it was her understanding the plan was incorporating all three options.

Mr. Meyers commented that someone brought up that the Board was ignoring the sub-committees, but the sub-committees did not express any recommendations. He believes there is a misunderstanding that people believe the committees were handing their consensus to the Oversight Committee.

Mrs. Harrison indicated as a member of the operations team she believed their role was to present recommendations to the Oversight Committee.

Mr. Meyers commented the Board failed in not providing a direction.

Mrs. Hershberger commented we have had discussions on everything from every level.

Mr. Meyers commented Dr. Jette is in the worst position with a tough decision.

Mrs. Harrison felt it is important to have three plans and depending on what is going on in and around our schools, it is also wise. She commented it is impossible to ask everyone to agree on an answer.

Mrs. MacDonald commented her goal was to offer the people of the town a choice. She indicated many people need to go to work. She noted she was surprised by the hybrid option.

H. Community Forum

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There was no public input.

III. GENERAL BUSINESS

A. Public Minutes:

- July 15, 2020
- July 23, 2020

Mr. Meyers made a motion to approve the public minutes of July 15, 2020 and July 23, 2020. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

IV. REPORTS

A. Business Administrators Update

- Food Services Price Increase Proposal

Mr. Izbicki commented each year reporting has to be done by the Food Services Department and sent to the State regarding meal charges. He indicated that the district's prices have been stagnant for many years. He noted the State is recommending a price increase of \$0.05 per meal. Mr. Izbicki recommended a price increase of \$.10 per meal. He noted if we do not increase meals by at least \$0.05 per meal, the difference will be absorbed by the general fund.

Mr. Meyers commented we ran a deficit the last two years. He noted our cohort average for elementary school is \$2.83 and \$3.25 for the high school.

Mr. Izbicki explained the state is saying we have to implement a price increase. He indicated if we were serving our average number of meals per year we would not have that deficit, but we were not operating under normal circumstances.

Dr. Jette pointed out that the reason we were running a deficit is because we were investing in the food services program. He indicated offering breakfast will increase revenues and a \$0.10 increase will generate additional revenue.

Ms. Crowley commented that the price increase will be especially helpful since we will lose out on a la carte and extras.

Mr. Bourque commented the last time the Board approved a price increase, adult meal prices was included. Ms. Crowley indicated adult meal prices will be increased.

Mrs. Harrison made a motion to approve a \$0.10 per meal price increase for district food services. 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.

Mr. Izbicki reported the financial statement for the audit has been completed and the bulk of the financials is done. He indicated he will begin preparing the DOE-25.

Mr. Izbicki reported that DDM completed the HVAC assessment for all three schools with A & E Mechanical on hand to repair the issues. He indicated within the next month we will need to contract with a controls vendor to fix control issues in order to reopen the schools. He explained that the controls contractor ensures the controls are working properly to allow a flow of fresh air and monitor that cold air intake so the system does not freeze in the winter. DDM will provide a list of contractors if A & E Mechanical is not available. He reported all filters were changed to MERV-13 filters; however, the overhead units at CHS only hold MERV-8 filters. Also, it was

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discovered that motors to some overhead units were not running and there were no belts on some of the motors.

Mr. Izbicki indicated he provided a list of PPE and Cleaning supplies inventory. He reported that an order was placed for 1,000 pediatric sized face masks, mainly for elementary students, but some may be needed for smaller middle school students. He noted a box will be provided for each bus in the event a student forgets their masks. He mentioned that J & J Janitorial Supplies has plenty of hand sanitizer and wipes available. He indicated the district will pick up those supplies from J & J.

Mrs. Harrison asked about the costs for HVAC systems repairs. Mr. Izbicki indicated in the long term, all systems need to be updated; for the short term repairs, we will not know the costs until they are provided.

Mrs. Harrison asked if the district placed orders for any of the PPE items on the list. Mr. Izbicki indicated that no orders have been placed currently, but he will follow up with the nurses to see what is needed for reopening.

Dr. Jette redirected the discussion back to ventilation. He indicated that Mr. Ross, Director of Facilities, has both institutional knowledge and knows how to get into these systems. He recommended that we need redundancy in the system and assistance for Mr. Ross.

V. OLD BUSINESS

A. Policies: 2nd Reading:

- BCB, Board Member Conflict of Interest

Mrs. Harrison made a motion to approve policy BCB, Board Member Conflict of Interest. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- DAF, Administration of Federal Funds

Mrs. Harrison made a motion to approve policy DAF, Administration of Federal Funds. 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.

- DI, Financial Management & Reporting

Mrs. Harrison made a motion to approve policy DI, Financial Management & Reporting. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- DJ/DJB, Purchasing

Mrs. Harrison made a motion to approve policy DJ/DJB, Purchasing. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- DJE, Bidding Requirements

Mrs. Harrison made a motion to approve policy DJE, Bidding Requirements. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- DKCA/R, Travel Reimbursements

Mrs. Harrison made a motion to approve policy DKCA/DKCA-R. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- DN, School Equipment & Supplies Disposal

Mrs. Harrison made a motion to approve policy DN, School Equipment & Supplies Disposal. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

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- GBAA, Sexual Harassment & Title IX (Employees)
- JBAA, Sexual Harassment & Title IX (Students)

Mrs. Harrison made a motion to approve policy GBAA, Sexual Harassment & Title IX (employees) and policy JBAA, Sexual Harassment & Title IX (students) . Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

B. Policies: New & Revised

Mrs. Flynn indicated the following policies were reviewed by Heather Murray, formerly with the NH DOE, to analyze how credits can be earned and articulate them into the correct policy, with the subsequent policies revised to reflect changes resulting from the previous Board decision to allow the different credits to be added to student GPAs.

- IK, Earning of Credits

Mrs. MacDonald made a motion to approve policy IK, Earning of Credits, for a first reading. Mr. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- IHBH, Extended Learning Opportunities

Mrs. Harrison made a motion to approve policy IHBH, Extended Learning Opportunities, for a first reading. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- IHCD, Advanced Course Work/Advanced Placement Courses & STEM Dual/Concurrent Enrollment Program

Mrs. Harrison made a motion to approve policy IHCD for a first reading. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- IIMB, Distance Learning

Mrs. Harrison made a motion to approve policy IIMB, Distance Learning, for a first reading. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- IMBC, Alternative Credit Options

Mrs. Harrison made a motion to approve policy IMBC, Alternative Credit Options, for a first reading. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

C. Coronavirus Review and Update

- Fall School Reopening Plans Update
 - Task Force Final Report
 - Staff Reopening Survey Results

Dr. Jette commented that the district will be watching schools that open across the country to see what to do in our district. He reported the two associations (LEA and LSSA) are thinking about the safety of employees and could not support the reopening proposals. He indicated there has been diverse feedback from the community. He noted that in the final report it is articulated that a reduced cohort will be safer in the schools.

Dr. Jette reported that in-person services offered are Full Attendance and Hybrid, with the Remote model running with the Full Attendance model for families that do not want to send their children to school physically. He indicated that if we have 20% that choose the Remote model, we will have to select a few additional children to go remote to get to a safer level of in person services. He commented if we get to a lower percentage as the situation changes or if conditions worsen, we would move to a Hybrid, alphabetical division model. He noted the

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next step is to survey parents so we will know how many students and which students will be physically attending classes and their grade levels.

Mrs. Harrison asked which plan the associations do not support.

Dr. Jette commented that the letters received from both associations were about in-person services and questioning if it was safe to do so; if it will increase the likelihood of COVID through proximity and contact. He indicated the associations are advocating for Full Remote for teachers and students and we know that is not what parents want.

Mrs. Harrison commented we know that is not best for the students, but safety is a factor.

Mrs. MacDonald asked who would teach Hybrid classes.

Dr. Jette indicated that is a whole different skill set and is an added phase in the reopening plan for schools. He explained that the proposal includes 8 professional development days for training, such as on how to move through the building, etc., welcoming meetings with remote learners to meet the teachers, and phasing in classes by grade levels over several days, with the first full day of school on September 9.

Mrs. Harrison asked if there is a reason to do a phased in opening by grade level.

Dr. Jette indicated it is so teachers from other grades can observe and assist the grade level teachers in the school during the phased in approach. He added that Remote student meetings will take place on September 1, from 8 am - 11 am, teachers will meet with small groups of families that will be working with the teacher remotely during the year; Half the in-person class students (K, 1, 5, 6, 9, 10) will meet with teachers on September 1 from 8 am - 12 pm and the remaining half (2, 3, 4, 7, 8, 11, 12) will meet with teachers on September 2 from 8 am - 12 pm to review protocols and expectations.

Mr. Meyers commented he would rather hold remote weeks until after December in the event they are needed.

Mr. Bourque suggested to take remote weeks off the calendar.

Mrs. Harrison commented we should take advantage of every day they are in school, but make it clear that there has to be a Plan B and C.

Dr. Jette asked if there is Board consensus with the phased in approach and removing the remote weeks from the calendar.

Mrs. Harrison made a motion to approve the phased in approach of the 2020-2021 Reopening Plan and to remove remote days from the calendar. Mrs. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Dr. Jette reviewed the Reopening Plan final report with the Board. He mentioned that the district will be using the Harvard Global Health Institute Risk Level Tool, with 7 day rolling average and indicators.

Mr. Meyers asked about attendance policies that may be affected by the plan.

Mr. Lonergan indicated that it is important to track and see who is participating.

Ms. Widman indicated we built that in for parents as well because if a student goes remote because they are ill there has to be engagement. She commented in a competency-based system it is crucial.

Mr. Lecklider indicated that students need to be held accountable for attendance. He noted there is a parent education piece as well, and there needs to be serious expectations of families.

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Mrs. Bandurski commented that we can work together and come up with a plan if there is lack of engagement from the student or family. She indicated there is no active participation to intend to achieve competency.

Mr. Mitchell commented even with the remote option he believes missing students will be noticed quickly.

Dr. Jette indicated there are guidelines for all types of attendance for students and staff. He commented we will have various data and metrics that we will receive and we will communicate when we see trends that are noticeable.

Mrs. Hershberger asked about the availability of PPE and other necessary safety equipment, as well as the overall staffing levels necessary to operate schools under each teaching model.

Dr. Jette indicated that discussion occurred and if we observe several staff are out, it will be covered by the monitoring criteria.

Mrs. Hershberger asked if the district has developed a policy regarding who has the authority to make the reopening decision. She felt strongly it should be the Superintendent's decision.

Dr. Jette expressed his appreciation, but he believes in engaging in discussion and dialogue about it.

Mrs. MacDonald asked who will be teaching remote students.

Dr. Jette indicated currently the vision is that the teacher of the class or that grade will be teaching remote students. He commented we do not have a dedicated remote teacher we can hire. He noted the teacher will be providing the lessons live to students in class and remote learners.

Mrs. Harrison felt that would be a lot of pressure on the teachers. She asked what a remote class would look like. She indicated a description of a remote class will help alleviate much parent concern.

Mr. Lonergan indicated the students are all technology natives and have been brought up with Google and Google Classroom. He commented it is a matter of adjusting to the technology for the teacher, which may be a bit of a learning curve.

Mr. Lecklider commented how the numbers break out will be interesting. He indicated if in school class size is higher in comparison to remote size, that is going to determine what the synchronous model will look like. He noted for 7th and 8th graders, the teachers are content certified.

Mrs. Hershberger asked if administrators are planning on teachers rotating to classrooms.

Mr. Lecklider indicated as much as possible. He noted they are working on cohorting and clustering.

Mr. Lonergan indicated that teacher rotation will not be possible at the high school because of the varying schedules; however, traffic and the flow of students will be managed and monitored. He expressed concern regarding FACS, Tech Ed and Unified Arts and how remote students would access those courses.

The Board discussed with the administrators options to allow remote students to come into the schools for labs and Unified Arts.

Dr. Jette indicated there are guidelines and expectations for Remote 2.0 and Total Remote options. Ms. Widman noted that differentiated expectations are included in the Full Remote option.

Dr. Jette referred to Mr. Pelletier regarding technology.

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Mr. Pelletier indicated that an order has been placed for grades 5 and 9 for 1:1 Chromebooks, but they may not be delivered until October. He commented we are trying to get all the parts and pieces we have at the middle and high schools, but there may be a potential for some students to bring their own devices.

Dr. Jette reviewed the plan for Operations, which reflects criteria for mask wearing, cleaning, distancing, travel, visitors, hygiene protocols, ventilation systems, food service, transportation and staffing.

Additional Staffing Needs

Dr. Jette indicated there will be a need for additional staffing in Technology and Custodial. He mentioned that interns can be used for technology, which will reduce the cost of additional staffing.

Mr. Izbicki indicated that additional food service staffing will be necessary as well.

Dr. Jette indicated that there will be an increased need for substitute teachers and monitors for lunches, recess, and buses for mask enforcement. He noted that additional staffing will be needed in nursing due to additional responsibilities with COVID-19. He mentioned based on feedback from the Board, we added in the report that NHIAA has delayed the season to September 8 and only recommendations for fall sports are reflected in the report.

Board members suggested removing the wording that the competitive season is cancelled in the plan.

Mrs. Harrison commented that all after school programs will be affected.

Mrs. Harrison and Mrs. Hershberger both felt that co-curricular activities should continue.

Mr. Lonergan indicated that advisors for co-curricular activities are willing to go forward with them and make them work within the guidelines.

Dr. Jette noted it is up to the advisor to come up with a proposal.

Mrs. Hershberger was concerned that committing to riding or not riding the school bus for the whole year would be too extreme and suggested families commit for each semester.

Mrs. Harrison suggested families commit for each quarter.

Mrs. Flynn explained that changing the routes or bus assignments each quarter would cause too much confusion with not only students and parents, but the drivers themselves. She felt that commitment by semester would be less confusing for all.

Dr. Jette mentioned that each administrator was responsible for developing a drop off / pick up pattern for their school.

Mr. Mitchell reported that he met with Mr. Izbicki and Mr. Preadable (from First Student) this morning to discuss the possibility of using the small loop for buses and the large loop for parents. He indicated that it was determined the buses will not be able to make the turn radius back onto Charles Bancroft Highway safely. He explained that the large loop will be used for bus drop offs and parent drop off/pick up, with the blacktop area being used for afternoon bus pick ups. Mr. Mitchell commented more staff will be used to direct both children and traffic and afternoon pick up will be planned with commitments from parents and assigned groups for dismissal.

VI. NEW BUSINESS

- **Policies: Review:**
 - **JRB, School Mascots**

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)

Dr. Jette commented with the issue of diversity and correctness at the forefront, a school mascot policy was developed in alignment with the district's Statement of Unity. He explained we are going to look differently at our mascots as we move forward. He indicated if the Board approves the policy it will trigger the district to examine the mascots we have in place.

Mr. Lecklider commented that we started to discuss this last year, but it did not go further than that. He indicated that there is awareness of the concerns about the LMS mascot. He noted there was something about building spirit and character around the school at that time as students would leave the middle school and go to Alvirne. Mr. Lecklider commented that at LMS we work to build spirit and team. He mentioned he was partial to having the Lion as the new mascot.

Mrs. Hershberger made a motion to approve Policy JRB, School Mascots, for a first reading. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Dr. Jette asked the Board if they intended to vote on the Reopening Plan.

Mrs. Harrison talked about purchasing items that are needed now, and start hiring additional staff.

Dr. Jette indicated that additional staffing will be hired as needed and some purchasing can begin.

Mrs. Harrison mentioned that she looked into having additional handwashing stations built. She found a plan on how to build them that is inexpensive.

Mr. Mitchell commented that portable handwashing statutes need to be refilled every two hours and custodians are going to be so busy with everything else.

Mrs. Harrison commented our job is to make returning to school as safe as possible and we are falling short on these. She indicated we owe it to our children, staff and teachers to do the safest thing possible.

Mr. Mitchell agreed that hand washing is very important, but was not sure portable sinks were the answer.

Dr. Jette noted we are not set up for the ideal situation for hand washing.

Mr. Bourque suggested staggering lunches, breaks; using hand sanitizer; placing cohorts together. He mentioned that the hybrid option schedule was not discussed.

Dr. Jette indicated that the team will go back to look at it.

Mrs. Harrison asked about temperature checking the students when they arrive at school. Dr. Jette indicated that parents will be responsible for taking their child's temperature at home.

Mrs. Harrison asked about band and chorus classes. Dr. Jette indicated music educators put out their own report and principals will meet with the teachers and discuss specific plans for their classes.

Mrs. Harrison was concerned about AP classes in a four block model. She asked how other schools make sure their AP students are ready for the exams.

Mr. Lonergan indicated that CHS will have to be a bit creative with AP classes. He commented that there are teachers that have experience with the four block model. He noted the challenge is if the AP course is a first semester course and we will need to continue that first semester support.

Mr. Bourque asked if Board members had any further comments or questions. Hearing none, he asked for a motion to approve the Reopening Plan.

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Mrs. Harrison asked to which plan the Board would be voting on.

Dr. Jette indicated the intent is to reopen with Full Attendance with a Remote Option and if it is not safe to open we will move to the next part of the plan.

Mr. Meyers made a motion to approve the School District Reopening Plan as recommended. Mrs. Hershberger seconded.

Mrs. Hershberger asked about staff concerns and accommodations.

Dr. Jette indicated they have not looked at ADA letters received yet and cannot make a determination until a plan is in place.

Mrs. Hershberger asked what percentage of the student population will be participating in the full reopening.

Dr. Jette indicated that the district will do a survey to determine what we are committing to and those are the numbers we are going to base it on.

Mrs. Hershberger asked if conditions change a week prior to opening, parents need time to plan for this. She was concerned over how soon a final decision will be made. She asked who makes the decision about reopening after the Board approves the plan?

Dr. Jette indicated that the Administrative Team and School Board would meet remotely to discuss it and decide.

The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, no; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

VII. MANIFEST

There was no manifest.

VIII. PUBLIC INPUT

A. Community Forum

Mrs. Harrison summarized public input that was received during the meeting.

John Son, resident, commented that he was confused by the reopening document released today. He believes the Hybrid option is a better solution. He asked why the Board was deciding against the wishes of the Task Force Committees. He also indicated that a BYOD option is a short term solution.

Carey Tanguay, resident, was in support of the in-person, five day in school option.

Shanna Dodge, resident, was in support of the Hybrid option.

Debi Leary, resident, asked to add Kindergarten to the 1:1 grant.

Michelle Gill, resident, asked about the playground cohort information and was concerned about transportation.

Debi Leary, resident, was concerned about the parking and drop off/pick up option for GMS.

High School Special Education Teacher was disappointed in the change from the Hybrid option to the Full In-Person option.

Kristen Starret, teacher, shared a picture of a handwashing station.

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

Upon a motion made by Mrs. MacDonald, the Board entered into non-public session at 10:08 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

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open meeting. 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.

X. RETURN TO PUBLIC SESSION

Due to the emergency rules in place, the Board will not conduct additional meeting items following the non-public session. Once the vote to come out of non-public session is approved, the board will immediately adjourn the meeting.

Upon a motion made by Mrs. MacDonald, the Board returned to public session at 10:24 p.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

XI. ADJOURN

Mrs. MacDonald made a motion to adjourn the meeting at 10:25 p.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board



LITCHFIELD SCHOOL DISTRICT

School Administrative Unit #27

One Highlander Court

Litchfield, NH 03052

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

Equal Opportunity Employer

Michael Jette, Ph.D.

- *Superintendent of Schools*

Cory Izbicki

- *Business Services*

Mary Widman

- *Curriculum, Instruction & Assessment*

Hollie Falzone

- *Human Resources*

August 14, 2020

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

From: Cory Izbicki, Business Administrator

Subject: BA Report and Operational Update for August 19 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:

- On Thursday August 13, the Superintendent, Facilities Director and I attended a meeting with David Ely, and representatives from Solid Roots Construction. The purpose was to review the proposed pricing and materials proposed to determine consistency with the architectural specifications. David Ely will continue to work with Solid Roots and their subcontractors to refine the pricing and materials. Based on the meeting, noted the following:
 - Tentative start dates for construction at the end of August with targeted completion by the end of October. This would allow for time to complete the application for reimbursement from the State. State application submission deadline is December 31. At this point there is no additional extension available.
 - Based on the preliminary pricing that was reviewed, it appears that the project will fall very close to the amount that was budgeted for the project.

HVAC Audit:

- An HVAC audit was performed at all three locations and completed and reports issued to the District during the week of 8/3:
 - Dave Ross accompanied the Mechanical Engineer during the site visits. As items were identified for repair or replacement A&E Mechanical was on sight performing the work.
 - As we prepare for school, A&E will be double checking all equipment to verify functionality and performing filter changes at all locations.
 - Dave Ross and myself will be meeting on Monday morning to review the Audit reports to determine status of recommendations and repairs.
 - Once all systems and equipment are operational, we will bring in a company to review our control systems in order to prepare for the colder months.



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Griffin Memorial School - Electricity:

- On Friday 8/7 the main electrical switch at Griffin Memorial tripped, the exact cause is not known but it could be related to a tree that fell on the power lines on 3A the night before.
 - Due to the age of the electrical switch, and unreliability and limited availability of parts, the switch must be replaced.
 - Jolt Electric is coordinating with Schneider Electric (Square D) to obtain the updated switch. There is a chance that the supplier has what we need in stock.
 - We can receive a 90 day temporary order to re-energize the building and regain access for limited staff. However, for safety purposes it is highly recommended that no students be in the building until the repair is completed.
 - Dave Ross and myself are compiling the necessary information to submit a Property claim through Primex in hopes of recouping some of the cost of this repair.
 - We are targeting September 1 for completion.
 - Additional information will be provided as it becomes available.

FY20 Financials Statements:

- Plodzik and Sanderson completed their field work for the audit on July 31.
 - We have received audited trial balances and journal entries in order to update our financial software. Journal entries were entered 8/13, as a result, FY20 is officially closed from a financial standpoint.
 - There are limited pending items from the audit, most of which are nonfinancial, and will not impact the governmental fund financial statements that have been provided.
 - The final audit report cannot be issued until we have received our other post employment benefit (OPEB) liability for reporting on the government wide financial statements. This information is provided by Jefferson Solutions based on information the School District provides. We are in the process of accumulating this data.
 - One of the journal entries provided was due to auditor review of balance sheet accounts, specifically the workers compensation withholding account:
 - Balance had been carried without clearing for an undetermined number of years. A result of withholding based on Primex provided rates, then receiving premium holidays that reduce the amount due. Now that the auditors have identified this, procedurally we can change how this account is handled.
 - This item would not be caught in the internal audit, as the internal audit is limited in scope, with the focus being reconciled cash balances, revenues, expenditures, and a preliminary review for unrecorded assets (receivables) and liabilities (payables).
 - As a result of this entry, the prior year (FY19) Fund Balance has been restated for reporting, and additional revenue has been recognized in FY20.
- Individual Governmental Fund Financial Statements are included with this report for the General Fund (main operating fund), Food Service Fund (enterprise fund), and the Special Revenue Fund (utilized for federal and state grants as well as local donations and contributions for specific purposes). Now that FY20 is closed, a final budget to actual expenditure report has been included as well.
 - Highlights:
 - Note the change in unassigned fund balance, this is the amount returned to taxpayers. With the final audited numbers this has increased by \$111,378. This was estimated on 7/9 as \$597,399 on preliminary financials and was noted as subject to change. Final unassigned fund balance is \$708,777. The change is due to the auditors journal entries which restated prior year fund balance and recognized additional revenue.



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- Please note that the fund balance estimate reported on 6/12 was \$734,500, \$137,101 greater than what was reported on 7/9. This difference was due mostly to the following:
 - Increase in the transfer to the food service fund due to year end expenses.
 - Increase in Payable balance (tied to expenditures) for year end.
 - Recording of Accrued Payroll, days worked in June, paid in July.
- NH DOE 25 and MS 25 are on track to be completed and ready for signature on 8/19.

Respectfully Submitted,

Cory Izbicki

Business Administrator

Litchfield School District
 Governmental Fund Financial Statements
 For Year Ended June 30, 2020

General Fund Balance Sheet - June 30, 2020			
Assets:			
Cash			1,625,558
Receivables:			
Accounts			4,933
Intergovernmental			394,123
Interfund receivables			61,534
Prepaid Item			-
Total Assets			2,086,148
Liabilities:			
Accounts Payable			53,225
Accrued Salaries and Benefits			542,309
Deferred Revenue			11,121
Interfund payable			196,155
Total Liabilities			802,809
Fund Balances:			
Restricted			-
Committed Fund Balance			-
Warrant Article 3 - Class Size Reduction ETF	99,000		
Warrant Article 4 - Special Education CRF	50,000		
Warrant Article 5 - Capital Improvement ETF	70,000		
Total Committed Fund Balance			219,000
Assigned Fund Balance - Encumbrances (listing)	168,917		
Assigned Fund Balance - Encumbrances (Canopy)	186,645		
			355,562
Unassigned Fund Balance			708,777
Total Fund Balance			1,283,339
Total Liabilities and Fund Balance			2,086,148
Revenues, Expenditures and Change in Fund Balance - June 30, 2020			
Revenues:			
School District Assessment			14,034,770
Other Local			88,469
State			7,715,941
Federal			22,378
Transfer from other funds			
			Total Revenues
			21,861,557
Expenditures:			
Current:			
Instruction			12,322,194
Support Services:			
Student			1,754,111
Instructional staff			697,376
General Admin			140,824
Executive Admin			555,048
School Admin			1,294,725
Business			344,263
Operations and Maintenance			1,995,046
Student Transportation			932,047
Other			779,096
Facilities acquisition and construction			36,252
Noninstructional services (Food Service)			
Noninstructional services (Transfer to Food Service)			154,160
Transfer to other funds			100,000
			Total Expenditures
			21,105,142
Excess of Revenues			756,415
Fund Balance, beginning (as restated) (7/1/2019)			526,924
Fund Balance, ending (6/30/2020)			1,283,339

Litchfield School District
Final Year End Expenditures
For Year Ended June 30, 2020

ACCOUNT TITLE	Encumbered from Prior Year	Appropriations	Expenditures	Encumbered to Subsequent Year	Balance
Regular Programs Total	-	8,989,648	8,548,609	7,363	433,676
Special Programs Total	-	3,306,530	3,170,405	-	136,125
Vocational Programs Total	-	38,526	57,398	-	(18,872)
Other Programs Total	-	572,898	545,783	2,773	24,343
Student Total	-	1,847,466	1,754,111	-	93,355
Instructional Staff Total	2,360	758,439	697,376	3,950	59,473
General Administration Total	-	122,482	140,824	-	(18,342)
Executive Administration Total	-	556,812	555,048	-	1,764
School Administration Total	-	1,297,494	1,294,725	-	2,769
Business Total	-	326,162	344,263	-	(18,101)
Operations & Maintenance Total	165,071	2,076,433	1,995,046	323,676	(77,218)
Transportation Total	-	1,104,313	932,047	-	172,266
Other Total	27,216	908,503	779,096	17,800	138,823
Facilities Acquisition Total	-	36,252	36,252	-	-
Transfers Out Total	-	100,000	254,160	-	(154,160)
Totals	194,647	22,041,958	21,105,142	355,562	775,901

Litchfield School District
 Governmental Fund Financial Statements
 For Year Ended June 30, 2020

Food Service Fund Balance Sheet - June 30, 2020			
Assets:			
Cash			(161,707)
Receivables:			
Accounts			
Intergovernmental			2,782
Interfund receivables			194,510
Prepaid Item			-
Total Assets			35,585
Liabilities:			
Accounts Payable			
Accrued Salaries and Benefits			
Deferred Revenue			35,585
Interfund payable			
Total Liabilities			35,585
Fund Balances:			
			-
Unassigned Fund Balance			-
Total Fund Balance			-
Total Liabilities and Fund Balance			35,585
Revenues, Expenditures and Change in Fund Balance - June 30, 2020			
Revenues:			
Other Local			69,828
State			5,646
Federal			257,256
Transfer from other funds			154,160
		Total Revenues	486,889
Expenditures:			
Current:			
Instruction			-
Support Services:			
Student			-
Instructional staff			-
General Admin			-
Executive Admin			-
School Admin			-
Business			-
Operations and Maintenance			-
Student Transportation			-
Other			-
Facilities acquisition and construction			-
Noninstructional services (Food Service)			486,889
Noninstructional services (Transfer to Food Service)			-
Transfer to other funds			-
		Total Expenditures	486,889
Excess of Revenues			-
Fund Balance, beginning (7/1/2019)			-
Fund Balance, ending (6/30/2020)			-

Litchfield School District
Governmental Fund Financial Statements
For Year Ended June 30, 2020

Grants Fund Balance Sheet - June 30, 2020			
Assets:			
Cash			(20,854)
Receivables:			
Accounts			
Intergovernmental		92,484	
Interfund receivables			
Prepaid Item			-
Total Assets			71,630
Liabilities:			
Accounts Payable			
Accrued Salaries and Benefits			
Deferred Revenue		11,740	
Interfund payable		59,890	
Total Liabilities			71,630
Fund Balances:			
Restricted			-
Total Fund Balance			-
Total Liabilities and Fund Balance			71,630
Revenues, Expenditures and Change in Fund Balance - June 30, 2020			
Revenues:			
Other Local		63,173	
State		44,183	
Federal		506,279	
Transfer from other funds			
	Total Revenues		613,635
Expenditures:			
Current:			
Instruction		260,345	
Support Services:			
Student		205,023.35	
Instructional staff		43,660	
General Admin		-	
Executive Admin		-	
School Admin		-	
Business		-	
Operations and Maintenance		-	
Student Transportation		937	
Other		46,889	
Facilities acquisition and construction		56,781	
Noninstructional services (Food Service)		-	
Noninstructional services (Transfer to Food Service)		-	
Transfer to other funds		-	
	Total Expenditures		613,635
Excess of Revenues			-
Fund Balance, beginning (7/1/2019)			-
Fund Balance, ending (6/30/2020)			-

Litchfield School District

Portrait of a Learner

The *Portrait of a Learner* is often referred to as a portrait or profile of a graduate. “Unlike a mission or vision statement, a graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate.”¹ The following traits and descriptors were discussed and approved via virtual meetings and surveys by the Portrait of a Graduate Task Force.

Perseverance and Adaptability

- Exhibit steadfastness in achieving success despite difficulty, opposition, and/or failure.
- Embrace the idea that failure is a part of success and quickly pivot to keep moving forward.
- Work effectively in a climate of ambiguity and changing priorities.
- Demonstrate agility in thoughts and actions.
- Respond productively to feedback, praise, setbacks, and criticism.
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions.
- Demonstrate flexibility when acclimating to various roles and situations.

Integrity

- Adhere consistently to a set of core values that are evident in choices and behaviors.
- Earn others’ trust and respect through honest, principled behaviors.
- Demonstrate awareness, sensitivity, concern, and respect to connect with others’ feelings, opinions, experiences, and culture.
- Imagine what others are thinking, feeling, or experiencing.
- Vicariously experience the feelings, thoughts, and experiences of others

Communication

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, and persuade).
- Enrich the learning of both self and others.
- Seek, contribute, and respond to feedback to achieve collective outcomes.

Critical Thinking

- Understand the “bigger picture” and propose solutions that are mindful to the impact they may have on other parts of a system.
- Consistently improve the quality of one’s own thinking by skillfully analyzing, assessing, and reconstructing.
- Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Identify, evaluate, and prioritize solutions to difficult or complex situations.
- Implement and reflect critically on a solution.

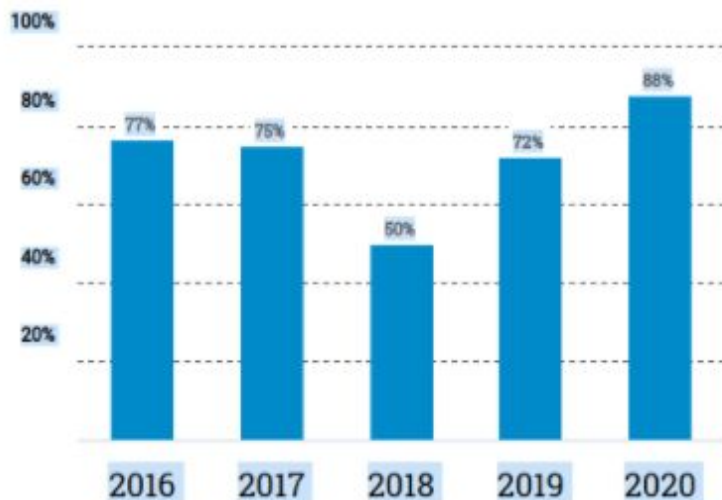
¹ <https://www.edutopia.org/blog/graduate-profile-focus-outcomes-ken-kay>

AP Score Report

Spring 2020

AP Score Reports for Educators

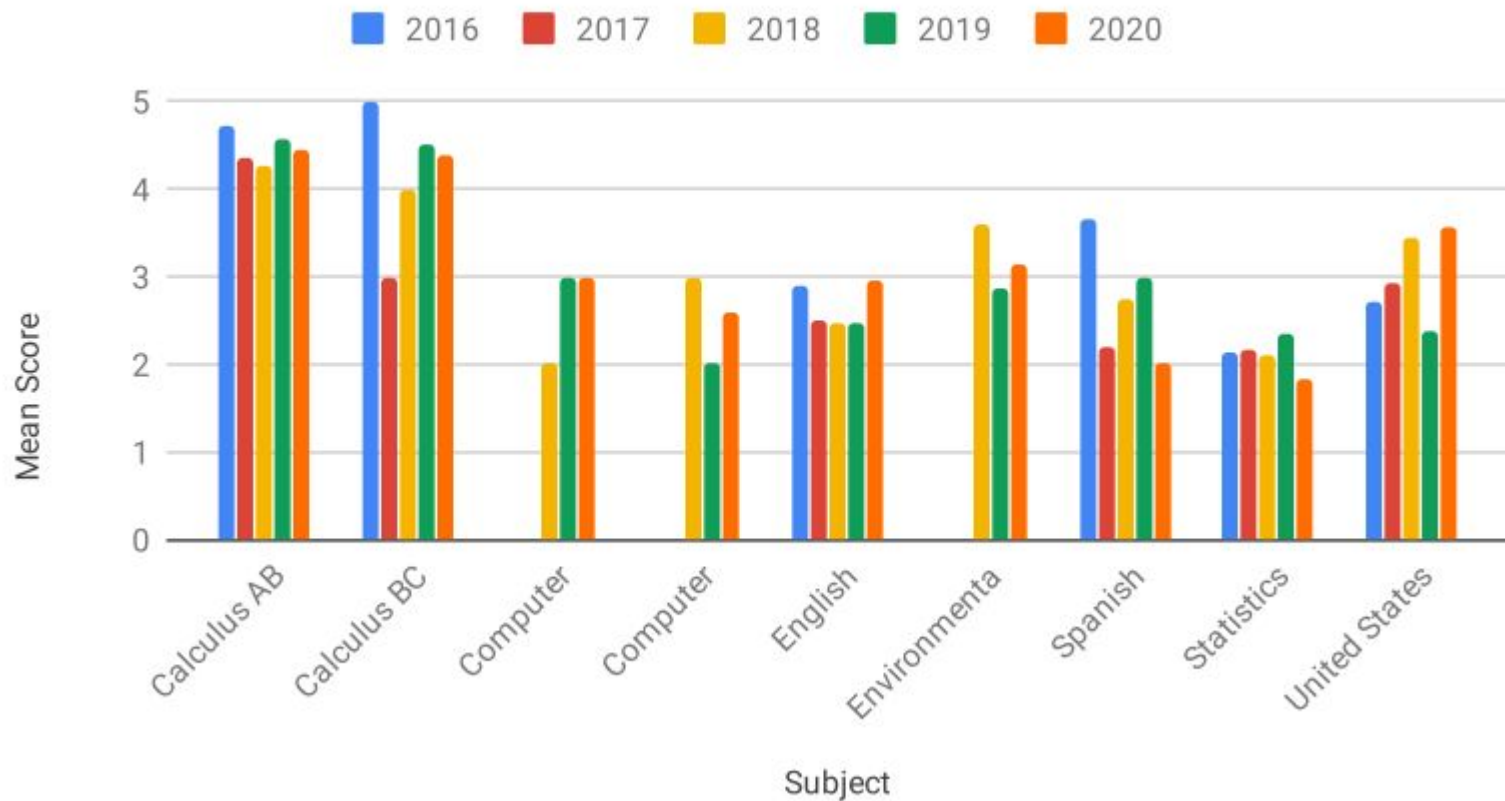
% OF TOTAL AP STUDENTS WITH SCORES 3+



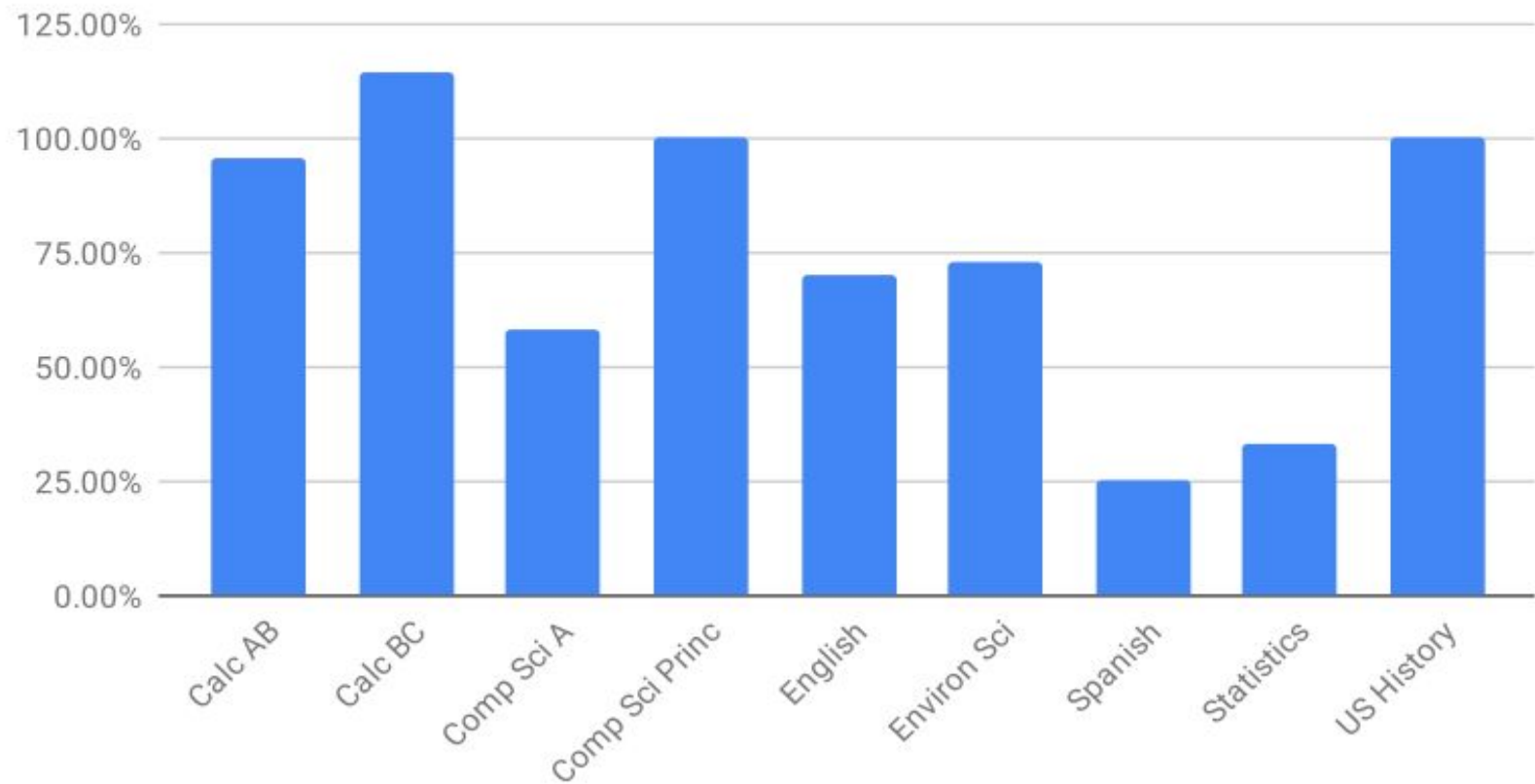
SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	56	44	74	75	50
Number of Exams	120	77	116	132	102
AP Students with Scores 3+	43	33	37	54	44
% of Total AP Students with Scores 3+	76.8	75.0	50.0	72.0	88.0

AP Scores - 5 year average



% of enrolled students who took the test



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHBH

APPROVAL:

EXTENDED LEARNING OPPORTUNITIES

It is the policy of the Litchfield School Board to allow and encourage extended learning opportunities (ELOs) as a means of meeting the diverse instructional needs of students with various talents, interests, and development. ELOs are defined as the acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including: independent study, work study, apprenticeships, internships, community service, and private instruction, or other opportunities approved by the building Principal or designated ELO Coordinator, in conjunction with Board policies.

The purpose of ELOs is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ ELOs that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards (Ed 306), District grade level competencies (K-8) or graduation competencies (high school), and applicable Board policies.

ELOs can be used to earn up to a maximum of three (3) credits, with no more than one (1) credit counting toward non-elective graduation requirements, and no more than one (1) credit per discipline/subject area. ELOs counting toward credits may also be used in a student's GPA. Where credit is not granted, ELOs may be used to fulfill prerequisite requirements for advanced courses. The granting of credit shall be based on a student's mastery of District course and graduation competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. At the direction of the building Principal, the school ELO Coordinator must preauthorize the granting of credit for learning accomplished through ELOs.

All ELOs shall comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of Student Record Information will be maintained throughout the process. This includes information shared between school district representatives and the extended learning instructor, information shared between the school district or instructor with students and parents, and information shared between school district representatives, the extended learning instructor with others. The ELOs will also comply with all other applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Roles and Responsibilities

The District's ELO Coordinator will develop a transparent application procedure for ELO opportunities and ensure it is available to all students and families. The procedure and application process can be the same for all ELO opportunities, or the ELO Coordinator may develop a procedure for each ELO opportunity (i.e. internship, work study, private instruction, etc.) that best meets the needs of its individual characteristics. Using the prescribed procedure and application process, students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator or designated educator for approval. The name and contact information for the school's ELO coordinator(s) or school district designee will be found in the Student/Parent Handbook or by contacting the Principal's office or the School Counseling Department. The ELO coordinator will assist students in preparing the application form and other necessary paperwork.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHBH

APPROVAL:

The Superintendent shall direct the Principal(s) to establish procedures for implementing this policy that shall include:

- person(s) responsible for oversight of this process (ELO Coordinator) who will develop the procedures for ELOs, and a transparent application and evaluation process;
- administrative supervision and oversight of individual student's programs by certified District educators designated by the Principal or ELO Coordinator;
- requirements that each extended learning program be approved prior to the start of the extended learning opportunity;
- requirements that the experience will provide an opportunity for students to demonstrate mastery of competencies that meet or exceed the competencies required in courses offered at Campbell High School;
- the role of students to participate in selecting, organizing, and carrying out extended learning activities;
- reasonable limits on the number of approved extended learning opportunities that can be administered each school year, school-wide, and per student;
- the number of alternative credits each student may use toward graduation requirements (aligned to policy IMBC, Alternative Credit Options);
- assurance of equal access to apply and to be reviewed for all students;
- compliance with state and federal laws pertaining to minors;
- consistency of approved learning opportunities with all policies of this Board.

Students approved for off-campus ELO are responsible for their personal safety and well-being. Students approved for an ELO must have parental/guardian permission to participate in such a program. ELOs at off-campus sites will require a signed agreement – Memorandum of Understanding for Educational Services – among the school, the student, the student's parent/legal guardian, and a designated agent of the third-party host.

Such permission will be granted through a signed agreement by the parent/legal guardian and returned to the district before beginning the program. The agreement shall specify the roles and responsibilities of each party.

All ELOs not initiated and designed by the District shall be the financial responsibility of the student or parent/legal guardian (including tuition and materials). Students electing ELOs that are held off the school campus will be responsible for providing their own transportation to and from the off-campus site.

Extended Learning Opportunity Integrity

To ensure the integrity of the learning experience approved under this policy, a student with an approved ELO will be required periodically, or upon demand, to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion, upon the recommendation of the ELO Coordinator or designated educator, and the award of credits consistent with the District's policies.

If a student is unable to complete the ELO for valid reasons, the ELO Coordinator or designated educator will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHBH

APPROVAL:

If a student ceases to attend or is unable to complete the ELO for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as incomplete or failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to District grade level or graduation competencies and academic standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Students transferring from ELO learning opportunity programs shall have their transcripts evaluated by the school counselor and Principal. It shall be incumbent upon the student or their parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Statutory References:

RSA 188-E, Regional Career and Technical Education

RSA 193:1(a), Pupils, Dual Enrollment

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Policy Development

NH Code of Administrative Rules, Section Ed. 306.26(f), Kindergarten-Grade 8 School Curriculum

NH Code of Administrative Rules, Section Ed. 306.27(b)(4), High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program

See Also: Policy IK, Earning of Credit; Policy IKF, High School Graduation; Policy ILBAA, High School Competency Assessments; Policy IMBC, Alternative Credit Options

Approval:		Revised:	July 27, 2020
Reviewed:	1 st Reading, August 6, 2020	Approval:	April 23, 2008

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHCD

APPROVAL:

ADVANCED COURSE WORK / ADVANCED PLACEMENT COURSES AND STEM DUAL/CONCURRENT ENROLLMENT PROGRAM

A. Advanced Course Work / Advanced Placement Courses

The Litchfield School Board believes that any student who is capable of, and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School administrators and school counselors will aid students who wish to enroll in such courses.

Advanced placement or dual enrollment courses may be offered for credit at Campbell High School as approved in the annual Program of Studies. Teachers of these courses must complete specified training and adhere to course specific curricula.

Only if advanced course work or advanced placement courses are not available within the Litchfield School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes. This does not prohibit an administrator or school counselor from providing options for students with conflicts in their schedules or if a particular course has full enrollment. This may include taking courses through the Dual and Concurrent Enrollment Program, through distance learning courses, or other means applicable with district and school policies. The District will not be responsible for any tuition, fees or other associated costs incurred by the student for enrollment in such courses.

Students whose admission to a college-level course is recommended by his/her school counselor may enroll in a course at an approved college or university for college credit, without financial obligation to the District. If the student wishes to receive high school credit for the coursework, s/he may request permission from the Principal, through the Guidance department, to apply the coursework toward high school graduation requirements as dually enrolled.

The Principal shall make a decision in awarding credit based on the merits of the request and the recommendation of the department, and with successful completion of the course. If this course is successfully completed, the course may also count toward the student's high school GPA.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The High School Principal shall designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHCD

APPROVAL:

The Superintendent or his/her designee shall establish regulations for the program that will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

RSA 188-E:25 through RSA 188-E:28
Ed 306.141(a)(6), Advanced Course Work

See Also: *Policy IK, Earning of Credit*
 Policy IKF, High School Graduation
 Policy ILBAA, High School Competency Assessments
 Dual and Concurrent Enrollment Agreement between Community College System of New Hampshire and Litchfield School District

Approval:

Review: 1st Reading, August 6, 2020

Revised: July 27, 2020

Approval: May 9, 2018

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IIMB

APPROVAL:

DISTANCE LEARNING

The Litchfield School District recognizes that distance learning opportunities can increase the range of course offerings available to all high school students, as well as provide educational access to students who are homebound or for whom regular classroom environments are not effective. Distance learning opportunities include video-based, internet-based and online courses. Distance learning is intended to provide only a portion of a student's total high school educational program with the exception of the **Virtual Learning Academy Charter School** courses.

VLACS is an accredited New Hampshire public high school. Satisfactory completion of course requirements through VLACS credits are approved by the building Principal or designee and treated as transfer credits. Thus, these credits are not considered in the distance learning policy (see policy IK, Earning of Credits).

All other distance learning courses must be through agencies or educational institutions approved by the School Board and shall be implemented under the provisions and procedures set forth in Policy IMBC, Alternative Credit Options.

To receive credit, students must have the distance learning course pre-approved by the School Principal or designee prior to participation. The following must be provided for approval consideration:

- Identification of District and graduation competencies to be achieved and demonstrated through participation in the distance learning course;
- Submission of a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria and teacher responsibilities, including provisions for feedback and monitoring student progress;
- Evidence that the distance learning course satisfies both state and local standards and competencies, and
- Evidence that staff are licensed in the state where the course originates.

In addition, students applying for permission to take a distance learning course must complete all prerequisites and provide a recommendation from a school district educator and/or counselor to confirm the student possesses the maturity level needed to function effectively in a distance learning environment. The written approval of the Building Principal is required before a student enrolls in a distance learning course that is intended to become part of their educational program.

The Superintendent may request approval from the School Board to approve specific distance learning courses to include in the high school Program of Studies. These pre-approved courses may be selected by students. The Superintendent shall utilize PERC to review all distance learning courses for curriculum content and core competencies prior to a request for School Board approval.

Students taking approved distance learning courses must be enrolled in the Litchfield School District and shall take the courses during the regular school day at the school site, unless the school administration has granted approval for access from a remote location (i.e. home) based on special circumstances.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IIMB

APPROVAL:

Distance learning courses may be taken in the summer under the same conditions as during the school year. A student may earn no more than three (3) units of credit toward units required for graduation. Homebound students and students on an Alternative Learning Plan may be approved for additional credits beyond the three (3) credit limit. These exceptions shall be decided on a case by case basis.

The Principal shall assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten (10) students participating in distance learning courses.

Approved distance learning courses shall comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information shall be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others. The school district will provide safeguards for students participating in distance learning activities. Policy IIAE, Acceptable Use Policy, shall apply. Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Students earning credit for distance learning courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses shall require students to meet similar academic standards as required by the district and defined in policy IHBH, Extended Learning Opportunities.

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher. The course grade shall be included in the student's GPA.

The District shall not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in distance learning courses.

Regulatory Reference:

Ed. 306.04(a)(12), NH Code of Administrative Rules, Distance Education

Ed. 306.22, NH Code of Administrative Rules, Distance Education

Ed. 306.27(q) NH Code of Administrative Rules, High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.

See Also: Policy IIAE, Digital Technology / Electronic Media Acceptable Use Policy

Policy IK, Earning of Credit

Policy IKF, High School Graduation

Policy ILBAA, High School Competency Assessments

Policy IMBD, High School Credit for 7th/8th Grade Coursework

Approval:

Reviewed: 1st Reading, August 6, 2020

Revised: July 27, 2020

Approval: November 4, 2009

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IK

APPROVAL:

***July 2020 – This policy has been revised to reflect the requirements for earning credits. In addition, the previous language in Policy IK regarding academic achievement will be moved to new Policy IKA, Grading System which is currently under review by the District's administration.*

EARNING OF CREDITS

The Litchfield School Board believes students should be prepared for success in their post-secondary endeavors. To master a broad set of skills, all high school students will be required to earn 24 credits for a regular high school diploma (see Policy IKF, High School Graduation). In accordance with Ed 306.27, the Board adopts and implements the following written policy relative to how a credit, used to track achievement of graduation competencies, can be earned.

To ensure consistency and clarity within Board's policy manual, the following terms are defined and are aligned to Ed 306.02:

- “Competencies” means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include District competencies and graduation competencies.
- “Competency assessment” means the process by which a student demonstrates sufficient evidence of learning (see Policies ILBA and ILBAA).
- “Credit” means the record keeping structure that is awarded to a student who demonstrated achievement of graduation competencies organized around the specific credit.
- “Distance learning” means education through video-based, internet-based, and online courses (see Policy IIMB)
- “District competencies” means specific types of competencies that are common across the District and organized in developmental progressions that lead to achievement of graduation competencies.
- “Educator” means any professional employee of any school District whose position requires certification by the state board pursuant to RSA 189:39. The term educator includes administrators, specialists and teachers.
- “Extended learning opportunity” means the acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to: 1) independent study; (2) work study; (3) apprenticeships; (4) internships; (5) community service; and (6) private instruction (see Policy IHBH).
- “Graduation competencies” means specific types of competencies that are common across the District and define learning expectations for each student for graduation from high school (see Policy IKF).
- “Mastery” means a high level of demonstrated proficiency with regard to a competency.

Students may earn course credit, or fraction thereof, by satisfactorily demonstrating mastery of the required course competencies and corresponding requirements, as determined by the building Principal, or assigned District educator. The building Principal or designee will provide student and families with the course competencies required for each course listed in the Campbell High School's Programs of Study, and ensure an assessment of mastery is available for each course. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IK

APPROVAL:

Credits shall be based on the demonstration of District and graduation competencies, not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills required to progress toward college level and career work.

Learning Opportunities to Earn Credit

Per Ed 306.27, credit may be earned if a student is able to demonstrate mastery through a learning experience in compliance with the District-specified curriculum and assessment standards. Credit may be earned with learning experiences not offered at Campbell High School if approved prior to participation by the building Principal, or designated educator, who will determine if the course/experience meets the competencies required by the District and are in compliance with Board Policies IMBC, Alternative Credit Options (see also Policies IHBH, IHCD, and IIMB).

The Litchfield School District provides a variety of pathways to earn credit for high school graduation. These include:

- Satisfactory completion of a Campbell High School course listed in the Program of Studies through evidence of mastery;
- Satisfactory completion, as approved and determined by the building Principal or designee, of course requirements at another public school district or public charter school, career technical education center, an approved private school, or a home-schooling experience;
- Transfer of credits earned by students before enrolling in the Litchfield School District, as approved by the building Principal or designee (i.e. students transferring from another district within the state, or another state or country);
- Extended learning opportunities under the provisions of Policy IHBH, including, but not limited to: 1) independent study; 2) work study; 3) apprenticeships; 4) internships; 5) community service; and 6) private instruction;
- Distance learning opportunities under the provisions of Policy IIMB;
- Dual or concurrent credit under the provisions of Policy IHCD; and
- Middle school coursework to the extent that it exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student demonstrates mastery of core competencies (Policy IMBD, High School Credit for 7th/8th Grade Coursework).

Assessment of student mastery is the responsibility of the high school Principal or a designated educator. Competency assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policies ILBA and ILBAA. Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities. The Principal, or a designated educator, shall evaluate the transcripts of students who transfer into Litchfield School District from another educational program, or school in or out of state, to determine previous educational experiences toward meeting Campbell High School's graduation requirements (see Policy IKF). Credit granted to students for required courses or electives taken while not enrolled in the Litchfield School District will not count toward a student's GPA.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IK

APPROVAL:

Grades and credit granted through demonstration of mastery through any of the pathways above while enrolled at Campbell High School, or through approved advanced coursework at Litchfield Middle School, will be included in the student's grade point average (GPA) as allowed in the Board's policies and building-level procedures. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

Students who are permitted to take courses or other credit-earning opportunities during the school day may be assigned a teacher to monitor the students progress, grade assignments, and supervise testing. This provision will reflect special circumstances and require supporting documentation and principal pre-approval. A teacher may supervise no more than ten (10) student participating in courses or other credit-earning opportunities outside of the school building or program of studies.

Appeals to a declined request for courses or other credit-earning opportunities shall follow Policy GBK/KE, Complaint Policy.

Regulatory References:

NH Code of Administrative Rules, Section Ed 303.01 Substantive Duties
NH Code of Administrative Rules, Section Ed 306.02 Definitions
NH Code of Administrative Rules, Section Ed 306.04 Policy Development
NH Code of Administrative Rules, Section Ed 306.14 Basic Instructional Standards
NH Code of Administrative Rules, Section Ed 306.20 Career Technical Education
NH Code of Administrative Rules, Section Ed 306.22 & 306.27(1)(6) Distance Education
NH Code of Administrative Rules, Section Ed 306.24 Assessment
NH Code of Administrative Rules, Section Ed 306.26(g) Extended Learning opportunities
NH Code of Administrative Rules, Section Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program

See also: *Policy IHBH, Extended Learning Opportunities*
Policy IHCD, Advanced Course Work/Advanced Placement Courses and STEM Dual/Concurrent Enrollment Program
Policy IIMB, Distance Learning
Policy IK, Earning of Credit
Policy IKF, High School Graduation
Policy ILBAA, High School Competency Assessments
Policy IMBD, High School Credit for 7th/8th Grade Coursework

Approval:

Reviewed: 1st Reading, August 6, 2020

Revised: July 27, 2020

Approval: September 14, 2005 (previous policy "Academic Achievement")

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: *IMBC*

APPROVAL:

ALTERNATIVE CREDIT OPTIONS

The Litchfield School Board recognizes that alternative credit options are important to address the diverse instructional needs of all students. The Board encourages increased educational options for all students, including students who are hospitalized or homebound, at-risk, suspended or expelled, or for whom regular classrooms are not practical or effective. The Board's hope is that such offerings will serve as a motivator for students with different learning styles. It is also the Board's intent to improve student achievement by allowing students to engage in educational experiences that allow for differential instruction and/or increased rigor inside and outside of the traditional high school classroom

Students may receive credit toward high school graduation through alternative credit options. Awarding of credits shall be determined by the high school Principal or designee and shall be granted only if the request fulfills the provisions of this policy and other applicable Board policies. Students earning credit via alternative methods shall participate in all assessments required by the statewide education improvement and assessment program and those that meet the provisions of Board Policies ILBA and ILBAA.

To ensure consistency and clarity within Board's policy manual, definitions regarding earning credit, which are aligned to Ed 306.02 can be found in Policy IK, Earning of Credit.

Awarding of alternative credits to be applied toward specific high school graduation requirements, including electives that are not already in the Program of Studies shall be determined by the high school Principal or designee, and shall be granted only if the request fulfills the following prior to participation in the credit option:

- The request is submitted by the student with a plan to achieve the competencies that meet or exceed the rigorous academic standards and competencies required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance by the provider of the course/opportunity and the student.
- Verification of the merit of the plan can be evaluated in a timely fashion and does not place an unnecessary burden on the resources of the District.
- The student follows the regulations and procedures as described in all relevant Board policies and demonstrates mastery of the identified competencies.

The Superintendent shall require the building Principal or designee to develop and implement an application procedure(s) that includes each credit opportunity listed in this policy.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IMBC

APPROVAL:

The Superintendent shall direct the Principal to establish procedures for implementing this policy that aligns with Policy IK, Earning of Credit, and shall include:

- Clear definitions, that align with this policy, as well as the regulations and laws of New Hampshire, of allowable alternative learning opportunities related to the options listed in this policy;
- Reasonable limits on the number of approved alternative courses/experiences that can be administered each school year, school-wide, and per student'
- The number of alternative credits each student may use toward graduation requirements and which credits may be used toward a student's GPA;
- A transparent application and approval processes that is equitable for all students;
- Criteria for determining which requests satisfy a particular subject area requirement;
- Identification of person(s) responsible for approval, supervision, and monitoring progress;
- Requirements to ensure alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery;
- Assurance of student safety including physical and technological;
- Assurance of equal access for all students to apply and be reviewed;
- Assurance that approved alternative learning opportunities are consistent with all policies of this Board.

It is the policy of the Litchfield School Board that alternative credit options include:

- Extended learning opportunities under the provisions of Policy IHBH, which includes, but is not limited to: independent studies, work studies, apprenticeships, internships, community service and private instruction;
- Distance learning opportunities under the provisions of Policy IIMB;
- Dual or Concurrent Credit under the provisions of Policy IHCD;
- Middle school coursework to the extent that it exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student demonstrates mastery of core competencies (Policy IMBD).

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all ~~related~~ expenses related to alternative credits, including tuition, transportation, and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District and the course is not completed, the student must reimburse the District for the expenses.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IMBC

APPROVAL:

Statutory Reference:

RSA 193:1(h)

RSA 188-E:25 through RSA 188-E:28

RSA 193-E:2-a(II), (V)

Regulatory References:

NH Code of Administrative Rules, Section Ed 303.01 Substantive Duties

NH Code of Administrative Rules, Section Ed 306.02 Definitions

NH Code of Administrative Rules, Section Ed. 306.04(a)(6, 14, 16), Policy Development

NH Code of Administrative Rules, Section Ed 306.14, Basic Instructional Standards

NH Code of Administrative Rules, Section Ed 306.23, Distance Education

NH Code of Administrative Rules, Section Ed. 306.26 (f), Kindergarten-Grade 8 School Curriculum

NH Code of Administrative Rules, Section Ed 306.27, High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.

See Also: Policy IHBH, Extended Learning Opportunities

Policy IHCD, Advanced Course Work/Advanced Placement Courses and STEM Dual/Concurrent Enrollment Program

Policy IIMB, Distance Learning

Policy IK, Earning of Credit

Policy IKF, High School Graduation

Policy ILBAA, High School Competency Assessments

Policy IMBD, High School Credit for 7/8 Grade Coursework

Approval:

Reviewed: 1st Reading, August 6, 2020

Revised: July 27, 2020

Approval: April 23, 2008



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JRB

APPROVAL:

SCHOOL MASCOT

The School Board recognizes the influence a school mascot/logo may have on building school spirit. It is the intent of the District to promote and respect cultural diversity, sensitivity and dignity of all cultures.

Mascots/logos should depict positive images embracing history, community, spirit and traditions. Mascots/logos shall not be derogatory or offensive to persons of any race, color, religion, sex, sexual orientation, national origin, ancestry, age or persons with a disability.

Neither shall the mascot/logo depict violence or abuse.

Approval:

Reviewed: 1st Reading, August 6, 2020