

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



LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

Draft Minutes for July 14, 2021

Location: Town Hall

C. Harrison, Chair

B. Bourque, Vice Chair

School Board Edition

In Attendance:

C Harrison, Chair

B Bourque , Vice Chair

E MacDonald, Board Member

H Ames, Board Member

T Hershberger, Board Member

Dr. Michael Jette, Superintendent

Cory Izbicki, Business Administrator (*remote*)

Mary Widman, Director of CIA

Dan Mitchell, Principal, GMS

Tom Lecklider, Principal, LMS

Michele E. Flynn, Administrative Assistant

(Agenda items may not be in the order in which they were addressed.)

I. PUBLIC SESSION

5:00 p.m.

A. Call to Order

Mrs. Harrison called the meeting to order at 5:04 pm.

B. Pledge of Allegiance

C. Review & Revision of Agenda

There were no revisions to the agenda.

D. Summary of Non-Public Actions from June 14, 2021:

Mrs. Harrison made a motion to approve the non-public minutes of June 2, 2021. Mrs. Ames seconded. The motion carried 5-0-0.

Mrs. Harrison made a motion to accept the nomination of Emily MacDonald as LMS Guidance Counselor at a salary of \$57,931 for the 2021-2022 year . Mrs. Ames seconded. The motion carried 5-0-0.

Summary of Non-Public Actions from June 30, 2021:

Mr. Bourque made a motion to accept the nomination of Dana Giampaolo as Spanish teacher at CHS for a salary of \$73,750 for the 2021-2022 year. Mrs. Harrison seconded. The motion carried 5-0-0.

Mr. Bourque made a motion to accept the nomination of Karen Desjodon as DW Digital Learning Specialist for a salary of \$73,750 for the 2021-2022 year. Mrs. Harrison seconded. The motion carried 5-0-0.

Mr. Bourque made a motion to accept the nomination of Sandra MacMullin as SET (Skills, Enrichment, Technology) teacher at GMS for a salary of \$49,067 for the 2021-2022 year. Mrs. Harrison seconded. The motion carried 5-0-0.

E. Presentations and Recognitions

There were no presentations or recognitions.

F. Community Forum

Rich Lascelles, 236 Charles Bancroft Highway, commented when the request was made to be on this agenda, we requested that the meeting be held in the CHS auditorium and mentioned there would be significant public attendance.

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Mr. Bourque indicated that the Board offered to hold a special community forum on July 28.

Mrs. Harrison clarified that the Board has scheduled a community forum on July 28 to present curriculum and address concerns of the community.

Laura Gandia, 3 Chamberlin Drive, asked if the School Board would entertain a motion to extend public comment.

Mr. Bourque made a motion to extend community forum by 15 minutes, for a total of 30 minutes. Mrs. Harrison seconded. The motion carried 5-0-0.

Laura Gandia, 3 Chamberlin Drive, expressed her concerns regarding changes in the curriculum with regard to critical race theory and made the following statement:

I would like to express concerns on the potential and damaging changes to the curriculum and the education our students receive. This concern stems from a message of unity that was put out by the school board last year. Along with this message of unity was a list of resources put forth by the district for parents to read to help the district promote its message of unity. The list of resources contained many inappropriate messages that do not promote a message of unity, but rather just the opposite. Some of the resources focused on white privilege, white supremacy and how white Americans, and I quote, ‘model anti-racism, which is something a lot of white Americans really struggle to do’.

Also included were references to the 1619 project where it happens to be endorsed by our teachers union here in town. This project puts slavery and its consequences at the center of America’s historical narrative, undermining the lives and sacrifices of our great wartime heroes who died and lost their lives for our country. In fact, this project is a tool of political indoctrination and no school system should endorse it; no teachers should use it. So the question becomes what type of education do we want for our students.

This is why we are here. We are here to let you and the NEA know that we have a voice. We are here to let you and the NEA know that Item 39 is not wanted. As you probably are aware, the NEA, the teachers union adopted Business Item 39 that provides that the NEA has a team of staffers for members who want to learn more and fight back against anti-CRT rhetoric, will provide an already created, in depth study that critiques white supremacy, anti-blackness and other forms of power and oppression, and it opposes attempts to ban critical race theory and the 1619 Project and it will be joining with Black Lives Matter for a rally this year.

I strongly suggest you take a look at what our teachers union is promoting. This is not what we want. We want critical thinkers who use facts as the basis for forming opinions. We want the history of our great country to be taught with a fair and balanced approach, recognizing the context of the times and what events occurred; recognizing those who fought to secure our freedoms and liberties, making this country the greatest on Earth. We do not tolerate racism or any message promoting or undermining any race or ethnicity. We do not want subliminal undertones that promote disrespect for our country and her institutions. We want our children to understand that America, even with its flaws, is the greatest country on Earth. It is exceptional. Our current School Board Chair, Christina Harrison, wrote to me in response to my question of including American exceptionalism in our curriculum and I quote, “my personal knowledge and experience of American exceptionalism is limited”. Really? You are living and enjoying the greatest liberties and freedom here on Earth, but your knowledge is limited? We should be shouting this from the rooftops.

We want you to take every possible action. We want you to make sure our children, the next generation of leaders, receive and deserve a solid education, not based on racism or some perverse ideology, but rather enshrined with freedom, liberty and justice.

Dr. Jette asked if she would submit her written statement for the record, but she did not do so. She submitted a Right to Know request instead.

Ralph Boehm, 6 Gibson Drive, I have been a State Representative for 13 years; 11 years on the education committee, a past school board member of 2004-2010. The new law this year 193:40 prohibits teaching discrimination.

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It starts with ‘no pupil in any public school in this state shall be taught, instructed, inculcated or compelled to express belief in and support for any one of the following: Item B, that an individual, by virtue of his/her sex, age, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion or natural origin, is inherently racist, sexist or oppressive, whether consciously or subconsciously.

It has been mentioned that it is not being taught in our schools, but the references are for teachers if a student asked a question. If only one side of this issue is being given that would be against the law. What about putting up the other side? That this is just Marxist ideology and that is the truth. The letter of unity is really a letter of division pushing Marxism. I wonder what would happen to a teacher if a student asked about CRT and the teacher answered the truth about it being a Marxist ideology of division. Also, current law and a school policy to request in writing to their principal stating any material that they believe is objectionable and their child not be taught this, and the school will give other stuff for this teaching to be taught. School Policy IJL, Part 2, A 5.

Also another new law, RSA 194F:1, Education Freedom Account. This bill allows poor and middle income parents to attend an approved DOE private school or home school. State adequacy aid will follow the student. And by the way, this now includes sectarian schools, and I hear that St. Francis is adding on. I wonder how many parents will do this. I wonder how many parents will pull their children out of public school because of this ideology. Remember, state funding is based on number of students and I would suggest that a board member that wants to follow the law make a motion to instruct the Superintendent to comply with the current law, remove the divisional material and fix the curriculum before the start of school year or submit his resignation.

Mrs. Harrison asked Mr. Boehm if he could submit a request for any objectionable material in the curriculum and we will look into it.

Ralph Boehm stated the point is all the parents know what the curriculum is and is there any curriculum that says about CRT. Mrs. Harrison responded there is not.

Harry Nordyke (shouted in the audience) - we will not be integrated.

Other members of the public shouted “we will not be integrated”, both from the audience and lobby of the town hall.

Ralph Boehm started to say the point is..... Harry Nordyke stated it is the ideology.

Dr. Jette asked what is the effective date of the law. Mr. Boehm answered now.

Dr. Jette asked if the DOE released a technical advisory on it. Mr. Boehm responded no - not yet.

Mrs. Harrison commented once we receive that technical advisory we will comply with the law.

Mr. Boehm commented Iso another adequacy education has been changed.

Rich Lascelles, 236 Charles Bancroft Highway, State Representative and a Litchfield Selectmen; was on school board for 3 terms and have been substitute teacher at CHS since retirement. I am incredibly disappointed and alarmed at the hyper partisan atmosphere I see in the schools. The idea that conservative staff members and teachers are afraid to voice their opinion to be shunned by other staff members.

I see there seems to be the attitude of the administration seems to be to encourage more liberal types of thought. I will give you an example: this past year I sat in on staff development that took place at beginning of school year. A member of the administration stood in front of all the teachers and berated the sitting President of the United States and said how important it was for teachers to vote. Other instances, I personally sat in on staff development that took place in fall 2019 and the lady who was in front of all the teachers was giving a staff development thing. I came away with three things: first it was an incredible waste of time, secondly she spent the entire time mocking males particularly white males, third she had a problem with Teddy Roosevelt and said that he was a racist because of what he did in the Spanish-American War.

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I am just totally disappointed in what's happening - when I was made aware of this message of unity I was immediately thought about this lady and I said 'oh, now it makes sense'. So with respect to your meeting that comes that you're talking about at the end of the month, whether we participate in that we need to have things on record. We need to have it as a matter of record. Too many things that have taken place are not a matter of record and are discouraged.

Mrs. Harrison commented it's concerning to me that you experienced that.

Dr. Jette added allegedly.

Mr. Lascelles asked are you doubting what I said?

Dr. Jette commented to Mr. Lascelles, you are talking about something that happened over a year ago and wish I had known about it at the time so we could have an opportunity to respond to it, so I'm just saying that it's hard to hear this late.

Annamarie Banfield, non-resident: So why do they feel so free to do something like this under your leadership? That you set the tone for this school. That's right. Why do these people feel so free to me to do this?

Dr. Jette commented, Annmarie, you've known me for a long time and I'm very open. I just need the opportunity to know.

Annamarie Banfield commented come on, show some leadership.

Dr. Jette responded it's plenty of leadership - thank you.

Annamarie Banfield shouted, 'stop the bias!'

Tara Hershberger asked for quiet.

Mark Maclean, State Representative for Manchester and Litchfield and Vice Chair of the House Judiciary Committee: Thank you members of the board for giving me an opportunity to speak. I'm here today to speak about the anti-discriminatory components of the HB2 law and how they relate to the anti-racism initiatives undertaken by this district. In the last year following such acts as the death of George Floyd, we've all seen a huge amount of discussion about race in America, and while this is a good thing, we've seen some things come out of it such as many advocates pushing Critical Race Theory and other divisive concepts and having that come to the fore.

Now as you guys all know, Critical Race Theory has been building for decades, emerging from the nation's law schools where theorists such as Cheryl Harris have put forth the idea that racism is an intrinsic property, especially of white people, in her paper 'Critical Characteristics of Whiteness as Property', published in the Harvard Law Review - she calls for the suspension of property rights, the seizure of land and wealth and its redistribution along racial lines. So that mode of thought makes a sharp departure from the concept of equality espoused by Frederick Douglas and Martin Luther King, Jr. towards the concept of equity championed by Marx and Lennon. So the idea of a meritocracy and even the Declaration of Independence are therefore considered racist.

So if the concepts had just remained an academic curiosity in the nation's law schools they might not have raised as much alarm as you're seeing here, but there's been a push to incorporate these concepts into our schools and if you have any doubt of that, earlier this month the NEA approved resolutions and funding increasing the implementation of CRT in curricula, promoting CRT in local districts, and attacking opponents of CRT, including parent groups. It's for these reasons that the Legislature felt compelled to include a ban of this teaching and teaching of divisive concepts in HB2. So this district last year compiled a list of resources for white people and parents to deepen anti-racism work. Among the resources listed, because I cannot go through all of them, was Robin D'Angelo's 'White Fragility'. This work argues that whites must face the racist bias that they all carry as people and as part of a racist society. The work, I think, is condescending to both whites and people of color, and its inclusion in the district's resource list is completely inappropriate and it's also out of step with the new state law.

Because this initiative has been able to permeate throughout the district for a year, it is my opinion that the board should move rapidly to implement a plan to come into compliance with the new law and counter any

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damage that was done by the existing anti-racism policy and as we've heard, you have to be absolutely transparent with the public with respect to that implementation. Thank you very much.

Ross Berry, I represent South Manchester along with the Town of Litchfield. I am not going to take up too much of your time tonight because I want you to hear from your constituents because they're here and they're in the hallway and they're not happy. My wife and I are trying to move to Litchfield right now. Housing prices are what they are. When she saw this letter from you guys she was appalled. Why would we move to a town that thinks like this. I said 'baby, they don't think like that'. There's stuff in that letter that's attached to it that is deeply disturbing. Everybody's gonna come tonight to talk about the CRT and the racial stuff, and that's fine, but there's something disturbing that's in there that hasn't been said yet, which is there's calls in there to encourage students to defund the police. The same people that show up when you need them. There was a - there's no other way to describe it, they called it a peaceful protest, I called it a riot on South Willow Street where I also represent, and the police were the ones who came there to keep order in my district. The same district that represents Litchfield. Please do not ignore your constituents. I listen to them, you should listen to them, they're here, they deserve to be heard. I think you made a motion to allow for longer public comment, my recommendation is you let every single person who wants to talk, talk. It's gonna be brutal and you're gonna sit there, but you should do it. Your job is to listen. My job is to listen in Concord and your job is to listen here.

Harry Nordyke, 8 Rocky Hill Road -

I submit hard copy of my June 15, 2021 correspondence into the record of this meeting. Electronic copies are in the town's email system as it, and all related correspondence, were addressed to the School Board, the District Superintendent, and the Executive Assistant. From this correspondence, my primary question remains unanswered: where is the matter of the "Message of Unity", dated June 10, 2020, documented as having been motioned into discussion, reviewed, drafted, finalized, voted, and approved for publication?

The "Message of Unity" was signed by the Superintendent on behalf of the School Board, the School Administrators, and the District Directors. It was published on the School District's website and may have been sent directly to various constituencies, such as faculty, staff, and administrators. Subjects in the "Message of Unity" include a, quote, "pledge to be better through actions such as: Updating our history curriculum and the content we teach, adjusting our practices as faculty and staff".

Also included were 'pledged' topics regarding hiring policies. Finally, an addendum titled "List of Resources for Staff, Parents, and Students" was included. It contained a document with no less than 96 separate web links -many of which themselves exploded into yet more linked information- labeled 'Anti-racism Resources' for white people, which referenced scores of books, articles, podcasts, movies, YouTube videos, television shows, a spectrum of social media, articles, materials for educators, academic papers -the list goes on.

Much of this was for sale and much also included solicitation for donations. This was all offered under the rubric of, quote, "ways to learn on your own this summer".

Matters of curriculum, teaching practice, policy, and publications endorsed for students and faculty to read fall squarely within the confines of oversight, review, and approval of the School Board and are public business.

NH Code Title VI, Chapter 91-A provides no allowance for such matters to be held in unrecorded private meetings, Executive Session, or to be informally, or otherwise, administered. If there was an official meeting regarding this matter, there should be public documentation - where is it?

Examining the "List of Resources" document "Anti-racism Resources" for white people, which came under a directive with the imprimatur of the District Superintendent, the School Board, The District Administration, and principles of the District, one finds two undeniable consistencies: 1) The fundamental thrust of these resources is a compendium of Critical Race Theory publications by an all-star list of CRT authors, theorists, editorialists, proponents, and proprietors. And 2) It is unilateral in its perspective; the "List of Resources" is bereft of

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any countervailing positions, much less any Socratic scrutiny. Perhaps it simply mirrors the mindset of the two political activists from NYC who are its creators. From all evidence, the "Message of Unity" and the "List of Resources" were apparently approved in maybe two weeks. It strains credulity to believe that such a vast collection of publications could have been vetted for endorsement within that time frame. Is there a record of such a review? Were the many, many web links memorialized to ensure consistency over time? Is there a record of any deliberation on this matter? If not, why not? Thank you.

Voice believed to be Annmarie Banfield: those are direct violations of civil rights before the New Hampshire law was passed. You are violating civil rights.

Mrs. Harrison commented there are a lot of alleged allegations.

Harry Nordyke commented that's not alleged. Where's the record?

Mrs. Harrison: okay - thank you. I am not going to respond at this time

Harry Nordyke yelled, you don't have a record of it!

Mrs. Harrison commented you haven't given me the opportunity to answer your questions.

Marsha Finnegan

Well, once again the Democrats in this great nation and on the School Board and the Superintendent think they are above the law. Apparently you, Mr. Jette, and Tina will go to any length to ignore the Governor and the new law that prohibits public employees from teaching or training individuals is inherently racist, sexist or oppressive and the whites are the ones who are racist. Does that make Pelosi or Biden a racist?

I have sat back on a lot of decisions by this School Board and Superintendent in our school district. The most recent was when I was taken off the sub list due to holding a sign that did not agree with a special vote on the teachers' contract. My lawyer was ready to go to federal court due to violation of my 1st amendment/civil rights.

In the high school at least 2 months are taken for the Civil War. I'm guessing that all the white soldiers, whether from the North or South, come under the classification of being racist.

Well this middle class woman who is racist according to the materials that were posted on a school reading list. Jette took off all correspondence related to CRT on the Google sites. If you truly believe in CRT then not only am I a racist, but you and all the School Board are. I say that you violated the 1st amendment when it comes to freedom of speech and freedom of the press. I am asking you for your resignation effective immediately.

And to the School Board, I will make sure that when it comes to reelection that you will have worthy candidates running against you.

Jennifer Sullivan, 9 Temple Drive

Thank you for allowing me to speak and for what you are doing here. Now for something completely different..... I support the Message of Unity. I can't speak to each individual link. There's quite a bit there. I can't say I saw each one, but I think that we do best when we take a fuller view of history and that we allow for discussion on both sides. That allows us to come to a better place as a country. I do believe that anti-racism is appropriate to be in schools and to be taught and that there's a lot of work to do and it's a good place to start.

Patrick Keefe, teacher at CHS: I am speaking here tonight both as a veteran teacher in the district, and as president of the Litchfield Education Association. On behalf of my colleagues in the district, and by this I mean to include teachers, para educators, administrators, school board members, etc., I hereby make the following statement with regard to Critical Race Theory as it pertains to education in the Litchfield School District.

Critical Race Theory is NOT being taught in the Litchfield School District, nor, to the best of my knowledge, has it ever been taught in our schools. Furthermore, in my fifteen years of teaching in this town, I have never heard a single teacher, administrator, school board member, etc., ever speak in support of CRT being taught in our schools. In fact, I've never heard anyone in the district, including students and parents as well as Litchfield staff, ever mention the term until recently when the issue blew up on the Litchfield What'sUp site. Additionally, the Litchfield Education Association has never advocated for CRT to be taught in our schools, nor has it ever asked for PD on CRT.

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Despite the hullabaloo surrounding CRT, Litchfield teachers and staff are focused on what we've always been focused upon: delivering high-quality instruction to our students, supporting and advocating for our students as they develop from children into young adults, and promoting the idea of lifelong learning so that our students will continue to develop as individuals and as knowledgeable and conscientious members of our community.

I am disappointed that I have to stand here tonight to defend my colleagues, particularly in the wake of an extremely demanding school year in which Litchfield teachers and staff had to face a myriad of unprecedented challenges in light of the unanticipated issues presented to us as a result of COVID-19 such as socially distanced classrooms, mask mandates, additional health and cleaning protocols, and the implementation of a blended synchronous model of instruction where teachers were required to teach simultaneously to in-class and at-home, virtual students. In conclusion, Critical Race Theory isn't a an issue in this district -- it doesn't exist as part of any curriculum from K-12 (at least not to the best of my knowledge), nor has it ever been advocated by a teacher, administrator, or school board member of the Litchfield School District. Litchfield teachers and support staff will continue to focus our attention on delivering a top-notch brand of instruction while supporting and advocating for our beloved students. Thank you.

Harry Nurdyke - Contradiction it's a disgrace

Michael Grondine, all set.

Mrs. Harrison asked if there was anyone else that would be interested to speak?

Harry Nurdyke - yeah - when I went to school the teachers gave you a reading list, that was teaching.

Mrs. Harrison: do you have current students in our district?

Harry Nurdyke: what does that have to do with it?

Mrs. Harrison: I am asking a question.

Harry Nurdyke: I sent both of my kids all the way through, thank you.

Mrs. Harrison: And you have never submitted a complaint about our education system in the past?

Harry Nurdyke: not until ...(shouting)..... Happened this time.

Sue Ann Johnson, 35 Locke Mill Drive

I have been a resident since 1990. I asked my daughter do you think they are teaching Critical Race Theory in Campbell High School and she said no. Are you talking about white privilege? Oh yeah - they are teaching CRT. You can't be with people 24/7. It is somehow getting in there and all I have to say is our country is more divided than it's ever been. You are either stirring the pot and creating more problems or promoting peace and unity and focusing on what we all have in common. Not focusing on economics, color, race or any of that stuff. That's not going to pull us together and that's not how I teach my kids. So obviously I'm against anything that teaches someone that because of their skin they're more of a victim or because of their skin color they're more privileged. It's not appropriate in the school. Thank you.

Mrs. Harrison commented that we are all in agreement. She thanked everyone for coming to the meeting.

G. Correspondence

Mr. Bourque announced that several people submitted correspondence:

- Harry Nurdyke regarding CRT and the Message of Unity
- Jeff Parson, Counselor at CHS, thanking the Board for the end of year social
- Michael Graham, NH Journal, inquiring about CRT resources
- Jim Norton regarding concerns about the music program and changes to the program

- Christine Rogers inquiring about CRT
- Rich Lascelles regarding a citizens' meeting held on July 13, expressing the Board was not allowed to attend
- Sherry Fay regarding concerns about the new CHS band director
- Amber Flindt regarding updates of the history curriculum and any changes made
- Trixy Gardner requesting access to facilities by community and town groups.

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H. Comments:

- **Superintendent**

- **Message of Unity**

Dr. Jette explained that the Message of Unity was posted in June 2020 and was on website for well over a year. He indicated concerns were raised by Mr. Nordyke. Dr. Jette responded to Mr. Nordyke, but Mr. Nordyke declined to speak with him and only wanted to speak with the School board. Dr. Jette explained when Mr. Nordyke pointed out that the links associated with the Message of Unity contained inappropriate information we investigated and found that the link to a document of resources had changed and was not what was originally posted, and the Message of Unity was removed from the website. He indicated that it is evident an item became stale over time. Dr. Jette noted that the Message of Unity was posted at the time because the district felt it was the right thing to do. He indicated he is not inclined to do anything with the Message of Unity unless directed by the School Board.

Mrs. Harrison commented that the Board will have that discussion on July 28 and decide if a new statement should be reissued.

Mrs. MacDonald commented that the issue is not with the message, but with the attachments. She felt that the attachments to the message were offensive. Mrs. Harrison commented going forward that whenever information is to be posted the Board will vet the resources and document instead of relying on material we have no control over. She indicated that once the we were alerted that the resources were linked to inappropriate messages that we do not believe in we removed the document.

Mrs. Ames commented she supports the community forum to be held on July 28 and would like to hear all the input from the community and the teachers alike. e can address it at that forum

- **Student Assistance Counselor Job Description**

Dr. Jette presented a stipend job description for a Student Assistance Counselor to the Board. He explained this is a special assignment that carries a stipend and the position will address the prevention of the substance abuse by students. He noted the cost is minimal and it is a much needed tool to help those students be on the right path.

Mrs. Harrison made a motion to approve the Student Assistance Counselor job description. Mrs. Ames seconded. The motion carried 5-0-0.

- **GMS Enrollment**

Dr. Jette presented up to date enrollment information for GMS and indicated that it is being closely monitored. He reported the following enrollment: Kindergarten: 84; Grade 1 83; Grade 2 80; Grade 3 89; Grade 4 94. He indicated to staff the fifth kindergarten class we will use a staff member from Grade 2.

- **Manager, Database and IT Systems**

Dr. Jette presented a revised job description to the Board. He explained that the job description for the Database Administrator is being revised to align with the IT department changes. He indicated an IT Technician was hired to repair Chromebooks and pull IT tickets to respond on actionable issues; the IT Director maintains the network security; a Digital Learning Specialist was hired to work with students and staff; and the Database Coordinator role is now the Database and IT Systems Manager. He noted this position goes beyond database coordination.

Mrs. Hershberger made a motion to approve the Database and IT Systems Manager job description and position title change. Mrs. Harrison seconded. The motion carried 5-0-0.

- **School Board**

Mr. Bourque commented that he hopes the Board made themselves clear regarding the uproar about teaching CRT in the schools and he repeated the statement that CRT is not being taught in the schools.

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Mr Bourque suggested that Board meetings start on time and that the duration of the meetings remain shorter. He indicated that when meetings are long the Board loses focus. He urged the Board to start making meetings a bit shorter and if items are not completed they be carried over to the next meeting.

Mrs. Hershberger spoke to issues taken up with the Board. She commented that it troubles her when it is perceived that issues are not addressed when they happen and that people come to the school Board without using the process in place. She explained that problems/issues should attempt to be resolved directly with the person(s) involved before coming to the Board. She indicated the Superintendent constantly addresses issues and that is his job, and this Board is not afraid of hearing concerns at all. Mrs. Hershberger believes that the Board operates with the best intent and communication is extraordinarily important. She noted we are real people and we are accessible. She was concerned that issues are raised online that are not factual. She commented all we ask is that issues be resolved at the appropriate level before being brought to the Board.

Mrs. MacDonald commented that she hopes parents are taking active roles in their children’s education. She indicated parents know their children’s needs. She encouraged parents to ask children about their day and she stressed that parents talk to the administrators in the district with issues about the schools.

Mr. Bourque commented there are a lot of emotions on Facebook that fester into other issues. He indicated if there is concern, reach out to the Superintendent.

Mrs. Harrison commented what is happening on the national level does not mean that is happening at the local level. She indicated that discourse is always welcome. She noted perhaps the NEA has pushed their agenda, but the LEA has not and our control is at the local level. She commented if something is happening in our schools talk to our leaders and let’s work together on it.

II. GENERAL BUSINESS

A. Public Minutes:

- June 14, 2021

Mr. Bourque made a motion to approve the public minutes of June 14, 2021. Mrs. Harrison seconded. The motion carried 5-0-0.

- June 30, 2021

Mrs. Harrison made a motion to approve the public minutes of June 30, 2021. Mr. Bourque seconded. The motion carried 5-0-0.

III. REPORTS

A. GMS Programming

Mr. Mitchell and Mrs. Bandurski will discuss continuity of services for PreK, Kindergarten and Grade 1 with the Board.

Mr. Mitchell reported that a fifth Kindergarten class will be added according to the enrollment and class size policy. He indicated that he met with teachers to look at the student population and how we can best meet the needs of our students.

Mrs. Bandurski indicated that we annually adjust our programs and needs and movement making is based on the needs of students for the coming year. She reported the total capacity for the 3 year old program will be 2 sessions of 15 students in each session. The total capacity of the 4 year old program will be no more than 15 students.

Mr. Mitchell commented that Ms. Deploey’s program (3 year olds) will run Mondays/Wednesdays and Tuesdays/Thursdays, alternating on a 2 day schedule. Mrs. Beach’s program will run for 5 days (4 year olds).

B. Middle School Schedule

Dr. Jette indicated Mr. Lecklider will present a revised schedule for LMS to the Board, which will consist of a longer day and more time in instruction.

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Mr. Lecklider presented the Revised LMS school schedule noting that the goals for developing the schedule were Balance, Simplicity, Personalization and Professional Collaboration. He indicated the focus this summer is on how we will personalize instructions and monitor it.

Summary of Revised Middle School Schedule - Time

- 7:15 - Student entrance
- 7:22 - First Period begins (Announcements, Pledge of Allegiance)
- 2:05 - Student Dismissal
- Average Class Period - 53 minutes
- Lunch will be 30 minutes in length for grade 5 and 25 minutes for grades 6, 7 and 8
- Dismissal will begin at 2:05 with afternoon announcements followed by busses departing from LMS for CHS by 2:15
- Increased instructional minutes per day (from 6.25 to 6.75)
- Continue providing time for students to eat school breakfast each morning

- Grade 5-8 Content: Science, Social Studies, Language Arts, Math
- BEST block will be modified to ensure it is instructional with all students receiving either special services or personalized support or enrichment along with a planned movement break
- Unified Arts continue to be an exploratory experience for our students. Students will have the choice to join band and/chorus, each grade, 5-8. UAs will run for semesters.

Period	Time		Grade 5
1	7:22-8:18	56	UA 1/Chorus56
2	8:20-9:12	52	Content 1
3	9:14-10:06	52	Content 2
4G56	10:08-11:23	44	BEST (10:08-10:52)
	Lunch 30		
	BEST 44	30	Lunch (10:53-11:23)
5G56	11:25-12:17	52	Content 3
6G567	12:19-1:11	52	UA2 - CTP
7	1:13-2:05	52	Content 4

Period	Time		Grade 6
1	7:22-8:18	56	UA1/Chorus56
2	8:20-9:12	52	Content 1
3	9:14-10:06	52	Content 2
4G56	10:08-11:23	16	BEST (10:08-10:24)
	Lunch 25	25	Lunch (10:25 -10:50)
	BEST 48	32	BEST (10:51-11:23)
5G56	11:25-12:17	52	Content 3
6G567	12:19-1:11	52	UA2 - CTP
7	1:13-2:05	52	Content 4

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Period	Time		Grade 7	Period	Time		Grade 8
1	7:22-8:18	56	Content 1	1	7:22-8:22	56	Content 1
2	8:20-9:12	52	UA1/Chorus78 - CTP	2	8:20-9:12	52	UA 1/Chorus78 - CTP
3	9:14-10:06	52	Content 2	3	9:14-10:06	52	Content 2
4G78	10:08-11:00	52	Content 3	4G78	10:08-11:00	52	Content 3
	11:02-12:17	49	BEST (11:02-11:51)		11:02-12:17	22	BEST (11:02-11:24)
	Lunch 25				Lunch 25	25	Lunch (11:25-11:50)
5G78	BEST 48	25	Lunch (11:52-12:17)	5G78	BEST 48	26	BEST (11:51-12:17)
6G567	12:19-1:11	52	Content 4	6G567	12:19-1:11	52	Content 4
7	1:13-2:05	52	UA2	7	1:13-2:05	52	Content 5

Ms. Widman indicated part of the way the schedule was set up came from the L2L Administrative Retreat. She noted FACS teachers were trying to distinguish their part of the nutrition overlap and explore collaborative teaching.

Mrs. MacDonald commented that it would be best to develop the middle/high school bus schedule soon as people need to plan.

C. Business Administrator’s Update

- **Budget Transfers FY21:**

Budget transfers for March 2021 through June 2021 were presented to the Board for approval.

Mrs. Hershberger made a motion to approve the budget transfers for March-June 2021. Mrs. Harrison seconded. The motion carried 5-0-0.

- **Audit Questionnaire**

School Board members were asked to complete the FY21 Audit questionnaire.

D. Committee Reports

- **Budget Committee**

Mrs. Harrison reported that the Budget Committee met at the end of June. She indicated she sent an email to the Chair and Vice Chair regarding the ‘hand shake’ agreements.

- **Facilities Improvement Committee**

Mr. Bourque reported the Facilities Improvement Committee met at the beginning of July to discuss the LMS project and update. He noted that there are issues with the underground oil tanks that NH DES insists are addressed and proposed solutions for above ground oil tanks.

- **Architect Proposal LMS Phase II**
- **Consultant (capped at \$4,000 with a certificate of insurance)**

Mr. Bourque reported two proposals were presented to the Facilities Improvement Committee on 6/7/21. The Committee reviewed the architect proposal for the LMS Phase II project and the consultant proposal. The Facilities Improvement Committee consensus was to move forward with the proposal and ask for Board approval.

Mrs. Harrison made a motion to approve the architect proposal submitted to the Facilities Improvement Committee. Mr. Bourque seconded. The motion carried 5-0-0.

Mrs. Harrison requested that the architect proposals be shared with the School Board.

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Dr. Jette reported that a consultant will be brought on board to help with messaging and communication going forward. He indicated the consultant understands the type of energy work that is being done and knows how to explain it in terms people can understand. He noted a cap of \$4,000 has been put on the cost for the consultant.

Mrs. Harrison made a motion to approve the consultant proposal submitted to the Facilities Improvement Committee. Mr. Bourque seconded. The motion carried 5-0-0.

Dr. Jette reported that the district reached out to six architectural firms for the proposed new elementary school and received five proposals. He indicated that the architects that responded were interviewed and site visits will be planned. He noted that the architectural firms that responded submitted incredible proposals with proven track records for passing projects in similar communities. He commented that plans will be developed for community involvement.

Mrs. Hershberger asked if these proposals were to build the new elementary school.

Dr. Jette indicated that we have not received those proposals at this time. He noted these proposals are responses to a request for qualifications from these architectural firms.

IV. NEW BUSINESS

A. Special Education Procedures Plan

Mrs. Bandurski explained every district must have special education procedures and effective practices that are aligned with and support the implementation of the IDEA, NH Statutes and NH Standards for the Education of Children with Disabilities. The last time the Board approved one was in 2011. Special Services Directors in southern NH collaborated to use the same template, which was individualized for our district. Everything in the plan is compliant with legal requirements and the changes are mostly around timelines that were updated by the DOE. It is a special education process and what we have to follow by law.

- **Special Ed Determination Notice**

Mrs. Bandurski reported that the Special Education Determination notice was received from the NH DOE and the district met all requirements. Devin - all good news from DOE - met all requirements -

B. Policies - Review:

- **Policies - Planning & Development:**

- **JIC, Student Code of Conduct**
- **JICD, Student Conduct, Discipline & Due Process**
- **JICDD, Student Discipline: Out of School Actions**
- **JICK, Pupil Safety & Violence Prevention (Bullying)**

Dr. Jette indicated that the student discipline policies were revised and/or rewritten due to changes in legislation effective July 1, 2021. He asked the Board to review the policies and bring questions/comments to the August 4 meeting when these policies will be addressed.

- **Policies - 2nd Reading:**

- **GBEBC, Employee Gifts & Solicitations**
- **GBEBD, Staff Communication with Students**
- **GBI, Staff Participation in Political Activities**
- **GBJ, Personnel Records**
- **GBGD, Workers Compensation Temporary Alternative Work Program**

Dr. Jette noted the personnel policies listed require final approval by the Board.

Mrs. Harrison made a motion to approve policies GBEBC, GBEBD, GBI, GBJ and GBGD. Mrs. Ames seconded. The motion carried 5-0-0.

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- **Policies to be Rescinded:**
 - **GCAA, Highly Qualified Teachers**

Dr. Jette indicated that policy GCAA is required to be rescinded by the Board the No Child Left Behind law is no longer effective.

Mr. Bourque made a motion to rescind policy GCAA. Mrs. Harrison seconded. The motion carried 5-0-0.

V. OLD BUSINESS

A. Coronavirus Review and Update

- **Current Situation Update**

Dr. Jette presented a summary of what occurred this year during the pandemic, which included the total cases/quarantine numbers for district-wide staff and students. He noted there was a higher number of asymptomatic children as well. He commented that it was a successful year overall.

- **CoVax 21 Reopening Plan**

Dr. Jette shared a revised reopening plan for 2021-2022 with the Board. He commented the first draft was sent out for feedback and face masks were a concern of the community. He indicated that the district would like to get back to as much normalcy as possible. He indicated that the Administrative Team made changes to version two and remote instruction language has been updated to reflect the basis for determination is in the student's best interest due to medical necessity. He noted that masks will be optional with low levels of transmission; however, the CDC recommends masks for unvaccinated individuals, so children under 12 are recommended to wear masks. He indicated the situation will be monitored and we will use best practices and follow the guidelines we are given.

Mr. Bourque asked Dr. Jette to recap guidance for parents of students on buses with regard to wearing masks.

Dr. Jette indicated that he was informed by First Student that the federal law states the bus driver only must wear a mask when loading and unloading passengers and that masks are optional for riders.

Dr. Jette indicated that the Administrative Team will be meeting weekly regarding COVID.

Mrs. Ames asked about quarantining students and remote instruction.

Mrs. Harrison indicated she believes that if a student is quarantined teachers will send a packet home and monitor student needs.

Dr. Jette indicated that we still have the digital tool to be able to check in with a student who may be home ill or quarantining.

VI. MANIFEST

The manifest was circulated and signed by the Board.

VII. PUBLIC INPUT

A. Community Forum

The Board made and approved a motion to extend public input at the beginning of the meeting.

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

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

Upon a motion made by Mrs. Harrison, the Board entered non-public session at 7:45 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.

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

IX. RETURN TO PUBLIC SESSION

Upon a motion made by Mrs. Harrison, the Board returned to public session at 8:50 p.m. Mrs. Hershberger seconded. The motion carried by roll call vote: Mrs. Harrison, yes; Mr. Bourque, yes; Mrs. MacDonald, yes; Mrs. Hershberger, yes; Mrs. Ames, yes.

X. ADJOURN

Upon a motion made by Mrs. Harrison, the meeting was adjourned at 8:50 p.m. Mrs. Ames seconded. The motion carried 5-0-0.

Respectfully submitted,

Michele E. Flynn
Executive Assistant to the School Board

**School Board Community Forum
Public Input Verbatim**

July 28, 2021

Count:

**11/12 in support of keeping the Message of Unity without the links;
7 opposed to keeping the Message of Unity at all.**

Steve Perry, Moderator, introduced himself and noted that he is here to steer the discussion and ensure that public input stays on topic. He presented some procedural rules for public input. He asked that parents of current students or students present their comments first.

Jeff Avitable, 126 Pinecrest Road: I have a quick question. The presentation talked about what HB2 does not do. What does HB2 do? And thank you for this meeting, by the way, everyone.

Dr. Jette: Jeff, thank you for the question. I would direct everybody to take a look at the guidance. We made copies of this on the table outside, so if you did not receive it. We did excerpts of 3 out of 13 questions and answers, so there were three that were on the screen, but there's a lot more information that is in here. I think the best answer is actually in this document, which is Question #1: What are schools prohibited from teaching students? And the answer to that is schools are prohibited from teaching that one identified group, a group based upon: age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion or national origin is:

- Inherently superior or inferior to people of another identified group;

So, we cannot teach that aspect.

- Inherently racist, sexist, or oppressive, whether consciously or unconsciously;

So we cannot say that one group is inherently racist or sexist.

- Should be discriminated against or receive adverse treatment; or
- Should not treat members of other identified groups equally.

So, in other words, I interpret it to be a reaffirmation of many of the notions that are embedded in our Constitution and embedded in many of our laws already. This is just explicitly calling out that we cannot teach those aspects, and I'll also point out, we have never taught those aspects.

Chris Lafleur, 35 Burgess Drive, I am glad to see a lot of what I've seen here. I think it lines up with what I had prepared to say. After the last school board meeting I felt compelled to weigh in on this issue. I am a parent of two children currently enrolled in the Litchfield school district. I would like to express my thanks to the staff involved in their education. I have seen my children's teachers act professionally and show genuine concern for their educational success. My gratitude is only magnified given the difficulties we've all faced over the last year. Over the last year of remote lessons, I've been more closely involved with the school's curriculum and content than I have been in many years. I have not seen any content, in my opinion, that is indoctrination, brainwashing or abusive. I did not see any lessons or assignments that seemed to teach my Caucasian children that they should dislike or demean themselves. I did see lessons that were intended to teach compassion and understanding, not only of themselves, but

of their fellow human beings. The recently discussed terms Critical Race Theory or the 1619 Project were new to me. I found that there was a very large amount of information regarding these subjects; however, I did not see anything offensive in the Message of Unity. I interpreted the links at the bottom of the Message of Unity as optional resources and not mandatory assignments. I feel I decide whether to present this information to my children or to discard it. However, I would suggest that future information recommendations be kept on school district pages so there's not a third party page to lose control. I want my children to be exposed to all aspects of history. I want them to learn about the past events and people from our country. I also want my kids to know about the mistakes and missteps made in the past so they don't repeat them. I want them to see that figures like Thomas Jefferson were not perfect. He was important to the founding of our country, but he was also a slave owner. I want my kids to understand the effects of legislation that prevented women from voting prior to the 19th amendment in 1920. In closing, I hope that the school district is not pressured to omit historical topics. It looks to me that items three and four on this guidance (DOJ Guidance) seems to indicate that. I want both sides of history presented to my children - the good and the bad. I don't want historical dirty laundry swept under the rug because those that do not study history are doomed to repeat it. Thank you for your time.

Amber Flindt, 123 Hillcrest Road: I just wanted to put my input in on what the school district can do from here on out. I agree with everything the gentleman just said. It's the links that was the problem. I never received that email, though, for the apology. I'm not sure where that was, so maybe I just missed it. But from here on out I would like the Message of Unity to just be there without the links. I think that was very appropriate for the time; it still is appropriate for this time, and that is just what I have to say. I wrote an email earlier to you guys. I appreciate your feedback on everything and all that you've done for this year. It's been incredibly hard on everyone. Thank you for continuing to just teach our children. Thank you so much.

Tara Coakley, 2 Waterview Circle: I agree with everything that has been said and I am not going to rehash all of that, but I do want to say I have three children in the school district - two at GMS, one at LMS - her first year, which is very exciting. I felt it would be remiss for me not to show up today to say thank you to the school board for an incredibly difficult year. You guys volunteer your time and we parents know that and we recognize that and we thank you. I want to thank the teachers, the administration, the faculty. I have not had one phone call not returned, one email not returned, but I think understanding our teachers are professionals, our faculty are professionals, they are trained to do this job and I'm really happy to see this presentation. I'm very happy that you came and responded to the residents. I think that's very important. Like I said, communication, those four things you had up about students (Portrait of a Learner), I think as parents we need to remember that. We need to do the same thing - we are the model for our kids. So please, keep doing what you're doing. Please keep teaching my kids. The good, the bad, the ugly - I want them to hear it all. I want them to be smart enough to know YouTube isn't a valid source. I'm going to go to those primary sources; I'm going to read what Abe Lincoln said - and that's where I'm going to go for my information, so that when I make my own decision, it's my decision and I can back it up. And in my house that's what we do. My kids come home from school and they'll be like 'hey mommy, I just learned about the slaves. Why

did people do that?' and I'm like 'that's a really good question. Let's go find out.' I think our teachers do a fabulous job of that. I subbed this year just to be able to come into the schools to be able to help out when needed. I have another job, but I thought our teachers are stepping up, as a parent I need to step up and I can tell you what I saw in those schools, despite the fact that teachers had to completely change what they did. They couldn't put kids into little groups anymore so they can talk to each other and learn to each other, but they adapted and they did it. And I want to see that continue. I want our teachers to be able to teach. I want them to be able to do their jobs. They spend a lot of time and a lot of money to learn how to do it. They know how kids learn; they know child development. We know our kids too, but I think we need to work together. It's a team effort. So just know that I respect you, my kids respect you, we respect what you do. Thank you and keep it up.

Susan Carty, 32 Greenwich Road: I have a couple of questions. Do we have a DEI committee here in the school district? Diversity, Equity and Inclusion?

Dr. Jette: Not a district-wide committee but there are some (inaudible) in the schools that (inaudible).

Susan Carty: Okay, so are we able to access anything that is said during those meetings?

Mr. Perez: We have an Alliance Club, which is a group of kids with an Advisor and they discuss a particular topic and the Advisor is there as needed.

Susan Carty: Okay. Is there an approved list of educational websites that the teachers are able to access if they need additional resources?

Ms. Widman responded but was inaudible.

Susan Carty: We have access to that if we want it, right?

Mrs. Flynn responded, it is online.

Susan Carty: All right. Thank you.

Brandon Lefebvre, 43 Brickyard Drive: The Message of Unity, I agree with several others. I believe that the links, all the different resources should be removed for slightly different purposes. When you read the Message of Unity in its entirety, right above those links, which are specifically labeled as anti-racism links and resources for children, more specifically our children in the community, right above it is the quote from Nelson Mandela, which I will paraphrase, says 'children or persons, people, cannot be born with hate; they are taught hate and just as they can be taught hate they can be taught love'. To put a quote like that right above an anti-racism training for children creates an implication that these children are being taught hate, and it would seem to me that the implication is they're being taught hate by their parents. Perhaps I'm alone in that interpretation. I'm happy to see the content regarding the NCSS, the National Council of

the Social Studies. I think it's important for all parents of the community to understand what this organization is. This is a nationwide organization. It is the largest association in America for producing Social Studies content and it's heavily relied upon for drafting curriculum. The NCSS makes their position clear in their about position statements on their website, www.socialstudies.org. This includes emphasizing to educators the moral and ethical imperatives of providing education of LGBTQ plus history in pre-k through 12th grade classrooms. That same publication refers to the concept of white male privilege several times. In addition, their position statement entitled 'early childhood in the social studies context', the very first sentence states 'early childhood educators may capitalize on the interests of children in the world around them to carefully plan a variety of experiences cultivating young children's abilities to perceive diversity and inequality'. It's for these reasons I believe that the NCSS is espousing extremist partisan ideology and it only serves to create division and perpetuate racism. They're guiding educators to kindle embers of victimhood and guilt in our children's psyche, starting at kindergarten levels all the way through the 12th grade. There's talk of things being national level, state level, local level, and we are not doing it here. I believe that there's an obligation that more than words are occurring. I think we need firm commitments. I will backtrack slightly here: the NCSS is referenced in the existing curriculum, in the 2016 curriculum, that's published on the Litchfield district website. I think it needs to be researched what that curriculum is. If any sort of content like this is involved in the existing curriculum, it needs to be made known what exactly the Litchfield school system and school board is doing to ensure that this content doesn't make its way into the curriculum in the future. With that, the last thing I'd like to say is in regard to the term critical thinking, I think we all want our children to be strong, independent thinkers and to be able to formidably form their own opinion and work their way through problems. That used to be a natural byproduct of going to school. It didn't need to be part of a mission statement or linked to it in any way. Critical thinking means different things to different people, and I believe that the school district has a responsibility to ensure that they are achieving that byproduct through the nature of teaching our children how to think and not what to think. Thank you for your time.

Ms. Widman: I referenced it on my slides, but I don't think I did a very good job of really delving into it. Our current curriculum documents, which predate me, do have the reference to NCSS. The C3 frameworks were actually physically published by NCSS, but they were not written by them. They were written by, and if you actually, it's in the presentation which will be made available, in the second page of the C3 frameworks it lists the 15 different groups connected to Civics, Economics, all the different realms throughout the country that were engaged in writing of the C3 frameworks. So it is referenced there and I did see Mike share with me your communication and I saw that reference. It is in there, but it is in there, I can say wholeheartedly, it is in there referencing and quoting the C3 framework, which is published by NCSS. Again, we do not go there, what we use for the C3, what we use to write our curriculum comes just from that one document, which is not directly from, although published, by them. There's 15 different groups that have contributed to it and it has not changed since it was published. We do not condone, just like we talked about at the board meeting last time, the NEA and our LEA having different stances. It's the same. We do not follow the NCSS as to

what we need to be teaching our kids. We follow the standards and develop our own homegrown curriculum to ensure that we are teaching what is important for our kids.

Mike Breton, 2 Hamel Circle: I follow up with what he said quite a bit. Critical thinking is very important for our kids and teachers have a very powerful role, where they're giving out their grades; they're always the strongest voice in the class. So when they voice their views and have very strong opinions, a lot of the kids are very impressionable. It doesn't matter what age, even the high school kids are very impressionable; they're very uneducated on a lot of the viewpoints. My daughter is very conservative and she was, whether it's in her classes in Litchfield or Hudson, she's very outspoken with her views, but very outnumbered, and it's a growing problem in schools in general that, just like he said, they are being told what to think and not how to critically think, okay? And that's no good for anyone. I also find that tolerance is work that, it's great, you know, people should be tolerant, but it's kind of a [I hate this word but] it's kind of like a bully's way to get a dissenting view to shut up. The word tolerance kind of makes you feel like you should just stop talking because you're intolerant, whereas some people have views that are very biased, but they're pushing those views onto the kids. And lastly, I haven't really heard anything, even though we've talked about the subject in general, about Critical Race Theory. The Unity Message, is the School Board, in the unity message, willing to denounce critical race theory publicly?

Dr. Jette: We really have not had a discussion as a board and in order to make any denouncement of something the board is going to have to have a discussion and take a vote on that. So, to answer that tonight is not something that the board is capable of doing because there hasn't been a stance taken. But your point's been heard and if it's raised at the next board meeting and then there's a stance, we'll certainly get that out, but right now that has not been done. I will tell you this, a month ago I didn't even know what critical race theory was. I had to Google it. So the first time it got raised I was like, 'what are we talking about - I don't even know what that is'. And then people are saying, 'here it is in the curriculum' and I'm like 'I don't even know what those terms mean'. And in talking with people I am finding a vast array of definitions of what it means to each individual. And so, I really think we have to understand when we look at what guidance has come out relative to the law, I think it's really framing for us. We can commit to following that guidance. We can commit that we haven't done anything against what that guidance says, I believe. And if all of this strengthens our ability as a school and as a community to better ensure that we are teaching critical thinking - again, not what to think, but how to think - aren't we going to be better off as a result of all of this? So I really think there is a very positive aspect that can come from the dialogue that we're having tonight and the work that we're engaged in relative to this law and we'll be a better, stronger community as a result of that.

Meredith Spotts, 47 Century Lane: I am a student at CHS. I'm a rising senior. I'm here to speak on behalf of my peers because there seems to be incredibly little attention paid to what we actually think of these issues and critical race theory and all of that sort of stuff. First of all, I would like to make myself completely clear - I am entirely in favor of learning how something like critical race theory couldn't be incorporated into the curriculum. I will refer to that in similar

schools of thought as critical race theory for clarity, but it might not be that necessarily by name. It's just shorthand. I have done my research. I have spoken to my peers, mentors and elders. I have attended everything from world affairs meetings to republican town halls to liberal arts college courses. I have lived in nearly every corner of this country. I have learned about cultures that exist outside of rural New England, and I pride myself on my empathy, compassion and willingness to learn from others and to actively grow as a human being. Secondly, I would like to explain the school of thought behind critical race theory. The school of thought is not the degradation of white people now, but it is the willingness to learn from our ancestors' mistakes and to grow as a society. There is nothing that would be taught that would lead your children to be ashamed of who they are. There is only the acknowledgement of our privilege. Somehow I have learned about the dynamics of oppression of white privilege, and I am still confident, self-assured and understand that the fragility of white identity not only can, but should be challenged. For every person in power that denies the simple facts of American history, there are more well-respected, well educated and ultimately good people that are in favor of this being taught. The Chairman of the Joint Chiefs of Staff, General Milley, who does happen to be white, said that it was important for the military and at military academies, and this is the people that everyone talks about respecting, to be well educated, widely read and to understand the dynamics of white rage, of oppression, privilege, and why there's even space for hatred perpetrated by the crowds at white supremacists rallies and the attempted coup on the Capitol. Third, I want to know exactly how people think that banning any kind of discussion on race would change the curriculum. The extent of what I would consider even vaguely similar to critical race theory so far in my educational career has been 'please don't use racially derogatory language towards the historical figures of color that we learn about'. Yes, the main cause of the Civil War was slavery, and yes colonization was awful and killed a lot of indigenous people. I know this presentation has an allowance for teaching about history and current events and stuff, but the vast majority of parents that I've heard about are completely against that. None of this stuff that I was taught was even particularly in-depth. I can't remember if we learned anything like the disease blankets used by settlers used to spread the smallpox throughout native populations to intentionally kill them and I certainly don't remember being instructed to feel guilty of my heritage. My brother, a 7th grader, spent the entire year being told to take notes about, at about 3.5 words per minute, about ancient Mesopotamia, with very little critical thinking involved. I can assure you that white people are all bad, or whatever, is not being taught. I will emphasize again that critical race theory will not teach your children shame. It will teach them how race influences individual experiences, how privilege can be used for good and for bad, how to approach certain political issues, how to empathize with and be compassionate towards our peers, how racial relations influence historical events, and above all, how to be kinder, better humans. And that's the whole point of school. Maybe we don't need to know how to calculate the vertex of a sine wave, or identify figurative language when working at an office job filing paperwork, or analyze exactly why the wallpaper is yellow and curtains are blue, but we are being taught to think critically and question everything to inform ourselves and to build a better, kinder future. Thank you for your time and understanding and I hope this was informational. I am completely open to questions and will explain to the best of my abilities.

Tiffany McKinnon, 9 Firefly Way: I just want to say thank you, Mr. Gaumont especially, your speech I think was spot on. I think I need to go back and talk to my daughter about what she thinks of Abraham Lincoln now. I apologize for missing it when it happened. I have two kids as of this fall that will be in the high school. We've been in the district their entire scholastic career so far. I substituted in the district for about 7 years until I finished my degree and now teach somewhere else. Please continue to challenge my students. My biological ones and then the rest from the town. We need to be able to talk about difficult subjects. I asked my children point blank, were you ever told because of a certain color of any person they were right, wrong or indifferent, and both of them emphatically said no. So we can talk about these issues and this is what we need to do. We need to talk about it. Our history is not pretty, nor is anybody's history. We're human - we make mistakes - it's what we do. So the best way to learn about it is to talk about it. This is how we learn to talk to people who have a different opinion, who have a different view on it, who have a different culture, and this is how we learn to talk about them politely. This is how we learn to research our sources. If somebody tells you the sky is blue, you can't just take their word on it. Why is the sky blue? Where do they get that information from? This is what we need to continue to teach them. This is how we teach them to learn to be properly functioning adults when their career comes and as they get older these topics naturally get deeper. Obviously you should not be talking about abortion or something like that with your kindergartners. This is something that grows as your student grows, but you can talk to every grade about these touchy subjects at an age appropriate level. So, from what I saw when I worked here, what I've talked with my kids, I have not seen any inappropriateness from our schools. Thank you very much. Please continue to help them carry the torch forward.

Mike Breton, 2 Hamel Circle: Given the last couple of speakers, I just want to reassess the need for the school to speak out at the next board meeting to have that discussion of whether you will publicly denounce CRT because despite what is being said, CRT is not learning about our past, learning about our history, learning about slavery, learning about the indigenous, it's not about any of that. It's about learning that every context of current civilization is racist and oppressed. You're seeing videos of college professors talking about 'oh, you're white and you're breathing? That means you oppressed someone today.' That just happened, okay? So, CRT is not about history. It's about changing how we view today, okay? Racism, horrible. Everyone knows that. There are some racist people in this country still, we get that. But CRT has nothing to do with that. CRT is about changing the shape of how everything is construed, okay? You have schools in Virginia that are eliminating advanced math for below juniors, okay? Students that are excelling in freshman and sophomore year are not able to take advanced classes anymore in Virginia, in this particular school district, because too many white students are in the advanced math classes. So math is now racist, okay? We need to put an end to that and the school board should be looking at that and having a public opinion on that in my opinion.

Dr. Jette: Mike, I appreciate that. I just want to emphasize again this is New Hampshire, not Virginia. We can look on a national level. So think of that upside down wedding cake [in the presentation] for a second. We can find a range of instructional practices that are taking place in the nation that are not going to fly in Litchfield. We can find extremes on both sides of that

range that are not going to fly in Litchfield and I think we just have to acknowledge that. That we're in control at the local level of what we teach in our community. We do that through community input. As a principal, I can remember seeing on the national news the kindergartner who got suspended from school for kissing another kid. And I'm like, ' what is the matter with principals in other places. There are other ways to deal with this.' You don't take the extreme scenarios and then apply them and say now it's broad strokes across the country. You can absolutely find that. I had a conversation with Representative Lascelles who said there were kindergartners being taught that they were oppressors because they were white, and they were oppressed because they were black kindergartners. And I said, ' Rich, did that take place in Litchfield?' No, it didn't take place in Litchfield. Our kindergarten teachers live in Litchfield. They're part of our community. That is not going to occur here and we will stand strong to make sure that we have community schools that are responsive to community values. So, as much as you have that example of a professor, and again I would argue that CRT is really a college level, advanced concept, teaching about racism at the level that we do it is important so that if somebody goes into the social sciences, into the more legal fields, then they are going to advance and receive more advanced theory at that point in time, but they're also college students, they're not youngsters. So I think that's just important for us to keep in mind. We are not teaching CRT. I don't think there is any intention to do it. I know there's not any intention on my part or our curriculum director. The board will certainly have a discussion and take a stance on it so that we have a formal stance that's been made on it, but we need to be careful not to take the most extreme, radical examples of what's happening on a national level in that broad stroke and apply it down to the smaller cake at the bottom, which is what we're capable of doing in our community in the 180 days that we're blessed with your children.

Megan Reed, 2 Oak Drive: I have a lot of questions. I guess I'm a little confused by the packet [handout]. It says on the first page this HB2, you know, making people feel oppressed in item #1, but then it also says that it's okay to talk about beliefs and ideas for those who have been harmed pertaining to a certain identified group. I think there's a lot of big words in regards to CRT. You know, the diversity, equity and inclusion. There's a lot of different words that people can use for CRT. So I guess the Message of Unity that was sent out, and I know everyone keeps bringing it up, so I do apologize, the website where the Google doc link is, that page was put on there, right? Someone had to physically put that little paragraph on the website, right?

Confusion from the district and board staff.

Megan Reed: You know, the subject line 'we must simply do more'; on page 2 it says list of resources for staff, parents and students; here's some reading you can do over the summer. So in that there's five bullet points, those were placed there, right? So the Google doc with all those links was placed there as well, correct?

Dr. Jette: Yeah, the key thing is that we did not own that Google doc. We made the link and at the time that we made the link the Google doc looked one way, and as you know with Google, it can be adjusted overnight. It can be adjusted every second. So when the link was made to that Google doc it looked one way and a year later it looked another way.

Megan Reed: though in June of last year ...

Dr. Jette: Great question. I can't answer it. I know that we looked at it, but when I look at it now I know it didn't look like that. I know that things have been changed and added to, but when we made the link I can't tell you exactly what it looked like at that point in time because it's a year later and it's been modified several ways. And that Google doc has like 50 links in it.

Megan Reed: I think like 92.

Dr. Jette: Okay, 92. I just knew there were a bunch and if you click on those they all go to Facebook pages and other websites and so forth. Every one of those has changed in infinite ways. The problem is that somebody said to us, I mean, I had a conversation with Chief Sargent who said one of those links says you should be defunding the police. Is that what the Litchfield School District endorses? And my answer was no, that wasn't even there when we linked it. So over time, we lost control of what we linked to because it was links to links to links and so that's when we said, shut it down. As soon as the concern was brought forward I called up Michele, who is the one who physically posted on the website, and I said take the links down; I want them off and they were removed that day.

Megan Reed: So my question is, and I work a lot like everybody else, just for my knowledge, should I as a parent be constantly checking the school district website for updates like this because I had no idea it existed. I don't know if I'm supposed to be checking weekly, daily, monthly because had I not gone on Facebook I would have no idea that any of this was going on or that something was posted a year ago with all of those mistaken links, but you don't know what the link was originally supposed to put out.

Dr. Jette: So a year ago, June 10 of 2020, an email was sent to all parents in our system with the Message of Unity and the links. It was emailed out to everybody at that point in time.

Megan Reed: But parents as well?

Dr. Jette: Yes.

Megan Reed: Okay, that I did not get into so.....

Dr. Jette: And I appreciate it because I don't honestly read everything that comes from my own children in school. At times it's like I'm busy and it's like I bury it in my Inbox and I'll try to get back to it later, so I get that.

Megan Reed: I mean I read everything that comes through my email and I absolutely would have read something, especially during that time. I would have read the Message of Unity, the topics that were brought up. I guess to that gentleman's point, CRT may not be taught, but there are other words that people are using to teach this topic and I have a feeling that one way

or another these beliefs and ideas will eventually be put in the curriculum. We just don't know it yet. It's coming. Bedford is going to teach it. They have a Diversity, Equity and Inclusion Committee that they've been working on it all summer and they're right next door. So I just wanted to ask, you know, to what he just said, you know, it may not be called CRT, but you can't confirm that these ideas aren't going to be taught?

Dr. Jette: Again, I just come back to exactly what defines CRT. I mean, you've looked at the document, so what would be your suggestion to the board? Do we keep the Message of Unity minus the resources?

Megan Reed: Yeah, I think Litchfield is a community of unity already. I think it was great to put out there, but I'm not against teaching history; history is history, right or wrong. It's the gray area a lot of people, you know, different ideas and why something happened because of someone's color, sex, gender, whatever, history is history. And history was 150 years ago, 200 years ago. Our current present is very different than 200 years ago and to put those ideas and beliefs, the teachers' ideas and beliefs, onto these students so that they can then come home and tell me what they now believe, which is very different than what I teach in my home, that's kind of where we have a problem, I think. I don't know if any of this is making any sense.

Dr. Jette: It really does. I'll say just one last thing and then we'll turn it over to a few other people, but what Mike Gaumont, our 8th grade Social Studies teacher, summarized is exactly what I see when I walk in the classrooms. I see teachers - in fact, one of the highest compliments that gets paid to a teacher is I don't know where you personally stand because you do such a good job of hitting the breadth of the topic.

Megan Reed: Oh no, he's an amazing coach.

Dr. Jette: But he's one of the many teachers you know and trust who are with your kids, who are really making sure that the full range is being taught and explored and I hang my hat. I can't be in every classroom, the principals can't be in every classroom, we can't be part of every lesson, but we know and are confident in our staff's ability to be broad in the way that they approach things, to be able to flip and take the alternative viewpoint. I mean, that's one of the greatest aspects of being a critical thinker is that you understand the opposing arguments so deeply and so well that you can then form your opinion and you can rest confidently in where you personally stand because you've understood it at a deeper level. So, I have confidence that that is what our staff does on a daily basis in the schools, but I'll let Mary and Tina just answer it a little bit further.

Ms. Widman: I just wanted to kind of echo and say that our curriculum is written and will always be written straight from a historical perspective. It should be from primary and secondary sources, not from YouTube or Tic Tok or anything else that kids are looking at. And our teachers know that they have to leave their bias at the door, especially when presenting anything that is controversial. So, it kind of goes back to my presentation, in that if you feel that there is only one side of an argument or controversial issue being brought or being taught then

we need to know that because that will never be as long as I am here and overseeing curriculum, that will not be how we do business.

Megan Reed: All right. Thank you.

Jeff Avitable, 126 Pinecrest Road: I'll be quick. I just want to tie in the last two discussions and this previous discussion and your questions about what we should do with the statement of unity. The first bullet on the statement of unity says updating our history curriculum and the content we teach. Well, that statement is unclear. It doesn't provide guidance and direction. And you've all talked about the confidence that you've had in your teachers, and you've stated (pointed to Mr. Gaumont) how you teach history and what you've been doing in the past. This statement implies an inflection point - something different. So this statement needs to be more clear, please.

Ms. Widman: I'll also just speak to the fact that part of the reason that was put in was because we were in the process of a Social Studies curriculum that predated all of this craziness that has now come up. So, I think it was just meant to be a point of reference that we are in the process of looking at our curriculum and making sure that we are teaching our kids what we should be teaching them. I understand your point though.

Moderator: So, at this time I'd say we've been over a half hour or so. Let's open the floor to any questions or comments, as long as they are Litchfield residents and from there parents and students can also ask questions after for about another half hour.

Maureen Halligan, 11 Center Street: I had a question regarding part of the presentation, Mary, I think it was a part that you were presenting, and it talked about that upside down wedding cake. There was specific language in that presentation that talked about community values. I wish I had written down what the statement was. I think the point was that you can adapt some of the guidance that you're given at a federal state level, but also take into account community values. I hope I am getting that correct. My question is how do you determine what the community values are? How do you make that distinction with what you're going to include in the curriculum or not include in the curriculum?

Ms. Widman: That's a good question, thank you. I think it comes down to our process. The curriculum is written with teachers K-12. It's written with experts in the content area field, but then it does go through the process of being vetted by the building administration, by myself, then by our PERC Committee, which are teachers that are in many different content areas. We have a lot of teachers in Litchfield that live in town, so they have a pretty good pulse on this isn't going to fly or we should reword this because it doesn't make sense. But then it goes to the board for that set of two readings, specifically so that if we miss the mark somewhere, that's the opportunity for the public to weigh in and say no, that doesn't meet the criteria of what we expect in Litchfield and then we can address it.

Dr. Jette: Keep in mind that it is approved by the school board - an elected school board that you voted (inaudible). So, if we get it wrong, they get it right.

Maureen Halligan: I appreciate that. Thank you. Just to follow up, as someone who doesn't have a child in the schools, I do try to keep abreast of what's happening, just because I'm a taxpayer and I want my taxes to be well spent, so I do keep track of what's happening in the schools, even though I'm not a parent of a student. And I appreciate the ability to have access to the school board meetings even on television because I don't always get to the meetings. And I do try to keep abreast of what's happening. I think the only question I have is, keeping a pulse on what the community's missing or whether it's missed the mark, it's still subjective, right, so I know the position you folks are in. You can't have it both ways sometimes and you're not going to please everybody, but that's why I asked the question because I don't know how you get the pulse. I don't get the emails that parents get all the time. So, I'd like to request anything that is - whether you consider it to be controversial or not - the more information that even just a regular community member and not a parent has access to, it's really appreciated. Because I won't get an email that a parent would, but I'm still interested to know what's happening in the town. So, thank you.

Christine Tremblay, 15 Naumkeag Court: First of all, I want to say thank you to everyone. I have raised two kids that have graduated. Excellent school system, excellent teachers, excellent faculty and thank you to everyone, including the school board, for donating your time. And in all of that I know it's not an easy job. Probably 99% of the time I never had any issues and my kids weren't always perfect angels, so thank you again. I don't repeat what everyone is saying, but I think one of the main things that everyone is nervous about because you're seeing across the country in every state and every city, are including the CRT and it's a little nerve-wracking worrying what's going to happen. I understand it's not curriculum, but as everyone was saying it can make its way through some of those links and so forth. I agree that the Message of Unity is fine, but having the links is a little problematic when it starts out anti-racist resources for white people and keeps going. So, I think the more we - I think everyone wants to add more information to our history curriculum. We want to teach the good, bad and ugly, absolutely. I've heard go into more detail about the Tulsa massacre. Whatever it may be it's vetted and I trust that it's going through the appropriate resources to make sure it's approved. With our kids seeing so much negative on media, social media, and focusing on the ugly, I think everyone wants to make sure we don't lose sight of the good that has happened in this country. And it seems like that's kind of the focus a lot lately and we just don't want it to be the only part of history. Slavery isn't the only thing that happened in this country. It was a horrible thing and we should talk about it, but it's not the only history. I think if we add this type of thing to US History we should also make sure we cover in the World History that slavery was elsewhere as well. It's just one of those things where it's so much focus - if you focus so much on diversity and equity, that's all that you talk about and it can actually backfire. So, I think having the right balance is important. And I had two questions actually because I've seen in some other towns that they're having Diversity, Equity and Inclusion training for faculty, as well as sometimes students. It could be just a consultant that comes in. I was just wondering if

we've had that here for our faculty? Has that been a program here that has had consulting come in?

Ms. Widman: No.

Christine Tremblay: I've also seen some other towns that are hiring Diversity, Equity and Inclusion, I don't know what you call them, program directors to the staff and it's not always noticeable of course because you have a school board that gets voted in - some of it actually gets funded through the covid funds. So I was just wondering if that was a position that was thought about for Litchfield.

Dr. Jette: No. We have not had a discussion and honestly, we're watching class sizes at GMS - we're bellying right up to class size caps for positions that we didn't budget for, so we've got far greater needs at this point in time for classroom teachers that takes priority over anything like that in the district.

Christine Tremblay: Excellent. Thank you.

Tim Finnegan, 147 Talent Road: I don't have a prepared presentation, but the one thing that the school board asked of us today was to give them their input on the Message of Unity. It's been removed from the - I think it should disappear. And we should not have a Message of Unity. And I'm taking Dr. Jette's guidance in that this is local, this is Litchfield, we don't care what's happening out here; we don't here, we care what's happening in Litchfield. And so, unless you have specific instances here in Litchfield that prompted you and the school board to say we need a Message of Unity, everything I'm hearing says we don't need it. We are united, we are together, we don't treat people badly. I think the Message of Unity may have backfired a little bit, so if there are specific instances of why we need a Message of Unity here in Litchfield, we should hear those before we ever issue another message. I say throw it away. I'm going to refer to the specific changes when you say because of this message we've got to change our curriculum, specifically our history curriculum, that needs explanation or we'll throw it away and forget it never it happened and go on the way you say we have been. I was glad to hear as a parent that did have a child here in the system that there was a process if you were uncomfortable with the curriculum - not objected to it - I just didn't like some of the things that were in it. I was never aware that the process existed. I would make an effort to make sure the parents know that that is there. You talked about C3 as if we should know what it is. I don't know what C3 is or what it stands for, and the one thing - you've been very careful not to do it, Dr. Jette - but when you gave your explanation on four traits - let's just keep in mind, they are not your kids, when you talk about we want our kids to do or we want our kids to be able to - no, they're not your kids - they're our kids. And the fact that they are in a government school doesn't mean you own them. You should always keep in mind that they're not your kids. Thank you.

Ms. Widman: I would just like to let you know that C3 stands for College, Career and Civic Life. It's a framework.

Chuck Alessi, 17 Nesenkeag Drive: I think I would like you to not take a stance on critical race theory. If it's not something that is taught in the school and I don't see a need for you to comment on it. I've got a kid coming up who's going to be in kindergarten in the fall and we're very excited about it - he's very excited about it. I hope that when he comes home one day from school he'll tell me that he's learned something that is totally different than what I've taught him and I want him to tell me why that is. I'm not raising a kid who's going to live in Litchfield. I'm raising a kid who's going to live somewhere in the world. I want him to have a core that - the beliefs that were put out in that Message of Unity. It's great if Litchfield is united. He's not going to live in Litchfield for his entire life. Litchfield is not a closed ecosystem. So, bring back the Message of Unity. I hope that we can all agree that what's in there is something we should all believe in. So, that's my input on the Message of Unity. I was going to bring something else up and I cannot remember what it was, so I'm going to call it there. Thank you.

Kathy Grondine, 20 White Street: I, too, have had two children, both of whom have gone through 18 years of education here in Litchfield. I'm not currently a parent of a Litchfield school student, but only by a month and a half, as my son just graduated. I want to start by saying I agree with the Message of Unity. If people are having a problem with the links then take the links off. I actually really appreciated it at the time. I do believe that what happens in our world impacts us here in Litchfield and it was impacting me. I believe that it could have been impacting my children. We had conversations about that and in different ways I think that was a nice message to hear that the school had taken that step to do that. I also just want to thank all you and respectfully disagree with the gentleman who spoke a couple before me. I actually appreciate when you say 'our kids' because I entrusted all of you with my kids for 18 years and the fact that you are that invested in them, I really appreciate that. So thank you for that. I've actually appreciated all of the education that they've gotten and I know that they've gotten critical thinking skills, both of my children. And both of my children are very, very different and both have come out of the same Litchfield school education with two very different frames of thought. I am extremely proud of my daughter. She thinks very much like me. I am just as proud of my son who thinks very differently than me. I am absolutely alright with him coming up with facts, being able to support his own thinking and being able to say what he says. That does not mean I agree with him, but I respect it and I think that is a very important thing for our kids to learn and I appreciate that the school district has helped to do that for him. So, please keep sharing the facts and not necessarily getting caught up in feeling like we can't express and share and teach all sides of the situation. I did have a question and because I have gone through the Litchfield School District without any complaints and I know there has been the ability to do that, and some people didn't know that there was the ability to make complaints, which may mean that they didn't also have to make complaints, I am wondering how many complaints to date? I know that CRT right now is the big thing; it's what we're talking about; it's one of the big issues bringing us here today. And I don't want to just guess, you know, 'well, they will get it in here', but I want to see what has happened to date; what do we know? What have people had? What kinds of complaints? What are the complaints, the numbers of complaints that you've had in terms of people having issues with any discussions around the type of content for Social Studies and around any of these inclusion pieces?

Dr. Jette: Thank you for that question. So, I can tell you a couple of things. First of all, Litchfield schools in the middle of the pandemic were open for in-person learning. So, we did something that not a lot of districts did. We had our doors open to those who wanted to come and about, depending on the school, 75% to 85% of the families chose to have their students in person learning. 180 days were just completed. I received exactly zero complaints at my level about content in Social Studies. There were a few minor complaints that were resolved at the teacher level and at the principal level, but they were not about Social Studies and that level of content. They were more about 'is this course of instruction appropriate for this course' and we were able to work all those things out using the process that we outlined, at the lowest level possible you resolve the problem. So, 180 days, zero complaints.

Kathy Grondine: I really appreciate that because we're having a huge conversation about something with zero complaints to date. So thank you for that. I'll also just leave and respectfully again - and I know people have said you should make a statement around CRT. I don't know that there is a definition of CRT that in this community that we will agree on, therefore, I don't think it would be fair to say we are going to agree or not agree with CRT. So, I say let's take the facts, what we're going to teach, and go into the details there. I also just want to thank everybody here and I really want all of you to know that I trust the educators in this town, I trust the administrators, and I trust the school board to make the decisions about what the content should be for our curriculum and I really do not want them to be worried about what they might see or hear on Facebook or other social media about what they're teaching in their schools. I really don't want them to spend a lot of time on these complaints when they haven't had a lot of them so far and I certainly don't want them to be worried as they do their jobs that they could be losing their certification. So I hope we can resolve this as a community. Thank you.

Dr. Jette: Kathy, I want to thank you for that and also just respond to your comment about our kids, and Tim to respond also. So, I'm a father. I have a 9 year old and a 10 year old at home. I send them off to school. I've been involved in public education for 31 years and, I'm sorry, but they are our kids, and that's the way I look at it. When I go into a school I think is this what I would want for my children? Is this what I want to do as an educator, relative to the way I expect my children to be raised and taught. I do bring that lens to it. I will always be a father first and an educator second. And I'm sorry - they're our kids.

Keri Douglas, 9 Pheasant Street: I first have a question, or maybe a couple of questions, depending on how the first answer goes. So, the curriculum that is being developed, will it be electronic or will there actually be a physical book?

Ms. Widman: It depends on the grade level.

Keri Douglas: I ask because I like to read my kids books so I know what they read. If it's electronic, how will the parent have access to that? How will I know what my child is being taught if I don't have access unless the district makes sure that the access is provided to those electronic documents? That's actually one of the concerns I have with a lot of the Social

Studies teachers using articles and handouts because I can't read it in advance to know what's coming. I can't say 'I'm going to have to have a discussion with my child about this topic because we think about this a little differently. So, I'm not a huge fan of that. I get why it's done. I think we need to include parents more in that discussion because my students are no longer in this district, but they were here during the pandemic and I think I had a math book, but no Social Studies book. My older son is a very deep thinker in that he takes time to process. So, a lot of times, months later, I'll get a question like 'why did this happen? Why did somebody say this?' And I would be like, 'where'd you hear that? We don't think that.' 'I learned it in Social Studies'. Now by the time I find out about it, it's too late to make a complaint. It's not really a complaint because it's just a biased presentation of the view, but it's not really wrong. It's a different interpretation. So, do I file a complaint because I think - I loved your perspective that a student should never know your position. I wholeheartedly agree with that and I think that is an excellent indicator of an educator. A student should be able to walk in your classroom and not know your position because you present it so well on both sides. That is where the critical thinking comes from because they learn it and they can make a decision. When my child walks out and knows how a teacher voted for the Presidential election and thinks how it should turn out with the different disputes, but I don't know about it until long after the fact after I've withdrawn my kid? So, if there are no complaints, here's one now. I think you need to take a look at your professional development. Remind your teachers that the goal is critical thinking; the goal is both sides of the argument. My student should not walk out of there asking me why would the teacher say this about the President. So, I apologize for not filing the form, but I didn't know about it until long after the fact because I didn't have a book. The syllabus is fine. It tells you exactly what it is, but it doesn't give me the day-to-day lesson plan; it doesn't tell me what the discussions are in the classroom. So, referring parents to the syllabus is only half the thing because that's not all the information. There's so much room outside of that and that's great because teachers need the flexibility to have those conversations and follow the students where they're going, but if I don't know about it because I don't have a book or I don't have the handouts - everybody's using these quizlet things that I don't necessarily have the ability to review, then I can't tell you that I have a problem with it because I don't know that I have a problem until it's long passed. Thank you.

Mrs. Harrison: Keri, I just wanted to say that you and I, we're both moms, and I know as in my role as mom I don't always hear conversations at school or lessons that happened until long after the fact, if ever. My kids are very tight-lipped about what goes on at school. I trust our teachers. I understand that not every parent - there are different degrees of skepticism and trust, I mean that's certainly personalized to you and your kids. I think, though, that the materials and the tools that teachers use may not always give the full picture, but a conversation with that teacher will. A conversation with that teacher will say, listen I'm concerned that you guys are talking about politics in class and you shouldn't be. And you're right, they shouldn't be. Students should not know where their teachers stand on any of these issues. And you're right and I agree with you. That angers me that was said in class.

Keri Douglas: But again, a young child not knowing exactly the conversation, but it's enough that it made an impression and it's enough that it occurred after the fact. I can't even go to the

teacher because it's so far past. So, my thing is if we're having updated information, do everything you can to get as much of it to the parents as possible so we can flag it in advance.

Mrs. Harrison: I agree that maybe we need to remind our teachers the place for politics is not in the classroom. If you're presenting historical material or current events as a topic, your personal views don't come into play and I agree with you. And I also encourage you to remember that when you do entrust the district with your students, you are a partner in that, too.

Keri Douglas: And I would have been happy to do it, had I known about the conversation at the time. So there's a lag time.

Mrs. Harrison: It's a catch-22, but again, we can't do anything about it if we don't know about it happening.

Keri Douglas: Exactly, which is why I'd like to bring your attention that there are no complaints and no concerns. Well, some of us may have them, but we didn't know about them in time to approach them through the process.

Mrs. Harrison: You can still complain about things that happened in the past.

Keri Douglas: I'm not going to hesitate to complain.

Mrs. Harrison: Keri, I know you. I know that as a fact.

Dr. Jette: You need to let us know because if it's happened once, it'll happen again, unless we have the opportunity to address it. Send it my way or the principals' way and we will have that conversation.

Keri Douglas: Absolutely. Thank you.

Mrs. Harrison: Thank you.

Rich Lascelles, 236 Charles Bancroft Highway: I currently serve as a State Representative and Selectman, and I'm very proud to say that I've been a substitute teacher here at CHS for 11 years and I hope to until all my grandchildren are out of school. I don't know if that'll happen now, but we'll see. Critical Race Theory is something that started in the colleges, many years ago, but it started in the colleges and it's gradually seeping down to even preschool. Don't make any mistake about it. What you got is Critical Race Theory. The attachments that went out under the guise of a Message of Unity - anti-racism resources for white people - that is Critical Race Theory. Make no mistake about it, okay? I'm very concerned that this went out with virtually no vetting on the part of the school board. I guess there's a credit there because if they vetted it they would not have sent it out. I don't think they vetted it at all. I think the school board was pretty okay with the letter, but not the resources and we'll get to the bottom of that. The minutes of the school board meetings are very unclear. Your school board are your elected

representatives; they represent you and they need to make the decision and they need to stand behind those decisions. I don't think that happened here, alright? We've talked about we don't deal with national issues; we deal with local issues. Look at who put this together. Who put this together? They didn't live on Brickyard Drive. They didn't live on Charles Bancroft Highway. They are a couple of people from New York and New Jersey and it went out all across the country. Look at the bottom of it and you will see that. My life, since I've been 20 years old, has been one of service to my country, my state and my town. This room was built at the time when I was Chairman of the School Board and we passed the bond issue through my work and a lot of other volunteers in the Town of Litchfield. I love this town and the school, but I wouldn't be here if I wasn't afraid of what this says. I don't have anything to gain by making an issue of this. I didn't really know about it until about a month ago. In the Legislature, we passed that HB2 to prohibit this. I was in a meeting and the run up to the vote on the budget and our town was used as an example of why we needed that. Our town, Litchfield. If you go through some of these things in here they talk about police brutality and defund the police. Don't we know that there's like 60 or 70 households in Litchfield that are police households. What do you think students that read that - what do you think they think when their father or mother is a cop? People call Litchfield 'cop town'. Is that representative of Litchfield? Absolutely not. So, I don't know the process that the school board went through. I don't know what was in our mind. Was this a way of being woke or an attempt to show how virtuous we are? I don't know because I don't see anything good coming out of that. I'll leave you with one more thing - everything in Critical Race Theory is looked through a prism of race. And I'll leave you with Martin Luther King. Martin Luther King is not quoted here. Martin Luther King said he wanted his kids to be judged by the content of their character and not by the color of their skin. When you look through this stuff, you're looking through a prism of race. Make no mistake about it - that's what it is. So, I'll say it again, we made a big mistake by doing that. Over my dead body.

Dr. Jette: If I can just respond quickly. Rich, again, the resource that you're looking at and the information that is there is not what we originally linked to. I completely agree with you, as I said earlier. The comments about defunding the police - we did not put a stance out there that we're in favor of defunding the police or that we favor those movements. I personally don't agree with that. We have had a great history working with the police department here in Litchfield. You've been in the training with us as a substitute relative to ALICE drills and making sure that we know how to respond if there were to be a bad actor who were to come along. We appreciate and value that relationship, so, we're not going to make a link to a document that is taking a stance that is in the antithesis of what we believe as a school system. You're seeing that now, well you're not seeing it now because we took it down. But when it was raised that that was something that was on there, that's why we removed it from our website and it was no longer available to folks. Again, I share your concern about that. It's not something that I support. I don't think it's anything that the board supports, although again, we haven't taken a vote on it, but I think we could take one pretty quickly and have a stance on it. So, I guess it's unfortunate that that was used in the Legislature without being brought to our attention. I received, as I said, a phone call from Mr. Nordyke, or an email from Mr. Nordyke about it and I received a call from the Commissioner and we immediately responded to it. When that resource was sent out in June of 2020, it did not look like what it did in June of 2021. It evolved over the year. You're

right, we linked to a resource that had been pulled, but I want to tell you the origin of that resource. So, yes, it was not written by folks who do not live on Brickyard or anywhere else in Litchfield; however, the resource was available through the New Hampshire Juneteenth Facebook page - that's where we got it from. It was a New Hampshire based resource that we drew upon and linked. So, that's how we found it. So, again, that's the link to a link to a link scenario, but we viewed it as a local resource at the time we linked to it because it was something that we found on a locally sourced Facebook page. Just to be clear, I share your outrage about that stance because that's not where we are as a community.

Rich Lascelles: You say as soon as you got complaints you took it down. There were complaints when you first put it up a year ago, but it stayed up. It stayed up for a whole year, Mr. Nordyke complained, very articulately, it stayed up, and then finally it went down after a whole year of being up. At some times, the school board seems to be proud of it. Sometimes it was a mistake. Sometimes they're proud of part of it, sometimes they're not proud of part it, but to say as soon as we got complaints, that's factually incorrect because you got complaints when it first came out and it stayed up for a whole year.

Dr. Jette: Rich, when it first came out there were a couple of complaints or concerns, I guess - I don't want to call the complaints - there were concerns that were raised, a couple of them; we responded to those and did not hear back from anybody on the responses. And again, nobody brought up defunding the police or other things that were on there because they didn't exist at that point in time. So, a year later, as soon as we got the communication from Mr. Nordyke and I had the conversation with the Commissioner, I immediately contacted Michele and it was removed from our website that day. Now there were some people apparently who could still access it through Google archiving services. You can't just (snap of fingers) make stuff appear off the web. So, even though it's removed from our website and not there, it takes a while for the Google crawlers, I guess, to remove stuff from the archives. So, yes, people were able to find it - not on our website - in Google archive format. It was immediately removed and put in a trash can by Michele. I have tried to find it since and I cannot right now. I'm pretty sure that it's been recrawled and removed at this point in time. But that's the history and the story as to what has happened with that message. Rich, can I ask you a question? What's your advice to us? Remove it completely and move on; to keep the message and remove the links? I mean, if you have a thought or an input, I would appreciate hearing that.

Rich Lascelles: Well, in many ways the damage has been done. I think a statement opposing Critical Race Theory is in order. I think that you need to establish a program where people can complain about things in a way that they feel comfortable in doing them. I hear complaints, but they never get to anybody or they're not acknowledged or no one takes action against those. So, in answer to your question, I don't know if there's anything that can be done other than denouncing Critical Race Theory.

Cecile Bonvouloir, 1 Tamarack Lane: I just want to say that recently I shared with Representative Lascelles - without a doubt, this man is the biggest cheerleader of our Litchfield students. And when he posts about our kids' successes, he doesn't stop and think, well wait a

minute, is that mother or father a Democrat or a Republican? That's not where Rich goes. And in this climate that is amazing because we have experienced that with other people. And Rich has posted about all of our children's success and it just warms my heart and I can never take that away from you, and I thank you. I have also been honest with him that I disagree. The division in our community, the divisiveness, it breaks my heart. We're a small community and when I see on the What's Up Facebook people taking sides, that's like the only time I comment. Please shut this post down - I beg you because we start hating each other and that's not what this small community is about. Last July, there were 37 pages of public input and letters from the community members and parents that were attached to our school board minutes. 37 pages! Not one was about this issue - not one. Further, there were hundreds - hundreds of emails - I read them every month. It's the only way I can stay kind of plugged in. I don't have time to watch school board meetings or attend them, but I want to know what's going on. I've had 3 kids graduate in the past 3 years. Hundreds of letters and emails because of the COVID submitted to our school board - not one about the letter of unity; not one about the link; and not one about Critical Race Theory. I personally have been hearing about CRT in the news; hearing it on podcasts, portions on NPR for over a year. They've been taking a national issue to our school board's front doorstep across the country. This is not new news. Anybody who's a little bit, kind of a news junkie, knows this. And the tactics used, making time consuming record requests to our school boards, giving public input utilizing scripts that I heard from our own community at the last month school board meeting, having long, drawn out meetings. There was one meeting that I read about - 11 hours - calling school board members and superintendents Marxists, racists and abusers, teaching CRT in the classroom, and the goal: to try to convince the community that the children are being indoctrinated by CRT. I just can't support that, Rich. This is not right and it's dividing our community. So yes, please put that letter of unity back up. Be careful what you're posting as a link, but as a mother who raised 3 children - we are a multicultural family - I have 2 latino children; I have a child with special needs; and we are an LGBTQ family, and that was painful in this district. We had to go other places. Our child hid it from everyone - afraid - and it wrecked his college career. So, yes, put the letter of unity up, but no extremism. I don't support that. I think our cops are very different people, but there is a margin, of course, in every group that is reckless and as a public official in an elective position, you gotta know, you gotta write, you gotta call us, you gotta tell us - we can't be sideswiped by a mob. And I can say that I've experienced this over the last year and it's been painful. So, that's my rant.

Laura Gandia, 3 Chamberlin Drive: I spoke at the last school board meeting and expressed my concerns regarding the Message of Unity and I just wanted to go over some facts because I think some facts are not clear or misunderstood. That Message of Unity came out in June as Dr. Jette said, and I received that message. My boys did not attend the high school here in Litchfield, but they did go up through LMS. But I did receive that Message of Unity from some, actually several people, and then I did send that Message of Unity with many of like-minded people that I know in town, and that email that I sent out to folks was on June 11. In that email that I sent to folks, just because there's questions about the link, and my email of June 11, 2020 talked about some of those links. And I said at that point in time, June 2020, also some of the reading suggestions, which are titled 'anti-racism for white people' screams racism to me. I did

peek at some of the resources that they are requesting that we read - 'so where should I donate' blames the police and national guard for instigating and initiating violence. This is a link at the time that Message of Unity was first put out. The book, 'Me and White Supremacy', teaches one how to recognize white privilege. So, this was at the time in June 2020 when this was put out, so those links were bad at the very first instance. They didn't evolve until now where they're bad and they should have been removed. That "I donate" site, that was one of the links, says, 'first and foremost, the police and the national guard are initiating violence'. So, when Ben Sargent made that comment, for my own records, he's 100% correct. The links that were put out by the school board were insulting and derogatory towards our police department. That is unacceptable. Then the book, 'Me and White', some of that says, 'White supremacy is a system that you have been born into. Whether or not you have known it, it's a system that has granted you unearned privileges, protection and power, and it's a system that has been designed to keep you asleep and unaware of having that privilege, protection and power has meant for people who do not hold white privilege. What you receive from your whiteness comes at a steep cost for those who are not white.' Again, an original link from back in 2020. And then after my email went out June 11, June 17 there was a school board meeting where I believe Dr. Jette commented about how he received concerns and complaints because I was told by people after I sent my email that they were responding to the school district. So, they did reach out to the school district, whether or not those emails became part of a permanent record, I don't know. And they received an answer, which I then responded, in turn, to Christina Harrison that I thought those were canned responses on a Facebook post. So, this issue has not just come to light now. It's been in existence for over a year. So, we had these links and this message up promoting racism in our district for over a year. So the fact that now it's being said that these links have evolved, they may have evolved into something worse than what I originally found in June 2020, but the links that were first put out were horrible - insulting to every single member of this community. And I think it was negligent on the part of the school board, especially the June 17 comments from you, Dr. Jette, where you said it's not your job to vet those resources - I disagree. If you and the school board are putting out resources for the community to look at, you need to vet those. What if there was something really, really bad on a different topic? Do you take no responsibility for that? You and the school board have a duty when you put links on them to vet those and say, like you did at your June 17 meeting that wasn't part of your duty or responsibility. That's not right - it is. It's part of you and the school board to make sure that our kids are being properly taught. That they are receiving healthy information. Information that helps them grow into healthy individuals. Not information that divides us, that promotes information that's negative. That's not what we want. And I do have one thing that I did mention at the last meeting, was the NEA stance on Business Item #39, where the union is going to be promoting CRT and the 1619 Project. I know it's been said - I know Patrick Keefe has said that's not happening in Litchfield, but he's part of that bigger picture, and I want to know what is the school board going to do to ensure that that type of message from a group that our teachers are part of doesn't permeate into our district. Critical Race Theory - thank you very much for saying it's not taught in our schools. That's not my concern. It's the ideology behind Critical Race Theory that permeates. So, you can say all day long that Critical Race Theory isn't being taught; you can say all day long - you can issue a message saying we're not going to promote it, you know, we are against it, but the concern is the ideology behind that. That's what permeates

into the classroom. That's what permeates when you have teachers' expressions of political affiliation. That's what permeates when you have teachers saying something about the current President, or any President, that is going to sway kids one way or the other. It's that type of ideology that I don't expect you to micromanage, but what assurances do we have as parents, as rights as residents of Litchfield that the school board is going to do everything in its power to ensure that that type of ideology does not permeate into our students and into their way of thinking.

Dr. Jette: Laura, if I can just clarify. So you said you sent an email on June 11. That was to me?

Laura Gandia: I said I sent an email to people in town when I received your message of unity from somebody in town. I got it and I'm like, oh my goodness, what is this, so then I sent it to a group of people that I'm in frequent contact with, saying, 'hey, look, here's a thing that was sent out from the school board', and I read to you from email here are some of the links. And those links were really, really bad at that point in time. That's why I sent that email and I received responses back from people saying we sent a letter and I saw that letter and it was a response and then, I went ahead and had an interaction with Tina Harrison and I get the same response from her, and I think she'll recall that I said that's a canned response because it felt like everybody that had a concern at that point in time was getting the same type of canned response. And canned may not be the choice word, I will say the same response, but I thought that it was canned because it really wasn't addressing the issues that were bothering the residents of Litchfield.

Dr. Jette: I appreciate that clarity because I don't seeing that or hearing that. And again, I did respond to a few parents. So, a few people reached out to me and I did have a response to them and obviously each individual board member does their own response if they received that. I appreciate hearing that. The other thing is that you commented that 'it wasn't my job to vet'. I don't know exactly what was said, but I will say this - this is where I stand today; it's probably where I stood a year ago; and it's probably where I'm going to stand tomorrow, and that is that I trust the parents of Litchfield to vet those resources and determine on their spectrum what they're going to do in their household. If I was handed a list of resources by anybody I would then decide what it is that I as a father am going to engage with my children over and what's the appropriate level. So, to me, at the time we put that out we were providing a vast array of options for families to make those individual choices and to have that personal responsibility. And I believe in that. I trust our parents to decide and I know that some families are going to say 'I'm going to do all of this' and some are going to say 'I'm going to do none of this' and some are going to pick and choose in the middle. That's all we did. Those are not curriculum materials. They were not given to children directly. They were resources for parents; for parents to pick and choose what was available to them. I know as a father we're watching what's unfolding on the news. We're watching this sort of national crisis that's occurring and trying to decide how do I have a conversation with, at the time an 8 and a 9 year old, about that. So, some of those resources I would not have introduced to an 8 or 9 year old, but if I had a 16 or 17 year old I might have been in a different spot about that. That's all we were trying to do is

to be part of the community and to provide options and resources for families. Remember, too, we were all in lock down. We were all sitting, I mean, I was doing this sitting in my home toy room, converted into a home office because that was the scenario that we were in. We were isolated; we were away from each other, and we were trying our best to keep everything plugging ahead. So, it was really done with the best of intent and again just providing people with those options and opportunities. I just wanted to clarify that point.

Laura Gandia: I appreciate your response, but I would counter it by saying I trust in you and the school board to put forth appropriate resources and I feel that those resources if you're denigrating the police ...

Dr. Jette: We didn't do that.

Laura Gandia: But it was in the resources that were there that you put forward.

Dr. Jette: I didn't do that. I would not have put forward something denigrating

Laura Gandia: But I have it. It was. So I'm going to say that I trusted and I think all or any resident in Litchfield puts the trust in you and the school board when you're putting out resources, to be thoughtful, to be mindful, to be considerate of what is being put forward. All of those things were not done and the resource links that were put out by you and the school board; therefore, I feel, and I know many other people in town, feel like your trust, the trust that we have given to you, was betrayed.

Dr. Jette: I take your trust very seriously. I stand on it when I make decisions, all the way from 'is it safe to have school today'; the pandemic presented us with a wealth of challenges to try to figure out how to best proceed and I have really appreciated the trust that the community has put in me and I've taken that incredibly seriously. Again, providing the resources so that families can make those individual choices. There's still national issues. There's still stances that people are making, communities are making. We're not going to make those decisions in Litchfield, right? But where I live, the community next to me eliminated the police department. They made a decision in Salisbury, NH to not have a police department anymore and to rely on sheriffs who, frankly, are overworked and unavailable and the state police, who are overworked and unavailable, to be their sole source of policing. You know what I say? I'm glad I don't live in Salisbury. That's not a choice I would make in my community. So, again, for people to understand why would that community make that stance, we have to understand it to make sure that doesn't happen here or somewhere else. And that's all we were attempting to do is provide ranges and opportunities. It's unfortunate that it's caused this level and I can tell you what's there today - do you agree with me that what was there in June of 2021 is not the same as what was there in June of 2020?

Laura Gandia: I didn't do a comparison. I was just looking at my original email where those things were there. Like I said, you know, you and I can go back and forth, and I don't want to do that with you. It's just what I wanted to be sure is that people know that those original links were

really, really bad and they were insulting to police officers; they were insulting to me; they were insulting to my family; it was insulting to a lot of people in the community, and I really think it was misguided of how the whole process went. And that has led me to file my right to know request that I know other people think it is a lengthy thing, but really just so people can understand. Like really, what happened Dr. Jette? Those links were not good.

Dr. Jette: We're going to answer that question for you, Laura. We're going to get that to you.

Laura Gandia: And I appreciate that.

Dr. Jette: I can tell you what I saw when I got the phone call is not what we saw when we put it out. It definitely evolved and it definitely changed.

Laura Gandia: And I'm not challenging that at all, but I'm just saying that those initial things from you, you know, what the police department has brought forth - he's correct - those links did speak ill of the police department.

Dr. Jette: Yeah - the only thing is I wish you had raised it with me at that point in time. I didn't have that. If somebody had said 'why does it say this?', I would have responded to that. I guarantee you I would have responded to it because I take that trust seriously.

Laura Gandia: I appreciate that. For me, I am more of an in-person type, so it was COVID and I can't go to a meeting like that. So, that's why I didn't do that and then it just kind of fell back down the wayside until it was brought up again by - and I'm like, wait a minute, there's a whole backstory to this message of unity. So, I know you've asked other people. You may not want to ask me, but I'm going to answer. What do I want done...

Dr. Jette: Actually, I was just about to ask you where you want to go...

Laura Gandia: Well, good. I would like the original message of unity gone and I would like for the school board to reissue something that speaks of what happened and kind of explains the situation; kind of trying to put everything in the right perspective of what we're trying to do as a community; what we're not trying to do as a community; I would incorporate Rich's concerns about CRT and really have a comprehensive thing that kind of just tells people our story of who we are; what happened with the original message of unity and those links, and just be transparent.

Dr. Jette: Great. Thank you.

Laura Gandia: Thank you, Mike, but could somebody just respond to my question about the NEA Business Item 39?

Dr. Jette: Oh, you know what, I really can't and I'll tell you why, I'm not a member of the NEA or the organization. I'll attempt to frame it. I'm going to use the upside down wedding cake again.

In 1998, I represented the New Hampshire NEA at the delegate assembly in New Orleans. I stood on the floor in front of 10,000 people and I spoke out against two position statements that the NEA, the national organization, was making because they were wrong. The first thing I spoke against was that the NEA stance was that a family who chooses to home school shall have no access to the public schools. And I stood up and said, 'You're wrong. How can the National Education Association take a position statement that shuts the door in the face of a child? This is wrong for us to do and this needs to be voted down.' Well, I was largely outvoted, to be honest with you, and the stance was taken that that's the official stance of the NEA. So, there's your national ridiculousness; you bring it down to the state level, the NEA NH, and you engage in dialogue about it; and then it's up to each individual local school to decide, are you going to shut the doors in the face of a child? And the answer in the school districts I've been a part of has been "no". Of course they're going to have access. If a homeschooling family outgrows chemistry, come and take chemistry with us, you are welcome to do that. That should be our stance. So, I don't care what that national thing says. I don't care what the state thing says. I care what happens at the local level and what the right decision is for individual children. I've stood on that. I believe the LEA will do the same thing with NEA NH an NEA national in terms of making those stances, but again, I'm not the LEA; I can't speak for the LEA; but we have to trust that when it's brought down to that level that they're going to make the right decision for Litchfield.

Laura Gandia: And I will just implore you do the school board to enact whatever policies, to enter whatever sidebar agreement you can for collective bargaining agreements, to ensure that that type of ideology, that Critical Race Theory, that 1619 Project that's being promoted by the NEA does not reach our students.

Dr. Jette: Thank you.

Laura Gandia: Thank you.

Moderator: We are at 20 minutes to go in the meeting. The meeting will end at 8:00 pm sharp. The floor is now open to anyone that wants to ask a question now - parent, resident, student - as long as you're a Litchfield resident. If you are reasking a question or coming up for a multiple time, please keep it very short and brief.

Tara Coakley, 2 Waterview Circle: I want to ask the school board, please do not take that vote on Critical Race Theory, because there is no way in our community we are going to have a definition that is going to appease a majority of the people, because there are so many deviations on that. What I implore you to continue to do, which is what I saw presented tonight, is to put our curriculum together for our community based on our teachers, our curriculum director, our guidance from the state, our guidance from the federal government. My understanding, and you can correct me if I'm wrong, is that curriculum is available, and it goes before the school board twice. I look at it as my job as a parent is to know what's in front of my child; my job as a resident is to know what's taught in my schools if that's where my money is going (and as a parent, also). As long as I have access to that information and I know this is

what's going to be taught in my schools, and I'm going to follow that up because when my kids come home I look at their papers. I just want to say I think you guys are doing a good job. I think you guys need to continue to do what you are doing. That, the two readings before the school board, we elect our school board, they listen to us. I've sent every one of them emails and messages when I've heard about issues coming up. I get responses. We live in a small community. Most of us, I'm assuming, go to the variety store, we all meet at McQuestens. I want my kids to grow up not being nervous about who they're going to run into and is this somebody that isn't going to agree with my mom or is this somebody that's not, you know. I just want us to remember we model for our children who we want them to be and we do that by being involved, by calling our teachers. Use the hierarchy, please. Teachers get back to us, principals certainly get back to us, administrators get back to us. If you have questions that's where you go. My kids have come home and say 'this happened' and then I'll call the school and say 'this happened', and they were like, 'oh that was in September', mind you it's May, and they've addressed it. They need to know what's happening, so if you have a concern I would say go through what's there. And don't vote on something that we don't have a clear definition of. I want to know what our curriculum is. I, honestly, respect all of you, but I don't personally care what your opinion is on CRT. If it's not in my school and not going to be taught in my school, my thoughts on it and what your personal beliefs are doesn't apply. So, let's stick to the topic, let's talk about our curriculum and let's vote on that. Let's all be heard on that. I can't really make that any more clear.

Betty Vaughn, 19 Stark Lane: I just wanted to say I think you should keep your letter of unity - maybe change it a bit, I'm not really sure - but when Cecile talked about her kids and they're LGBTQ and they don't have the support here in Litchfield, that kind of broke my heart. So, I think a letter of unity says everybody's included. People who are African-American are included, people who are LGBTQ are included, everybody's included and we're stating that through our letter of unity. You know, this is how it all started as George Floyd got killed and that sort of sparked all of us to be concerned about race and racism and I just think it's important for us to remember that - that we want to make it clear to everyone that everybody is included and that we're all community.

Harry Nordyke, 8 Rocky Hill Road: First of all, thank you very much - really appreciate it. I had 2 kids go from soup to nuts through the school system and I personally couldn't vouch for a better school system. In my growing up, I moved around a lot and I saw a lot of different school systems. I just want that on the record that Litchfield is a great school system. I personally would hope it stays that way. So, one rhetorical question, why don't next time when you put something like this out, you make it a matter of record, that way there's no back and forth on what was the original document and what is now the present document. The proof is in the record. That's a rhetorical question, why don't you do that next time. And why don't next time if you have a meeting and you take votes on these things, you make it a record. You hold minutes to those meetings so it's transparent because this has caused quite an uproar. I think you're feeling it. I feel for you. You're under the gun - I get that, okay? Two thoughts: 1) when my kids went to CHS there were four core values, as I recall. I think it was character, courage, respect and responsibility. I don't think there were any courses taught on that. It may have

been in the handbook. I'll bet there were things posted on the walls, but it was taught. It was taught through discipline funneling through the vice principal's, through lunch monitors, through hall monitors, teachers in classrooms taught that, on the playing fields, on the stages, in school assemblies. It was taught. And when I think back on my career as a student, which was unremarkable in public schools, the teachers I remember taught me things - I always remember Mrs. McLaughlin, my first grade teacher, that's where I learned to read, but I learned other things from my teachers. I had a teacher in fifth grade, Mr. Sheets, he had cerebral palsy, the entire right side of his body was withered, he had the strongest left arm that you've ever seen in your life, and he taught me what it meant to be bullied by people because you're different. That wasn't in the curriculum. The best football coach I ever had was Lou Harrigan. He was a black man in the deep South in 1975, coaching me as a 9th grade, junior varsity school student. I'm here to tell you, that was a groundbreaker and one of the things he taught me was don't be too sure about who you are or where you come from. I called him one day and said, 'oh, coach, you're being a turkey'. Well, he let me know that somehow that was an inappropriate remark to make to an African-American. He said, 'you don't know where you came from; you don't know who you are', and he's right because I had Cajun blood in me, so I really don't know. You never can tell, but that wasn't part of the curriculum; that wasn't part of the playbook; that was him teaching me something. And I could go on with Dr. Pisano in high school where I took a comparative religion course. He was an ex-jesuit brother who left to marry a nun. He taught me things, too, about the differences people have in their religious beliefs. That was part of the course, but he taught something deeper than that. He taught about a unified theory of most faiths and faith traditions. That was not part of the curriculum. So make no mistake about it - teachers teach things other than what's in the curriculum. I think that's what you're hearing here is a concern about something that is not in the curriculum getting taught. Be careful. Be careful. Yes, they're your kids - they're our kids - be careful, please. Thank you.

Rich Lascelles: I'd just like to say that we live in the greatest country that's ever been on Earth. I look through this and all I see is America being bashed. Why is it that we have people that are walking a thousand miles to get to our southern border? Why is it if you go to any place in the world and you ask them, where would you like to live, they say America. I go up to BJs and there are people that are pushing carts, about half of them are immigrants. They're living the American dream because they have a little store somewhere, alright? It pains me when I see my country that I defended for so long to be bashed. And if we're going to put something out, it better be balanced. If we're teaching, we need to teach that, yes, we have wars and, yes we have races in our background, and yes, every profession has some bad apples. But if we're going to have a good society we need to live by American values and that includes all the good stuff and, yes, some bad stuff. We'll learn along the way, but we're still the best country that's ever been on Earth.

Brandon Lefebvre, 43 Brickyard Drive: A lot of what I've been hearing is to bring to the school board's attention the issues. And I really think the heart of what I was trying to convey earlier is I think the community needs action - proactive action - from the school board and from the school system to put into place policies and procedures, hard items of action that aim to avoid extremist views, ideas, topics, all of that regardless of if it's left wing, right wing - it doesn't

matter. Those need to be prevented from becoming part of discourse outside of curriculum and in making their way into the classrooms. Whatever mechanisms are available, I think that needs to become transparent to the community. Whatever policies might already exist should be highlighted as well. And we talk a lot about the upside down cake - if we're picking and choosing up the ladder, we can't say there's no way it could happen here because of the state law. We know that there's loopholes. There's the spirit of the law and there's bad actors. What is the local community doing, beyond that state or national level, what are we as a community doing to be sure that that doesn't poison the environment for an student? Thank you.

Megan Reed, 2 Oak Drive: My question is, I realize I never answered about the message of unity - I think it's great for us to be a great community - can you send out what you originally approved to be on that?

Mrs. Harrison: The original message?

Megan Reed: The original Google doc that you approved.

Dr. Jette: We can't. We do not have a hard copy.

Megan Reed: Do you have a pdf of your message of unity?

Dr. Jette: We have the message of unity; we have the resources in terms of here's the link.

Megan Reed: So nothing else was saved.

Dr. Jette: So what that link goes to is not what it was. We can't even do a revision history.

Megan Reed: I guess I'm just confused. If you approve something, like you felt like it was okay to be put on there - and when I asked before you had said it evolved, but apparently originally it was bad to begin with. I guess I'm just confused what was actually approved, what material was, if you can remember, put out to parents, students and staff to read. I'm just confused.

Mrs. Harrison: No, I hear where you're coming from and this is certainly something that I have learned a lot about what not to do. When we shared that message of unity, district leadership weighed in. We did not have a meeting of the school board to vote on it and approve it. It was a document that we all contributed to, we made notes, we made comments (I like this, I don't like this). So that it kind of organically evolved, not just on behalf of the school board, but district leadership as well that was signed onto that document. The resources on the bottom: I clicked on the Black Heritage Trail link, I clicked on the NH Juneteenth link, I clicked on the Google doc, which was literally a list of other links and that's as far as I went. So that's on me as a school board member that I didn't look through and vet every single one of those resources. I didn't jump the link to the link. I didn't jump the link to the link to the link. So, that's my lesson now as a school board member that I'm responsible for what we put out no matter who owns it. Like Mike said we were offering these resources to people who might want to partake in them and

use them to talk to their kids about it. That was the intent. There was no 'hey listen, these guys are talking about anti-racism for white people and CRT and all of these other things'. That's not what happened and that was never the intent. So, what we've learned is that we vet the resources; we only link to resources that are static or that we take ownership of so that we have a hard copy that's available; we vet it and we stand by what we put out.

Megan Reed: I appreciate that, I really do and I appreciate having this night to ask questions. My question is, though, when you click on the Google doc, and I was able to find it 2 weeks ago, in the search bar....

Mrs. Harrison: On the website?

Megan Reed: On the school district website because I had no idea what anyone was talking about. I clicked into the little search magnifying glass and I typed in anti-racism and it popped up. So I have it saved on my phone so I could read everything. Now it might be gone now, but what was the original information that you viewed clicking on the original Google doc? If it evolved into this anti-racism for white people, what was the thing that popped up first when you clicked on that a year ago?

Mrs. Harrison: There was a link that said anti-racism resources for white people. That was the intent - it was one of the links. I didn't go down and look at all of the resources. I didn't watch all the videos. I didn't listen to the podcast, I didn't read it.

Megan Reed: I didn't either.

Mrs. Harrison: Right. My feeling at the time, in this world of 'the world is on fire and the nation is divided' was if we can't get past the word 'white' then how do we have this conversation?

Megan Reed: I think having this conversation is great, but it said resources for students, staff and parents. So anti-racism resources specifically for white people is inappropriate.

Mrs. Harrison: I accept that.

Megan Reed: So when I originally asked my question you said it evolved and what it is now wasn't what it was before, but now we find out it was that way the whole time.

Dr. Jette: No it was not.

Megan Reed: But it was. I just want to know the truth.

Dr. Jette: We're being completely transparent. We wouldn't be here having a forum tonight if we weren't willing to answer the questions and be transparent about it. So did it say anti-racism resources for white people? You just asked me that for the first time. The answer is, yes it did say that.

Megan Reed: I asked you before the information and you said it's not what it was before.

Dr. Jette: What I said is that the links have evolved.

Megan Reed: I'm not talking about the links. I'm just talking about that original Google doc link you click on that everything pops up.

Mrs. Harrison: But that Google doc did not say anti-racism for white people.

Megan Reed: You just said that.

Mrs. Harrison: No, no, no, I'm sorry. The Google doc that we linked to was just a list of links that was New Hampshire based and was circulating in other school districts. One of the links that was on that Google doc.....

Megan Reed: Oh no, it's the original one. It's the first thing that pops up. It's like 5 bullets, it's on page 2 under your message of unity: it says black heritage trail, it says juneteenth - (she was handed a copy on paper by Rich Lascelles) - holding it up she continued to say: This is the first thing that pops up when you click Google doc.

Dr. Jette: Google doc. When you click

Megan Reed: I'm not talking about these little links...

Dr. Jette: Right. What I'm saying is when you click the words Google doc on our message it brings you to that document.

Megan Reed: So this was the intent, this topic - that says anti-racism resources.

From somewhere in the audience: for white people.

Dr. Jette: No it does not.

Megan Reed: Well it says resources for white parents to raise anti-racist children.

Dr. Jette: Yes, that is accurate and what I'm saying is the 92 links, I think we established there are 92 links that are underneath, those have evolved. You know, the very first thing that's on there is something about Brianna Taylor - that was not there when we linked to it.

Megan Reed: Well, George Floyd is in the top of your message of unity.

Mrs. Harrison: Yes.

Dr. Jette: But the resource - what I'm telling you is the resource has changed and evolved; however, to echo what Tina is saying, I bristled at it and then I thought, well maybe I'm supposed to bristle at it. Isn't this about invoking a dialogue? And so, I said, to me, I don't care who you label the resources for, it's resources that should be accessible to anybody.

Megan Reed: Right, so, resources for Litchfield community. It might just want a better choice of words.

Dr. Jette: All members of our community, yeah. So, that is accurate and that is how I felt at that time in providing it.

Megan Reed: Yeah, I just feel like at this point there's a lot of backtracking; a lot different stories; a lot of here ... and it's really frustrating as a parent that I looked in my phone, I don't have any emails from June of last year, so I must not be on a list or something to get emails. But it's frustrating to, you know, I watched the board meeting on the 14th and there was apologies that you weren't sure of what was on the website, but I feel like that's unacceptable.

Mrs. Harrison: I feel like the - and maybe it was changed - I don't know - when I looked at the original resources, the Google docs, you saw that it said anti-racism for white people - I saw that it said anti-racism resources and then one of the links in that doc went to the anti-racism resources for white people. So, as I said before, and I stand by it, I'm being completely honest with you, I went to the Google doc and I looked at the links and I didn't go any further.

Dr. Jette: I also did not click on every single link in there. I saw, oh here's an interesting movie, I might decide to watch it.

Megan Reed: And when did that happen, though, was that last year?

Dr. Jette: Yeah, 2020. I agree with Tina, I did not vet every single link that was in there.

Mrs. Harrison: I own that.

Dr. Jette: And what do I regret today? I regret that we didn't make a copy of that and vet it out and eliminate links that, you know, we, you know, I regret that we didn't do that - that we didn't take that extra time.

Megan Reed: I just feel that it's really odd that you don't have saved copies of what you would have wanted to send out to the community, and staff members, and students, which it's on there, and parents. You don't have any copy of that. You don't have any record of what you wanted to put out as your message of unity.

Dr. Jette: We have the message of unity clear, but the resources.....

Megan Reed: I'm talking about everything else though.....

Dr. Jette: Can I just say one thing? I'm working at home. I don't have a printer at home. I don't print anything any longer.

Mrs. Harrison: But I hear your concerns and I hear what you're saying - that was a mistake on our part. I own it and I'll take responsibility for that. The fact that we didn't vet those resources; we didn't read every link, listen to every podcast and vet them as something we stand by as a district - I'll own it. I wasn't Chair at the time, but I'll own it.

Dr. Jette: And if I may, I'm pretty good about keeping records, but working at home is a whole different beast. Not having it, you know, I regret I didn't hit save as a pdf because then I would have had it on my computer. I didn't - I just didn't do that. We created the document, we did emailed it out, we used the listservs we had last year relative to Infinite Campus. It went to every parent, every staff member ...

Megan Reed: I've been here for four years and I get every other email you send out.

Dr. Jette: I wish I could answer it because it was sent. It was absolutely sent.

Megan Reed: Yeah, I mean, I don't want to beat a dead horse or anything like that. I'm so frustrated that only an apology can be made, but we have no idea what's going to happen moving forward. There's all these different stories and explanations that aren't really answering any questions like about what's moving forward. You can't really comment on it because.....

Mrs. Harrison: What's moving forward is we've removed the resources. I mean, we've established that those resources, most of them, now don't align with our mission as a school district. They don't align with our message of unity and they don't align with what the town of Litchfield wants for our students or what we want for our students - what I want for my kids. I mean, I can apologize for what we've done in the past and moving forward we, as a board, need to discuss what we do and take all this input here, but personally, I won't advocate for keeping those resources and next time we provide resources on any topic they will be in-house, they will be created by our people, and they will be suitably vetted.

Megan Reed: I just feel like the apologies are now because more people are realizing what was actually put out there when it was a year ago. If nobody had said anything it would still be on the district website. And I don't want to beat a dead horse or argue or anything like that. I'm just so frustrated.

Mrs. Harrison: We don't mean to argue this.

Dr. Jette: Honestly, when it got raised it was on the district website, but I had forgotten about it. We had moved on. We had gone on to other things.

Megan Reed: Well, that's the problem.

Dr. Jette: But I think what we're trying to do is explain tonight that we have these processes in place; I appreciate that it got forward and raised; and you have assurances tonight about procedures and processes that we have in place. And I can't do anything other than that. We can't step in the wayback machine and change June of 2020, but we can certainly pay attention going forward and it's been a great lesson. So, thank you.

Megan Reed: Thanks, Mike.

Elizabeth MacDonald, 46 Naticook Avenue: I would just like to recap as a parent, as a school board member and a taxpayer. We need to discuss CRT, what you would like to see the school board discuss CRT, whether we want it approved, not approved, don't go there. We sent out a letter of unity, which it sounds like most of you agreed with, we sent out resources that people are having problems with, most specifically because of what some of you are calling reverse racism because it was directed towards white parents - am I getting this right? Okay - racism in general. What else do we have to go over? Curriculum - we see everything. Mary's on the case, I promise you. Covid screwed everything up. I promise you. Everything was going along and then Covid hit. I'm getting ready for the mask situation in a couple of months. I'd like to put this to rest because I know there's going to be a whole other forum whether we're wearing masks or not. So, I just want to make sure where everyone feels like they got their voice heard. I've listened. We've all listened. We've all learned from our experiences. We've apologized. We've pled our cases. We want accountability for teachers. Is that what I'm hearing, that they're not going to be walking a fine line? I think Mr. Lonergan, his first week here, I said I'm going to tell you about 2 men in your school that I've been in their classrooms and I don't know whether they're Democrats or Republicans. As a paraprofessional, there are 2 teachers in this school - I haven't been in the other classes - that I can tell you I don't know whether they were Democrat or Republican. And it is a compliment and I told Dr. Jette that when he first started. I have faith that I've raised my children to be critical thinkers - think like we do, have faith in God - I'm going there - and to be nice to other people. I'm just so over this. Look at my face - I have high blood pressure now, people - major high blood pressure. We're on the case. If your son comes home and says they've talked about this subject and was really uncomfortable, you tell the teacher, you tell Mr. Lonergan. No one else needs to know. Things that make me uncomfortable - abortion makes me uncomfortable - I don't want him talking about it in school. I'll talk to the teacher, I'll copy Mr. Lonergan and Dr. Jette, and probably Tina because I copy her on everything because she's the Chair. Please talk to your kids. Lizzy's uncomfortable - no needs to know. No one deserves to be uncomfortable when they're speaking their truth. Sorry, it sounds so woke, Rich.

Inaudible from audience.

Mrs. MacDonald: My kids have been told if they're uncomfortable, you can ask Mr. Perez, if they're uncomfortable they're free to leave the classroom, No one deserves to be uncomfortable in a public school. Nobody. And it breaks my heart hearing about Cecile's son. And I'm sorry to go on and on, but I'm a parent, a taxpayer, and as much as some of you don't

like it I am also an educator and I walk a line every single day and I pray that our teachers do, and I pray that my kids will let me know when they are not. And I hope you'll all go home and talk to your kids, what made them comfortable, what didn't make them comfortable, and let us know. We can't fix what we don't know, just like Tina said. Okay - that's it.

Moderator: Okay, thank you. So, at this time questions and answers are done. I want to thank everybody for coming out. I want to personally thank everybody for having input and being brave enough to come down to a microphone and actually speak your thoughts and your minds because if people don't do it, how are they ever going to know. This educates everybody and that's exactly what we needed, no matter which side of the coin we stand on.

Mrs. Harrison: Well, Steve kind of stole my thunder. I was also going to thank everyone for coming. I think having these kinds of community forums are good for us as a district. I think they're great for us as a community and our kids win out when we all pull together in the same direction. Please expect more of these. I love a good community forum. I hear all of your thoughts and concerns and I appreciate how deeply and passionately everyone here cares about our kids. So, thank you again. Thanks for coming and keep in touch.



LITCHFIELD SCHOOL DISTRICT

School Administrative Unit #27

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Litchfield, NH 03052

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Equal Opportunity Employer

Michael Jette, Ph.D.

- *Superintendent of Schools*

Cory Izbicki

- *Business Services*

Mary Widman

- *Curriculum, Instruction & Assessment*

Hollie Falzone

- *Human Resources*

July 29, 2021

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

From: Cory Izbicki, Business Administrator

Subject: BA Operational and Financial Update for August 4, 2021 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.

Fiscal Year 2021 Financial Statement Audit:

- The Audit team from Plodzick and Sanderson PA was on site for the financial statement audit July 27 through July 29 at Campbell High School.
- Thanks to being very well prepared for the audit, the Auditors encountered no problems in reviewing our records and were able to verify the financial statement information that was provided to them prior to their visit and while on site.
 - I would like to thank Ann Inamorati, Accountant; Colleen Fauth, Payroll; the administrative assistants at all three buildings; and all that were involved in helping us be so well prepared for the audit this year. Our preparation and diligence throughout the year ensures that the process goes smoothly.
 - Auditors' journal entries recorded reclassifications for reporting purposes and recording of USDA in food service revenue and expenditures which offset and have no impact on the original financial statements.
- Due to additional Federal Grant funding and the Federal Reimbursement of meals served at the "free" reimbursement rate, for the first time in several years, we will require a Federal Compliance audit. The Federal Government has not released the Federal Compliance Supplement for FY21. Plodzick and Sanderson will schedule a time to return in the fall and the existing Engagement Letter will need to be modified to include the Federal Compliance audit. The District will incur additional cost in order to have this work completed.
- Information based on audited financial statements:
 - General Fund underspend: \$449,271 (Payroll Related: \$232,476; Other: \$216,795).
 - This takes into account: \$810,310 that was transferred to the Capital Project Fund per unanimous School Board vote on April 7. This gave us the capacity to start the ordering process for the LMS Energy Project and renovation.
 - Fund Balance at year end is calculated as a combination of underspend and overcollection of revenue above budgeted revenues per the MS-24R that is provided by the State.
 - Year End Fund Balance Consists of:
 - Proposed Projects / Purchases: \$264,822. This is considered an assigned fund balance.
 - Transfer to Capital Reserve / Expendable Trust in the amount of \$100,000. This was approved at the annual meeting on March 9 and must be funded first. This is considered a committed fund balance.
 - Unassigned fund balance: The amount to be returned to the taxpayers through tax rate calculation is at \$337,895.
 - Estimate of Tax Rate is included with this report and is subject to change. We are expecting to receive revised State Adequacy funding amounts on or around September 1. This will impact the tax rate. We will be reviewing guidance from the State to determine what action will have to be taken in order to access additional adequacy dollars.



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- Audited Financial statements have been provided with this report for all funds. I anticipate no additional adjustments to these records. If any adjustments are made, they will be trivial to these statements.
- Along with the provision of the District Financials, a draft of the NH DOE-25 has been provided for preliminary review. This information will be completed prior to the August 18, 2021 Board Meeting. Pending information related

to the breakout of out of district tuition for Special Education. Submission due date for this report is September 1, it will be ready for Board signatures on August 18.

Litchfield Middle School Project Update:

- Based on the July 29 Construction Management meeting with North Branch Construction:
 - Many of the items to be completed are tracking on time or ahead of schedule:
 - All skylights have been removed, roof patched, and ceilings reworked to include insulation;
 - 20 windows were received a week ahead of schedule and installation is going smoothly;
 - Additional insulation has been installed against the concrete slab on two test rooms, one on the north and one on the south side of the building. This work is to sure up the building envelope. If the testing and analysis shows a significant improvement in heat loss, we will be looking to do the same work around the remainder of the building;
 - HVAC 1 installation will be occurring within the next couple of weeks. New duct work has been installed in the administration and guidance area; and
 - New conference room and guidance office reconfiguration are approaching completion.
 - North Branch and the overall team have been great to work with throughout this project. Planning and Design for Phase II of the project will be commencing early in the school year.

New Litchfield Elementary School Architect Search:

- The short list for architects has been whittled down to 2 very qualified candidates.
- Site visits were conducted of a building designed by each candidate during the week of July 19th. Members of the selection committee and consultants were on hand for these tours.
- Second interviews were conducted the week of July 26th.
- The committee is approaching a decision by early August with recommendation to the full board on August 18..

Respectfully Submitted,

Cory Izbicki, Business Administrator

2021 Tax Rate Estimate

Appropriations:	2021 Tax Rate Estimate	2020 Actual Tax Rate (Final)	2019 Actual Tax Rate (Final)
Fund			
10 General Fund	\$ 22,711,806	\$ 23,330,194	\$ 22,170,325
21 Food Service	\$ 614,410	\$ 615,089	\$ 617,757
22 Special Revenue	\$ 575,000	\$ 575,000	\$ 575,000
Total Appropriation	\$ 23,901,216	\$ 24,520,283	\$ 23,363,082
Revenues:			
Local:			
Tuition	\$ 27,500	\$ 27,500	\$ 36,870
Transportation	\$ 9,000	\$ 9,000	
Earnings on investments	\$ 500	\$ 500	\$ 6,890
Food Service Sales	\$ 498,910	\$ 499,589	\$ 502,257
Other Local Sources	\$ 45,000	\$ 45,000	\$ 27,519
Total Local Sources	\$ 580,910	\$ 581,589	\$ 573,536
State:			
Catastrophic Aid	\$ 18,906	\$ 26,258	\$ -
Vocational Aid	\$ 3,000	\$ 3,000	\$ 8,611
Child Nutrition	\$ 5,500	\$ 5,500	\$ 5,500
Other State Aid	\$ -	\$ -	\$ 90,521
Total State Sources	\$ 27,406	\$ 34,758	\$ 104,632
Federal:			
Federal Grants (Title)	\$ 110,000	\$ 110,000	\$ 110,000
Child Nutrition	\$ 110,000	\$ 110,000	\$ 110,000
Disabilities (IDEA)	\$ 465,000	\$ 465,000	\$ 465,000
Medicaid Distribution	\$ 20,000	\$ 20,000	\$ 139,805
Total Federal Sources	\$ 705,000	\$ 705,000	\$ 824,805
Subtotal of Revenue	\$ 1,313,316	\$ 1,321,347	\$ 1,502,973
Fund Balance To Reduce Taxes Voted from Fund Balance	\$ 337,895	\$ 708,777	\$ 149,498
	\$ 100,000	\$ 219,000	\$ -
	\$ 1,751,211	\$ 2,249,124	\$ 1,652,471
Less: Special Revenue Offset	\$ (1,189,410)	\$ (1,190,089)	\$ (1,192,757)
	\$ 561,801	\$ 1,059,035	\$ 459,714
GF Appropriation	\$ 22,711,806	\$ 23,330,194	\$ 22,170,325
Less: Revenue Offset from Other Sources	\$ (561,801)	\$ (1,059,035)	\$ (459,714)

2021 Tax Rate Estimate			
Appropriations:	2021 Tax Rate Estimate	2020 Actual Tax Rate (Final)	2019 Actual Tax Rate (Final)
2021 Tax Rate Estimate (Based on 2021 Estimated Assessed Valuation - \$1,177,674,941)			

General Fund Net Appropriation:	\$ 22,150,005	\$ 22,271,159	\$ 21,710,611
Less:			
Fiscal Disparity Aid		\$ (659,432)	-
Education Grant	\$ (5,551,370)	\$ (5,641,053)	\$ (5,551,370)
Education Tax	\$ (2,005,996)	\$ (1,918,196)	\$ (2,005,996)
Local Apportionment	\$ 14,592,639	\$ 14,052,478	\$ 14,153,245
	\$ 12.39	\$ 11.99	\$ 15.35
	3.33%		

Tax Rate Impact by Valuation			
Valuation:			
200k	2,478.21	2,398.31	79.90
250k	3,097.76	2,997.88	99.88
300k	3,717.32	3,597.46	119.86
350k	4,336.87	4,197.04	139.83
400k	4,956.42	4,796.61	159.81
450k	5,575.98	5,396.19	179.78

General Fund Balance Sheet - June 30 2021 (Draft)

Assets:		
Cash		2,296,791.53
Receivables:		
Accounts		4,826.75
Intergovernmental		-
Interfund receivables		-
Prepaid Item		-
Total Assets		2,301,618.28
Liabilities:		
Accounts Payable		73,587.64
Open Purchase Orders and Contracts		-
Accrued Salaries and Benefits		624,592.90
Deferred Revenue		4,852.23
Interfund payable		895,868.53
Total Liabilities		1,598,901.30
Fund Balances:		
Restricted - For Prepaid Item		-
Committed Fund Balance (WA 4)		100,000.00
Assigned Fund Balance - Encumbrances (Proposed)		264,821.90
Unassigned Fund Balance (Return)		337,895.08
Total Fund Balance		702,716.98
Total Liabilities and Fund Balance		2,301,618.28

Revenues, Expenditures and Change in Fund Balance - June 30 2021

Revenues:		
School District Assessment		14,052,478.00
Other Local		50,075.68
State		8,263,890.83
Federal		15,618.03
Transfer from other funds		9,000.00
Total Revenues		22,391,062.54
Expenditures:		
Current:		
Instruction		12,368,021.43
Support Services:		
Student		1,817,632.98
Instructional staff		834,540.26
General Admin		94,834.05
Executive Admin		587,725.48
School Admin		1,342,921.97
Business		289,100.45
Operations and Maintenance		1,892,399.08
Student Transportation		885,632.96
Other		991,062.69
Facilities acquisition and construction		33,231.00
Noninstructional services		-
Noninstructional services (Transfer to Food Service)		-
Transfer to other funds		1,834,581.90
Total Expenditures		22,971,684.25
Deficiency of Revenues		(580,621.71)
Fund Balance, beginning (7/1/2020)		1,283,338.69
Fund Balance, ending (6/30/2021)		702,716.98

Category	Prior Year Encumbrances	FY21 Appropriation	FY21 Expenditures	Subsequent Year Encumbrances	Balance
Instruction Total	31,108.00	12,855,502.52	12,368,021.43	26,120.00	492,469.09
Student Support Services Total	-	1,894,546.01	1,817,632.98	-	76,913.03
Instructional Staff Support Total	-	800,083.29	834,540.26	10,771.90	(45,228.87)
General Administration Total	-	132,987.01	94,834.05	-	38,152.96
Executive Administration Total	-	571,139.00	587,725.48	1,350.00	(17,936.48)
School Administration Total	-	1,334,744.88	1,342,921.97	-	(8,177.09)
Business Services Total	-	246,921.46	289,100.45	3,360.00	(45,538.99)
Facilities - Buildings & Grounds Total	306,674.00	1,892,624.85	1,892,399.08	75,331.00	231,568.77
Transportation Total	-	1,041,754.77	885,632.96	-	156,121.81
Other Total	17,800.00	834,897.53	991,062.69	147,889.00	(286,254.16)
Facilities - Acquisition & Construction Total	-	36,252.00	33,231.00	-	3,021.00
Transfers Total	-	1,688,742.00	1,834,581.90	-	(145,839.90)
Grand Total	355,582.00	23,330,195.32	22,971,684.25	264,821.90	449,271.17

Fund 21 Food Service Balance Sheet - June 30 2021 (Draft)	
Assets:	
Cash	(195,205.44)
Receivables:	
Accounts	69,461.10
Intergovernmental	725.00
Interfund receivables	145,839.90
Prepaid Item	-
Total Assets	20,820.56
Liabilities:	
Accounts Payable	-
Open Purchase Orders and Contracts	-
Accrued Salaries and Benefits	-
Deferred Revenue	20,820.46
Interfund payable	-
Total Liabilities	20,820.46
Fund Balances:	
Restricted - For Prepaid Item	-
Committed Fund Balance (WA 4)	-
Assigned Fund Balance - Encumbrances (Proposed)	-
Unassigned Fund Balance	-
Total Fund Balance	-
Total Liabilities and Fund Balance	20,820.46
Revenues, Expenditures and Change in Fund Balance - June 30 2021	
Revenues:	
School District Assessment	-
Other Local	30,706.07
State	5,567.68
Federal	326,835.85
Transfer from other funds	145,839.90
Total Revenues	508,949.50
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	508,949.50
Noninstructional services (Transfer to Food Service)	-
Transfer to other funds	-
Total Expenditures	508,949.50
Excess of Revenues	-
Fund Balance, beginning (7/1/2020)	-
Fund Balance, ending (6/30/2021)	-

Fund 22 Grants Balance Sheet - June 30 2021 (Draft)

Assets:		
Cash		61,254
Receivables:		
Accounts		
Intergovernmental		89,729
Interfund receivables		-
Prepaid Item		-
Total Assets		150,983
Liabilities:		
Accounts Payable		-
Open Purchase Orders and Contracts		-
Accrued Salaries and Benefits		-
Deferred Revenue		24,319
Interfund payable		126,664
Total Liabilities		150,983
Fund Balances:		
Restricted - For Prepaid Item		-
Committed Fund Balance (WA 4)		-
Assigned Fund Balance - Encumbrances (Proposed)		-
Unassigned Fund Balance		-
Total Fund Balance		-
Total Liabilities and Fund Balance		150,983

Revenues, Expenditures and Change in Fund Balance - June 30 2021

Revenues:		
School District Assessment		-
Other Local		-
State		-
Federal		456,363
Transfer from other funds		-
	Total Revenues	456,363
Expenditures:		
Current:		
Instruction		265,251
Support Services:		
Student		169,455
Instructional staff		21,657
General Admin		-
Executive Admin		-
School Admin		-
Business		-
Operations and Maintenance		-
Student Transportation		-
Other		-
Facilities acquisition and construction		-
Noninstructional services		-
Noninstructional services (Transfer to Food Service)		-
Transfer to other funds		-
	Total Expenditures	456,363
Excess of Revenues		-
Fund Balance, beginning (7/1/2020)		-
Fund Balance, ending (6/30/2021)		-

Fund 30 Capital Project Balance Sheet - June 30 2021 (Draft)

Assets:		
Cash		(202,003.18)
Receivables:		
Accounts		
Intergovernmental		-
Interfund receivables		682,180.99
Prepaid Item		-
Total Assets		480,177.81
Liabilities:		
Accounts Payable		10,104.00
Open Purchase Orders and Contracts		-
Accrued Salaries and Benefits		-
Deferred Revenue		-
Interfund payable		-
Total Liabilities		10,104.00
Fund Balances:		
Restricted		-
Committed Fund Balance (WA 4)		-
Assigned Fund Balance - Encumbrances (Proposed)		-
Unassigned Fund Balance		-
Total Fund Balance		470,073.81
Total Liabilities and Fund Balance		480,177.81

Revenues, Expenditures and Change in Fund Balance - June 23 2021

Revenues:		
School District Assessment		-
Other Local		-
State		353,200.00
Federal		56,500.00
Transfer from other funds		810,310.00
Total Revenues		1,220,010.00
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		749,936.19
Noninstructional services		-
Noninstructional services (Transfer to Food Service)		
Transfer to other funds		-
Total Expenditures		749,936.19
Excess of Revenues		470,073.81
Fund Balance, beginning (7/1/2020)		-
Fund Balance, ending (6/30/2021)		470,073.81

Fund 70 Trust Funds Balance Sheet - June 30 2021 (Draft)

Assets:		
Cash		-
Receivables:		
Accounts		
Intergovernmental		1,343,833
Interfund receivables		-
Prepaid Item		-
Total Assets		1,343,833
Liabilities:		
Accounts Payable		-
Open Purchase Orders and Contracts		-
Accrued Salaries and Benefits		-
Deferred Revenue		-
Interfund payable		-
Total Liabilities		-
Fund Balances:		
Restricted - For Prepaid Item		-
Committed Fund Balance (WA 4)		-
Assigned Fund Balance - Encumbrances (Proposed)		-
Unassigned Fund Balance		-
Total Fund Balance		1,343,833
Total Liabilities and Fund Balance		1,343,833

Revenues, Expenditures and Change in Fund Balance - June 30 2021

Revenues:		
School District Assessment		-
Other Local		1,703
State		-
Federal		-
Transfer from other funds		878,432
	Total Revenues	880,135
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		-
Noninstructional services (Transfer to Food Service)		
Transfer to other funds		9,000
	Total Expenditures	9,000
Excess of Revenues		871,135
Fund Balance, beginning (7/1/2020)		472,698
Fund Balance, ending (6/30/2021)		1,343,833

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE	No	Fund 10	Fund 21	Fund 22	Fund 30	Fund 70		
*****				GENERAL	FOOD SERVICE	ALL OTHER	CAPITAL PROJECTS	TRUST/AGENCY		
BALANCE SHEET						SPECIAL REVENUE				
ASSETS										
Current Assets										
CASH	1	1	100	2,296,791.53	(195,205.44)	61,254.41	(202,003.18)	0.00		
INVESTMENTS	1	2	110					0.00		
ASSESSMENTS RECEIVABLE	1	3	120							
INTERFUND RECEIVABLE	1	4	130	145,839.80			682,180.99	0.00		
INTERGOVERNMENTAL RECEIVABLES	1	5	140	69,461.10		89,728.72		1,343,833.12		
OTHER RECEIVABLES	1	6	150	4,826.75	725.00			0.00		
BOND PROCEEDS RECEIVABLE	1	7	160							
INVENTORIES	1	8	170							
PREPAID EXPENSES	1	9	180					0.00		
OTHER CURRENT ASSETS	1	10	190					0.00		
Total Current Assets	1	11		2,301,618.28	20,820.46	150,983.13	480,177.81	1,343,833.12		
LIABILITY & FUND EQUITY										
Current Liabilities										
INTERFUND PAYABLES	1	12	400	895,868.53		126,663.75		0.00		
INTERGOVERNMENTAL PAYABLES	1	13	410					0.00		
OTHER PAYABLES	1	14	420	73,587.64			10,104.00	0.00		
CONTRACTS PAYABLE	1	15	430							
BOND AND INTEREST PAYABLE	1	16	440							
LOANS AND INTEREST PAYABLE	1	17	450							
ACCRUED EXPENSES	1	18	460	30,267.60						
PAYROLL DEDUCTIONS	1	19	470	594,325.30	20,820.46	24,319.38				
DEFERRED REVENUES	1	20	480	4,852.23						
OTHER CURRENT LIABILITIES	1	21	490					0.00		
Total Current Liabilities	1	22		1,598,901.30	20,820.46	150,983.13	10,104.00	0.00		
Fund Equity										
Nonspendable:										
RESERVE FOR INVENTORIES	1	23	751							
RESERVE FOR PREPAID EXPENSES	1	24	752							
RESERVE FOR ENDOWMENTS (principal only)	1	25	756					0.00		
Restricted:										
RESERVE FOR ENDOWMENTS (interest)	1	26	756					0.00		
RESTRICTED FOR FOOD SERVICE	1	27								
UNSPENT BOND PROCEEDS	1	28								
Committed:										
RESERVE FOR CONTINUING APPROPRIATIONS	1	29	754					0.00		
RESERVE FOR AMTS VOTED	1	30	755	100,000.00						
RESERVE FOR ENCUMBRANCES (non-lapsing)	1	31	753					0.00		
UNASSIGNED FUND BALANCE RETAINED	1	32								
Assigned:										
RESERVED FOR SPECIAL PURPOSES	1	33	760				470,073.81	1,343,833.12		
RESERVED FOR ENCUMBRANCES	1	34	753	264,821.90				0.00		
UNASSIGNED FUND BALANCE	1	35	770	337,895.08						
Total Fund Equity	1	36		702,716.98	0.00	0.00	470,073.81	1,343,833.12		
Total Liabilities and Fund Equity	1	37		2,301,618.28	20,820.46	150,983.13	480,177.81	1,343,833.12		

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE	No	Fund 10	Fund 21	Fund 22	Fund 30	Fund 70		
				GENERAL	FOOD SERVICE	SPECIAL REVENUE	CAPITAL PROJECTS	TRUST/AGENCY		
STATEMENT OF REVENUES										
<i>Revenue from Local Sources</i>										
Assessments										
CURRENT APPROPRIATION	2	1	1111	14,052,478.00						
DEFICIT APPROPRIATION	2	2	1112							
OTHER	2	3	1119							
Total Assessments	2	4	1100	14,052,478.00	0.00	0.00	0.00	0.00		
TUITION										
<i>Tuition from Individuals</i>										
REGULAR DAY SCHOOL	2	5	1310							
SUMMER SCHOOL	2	6	1314	28,479.68						
DRIVER EDUCATION	2	7	1315							
ADULT EDUCATION	2	8	1316							
<i>Tuition from Other LEAs Within NH</i>										
REGULAR DAY SCHOOL	2	9	1321							
SPECIAL EDUCATION	2	10	1322							
VOCATIONAL	2	11	1323							
<i>Tuition from Other LEAs outside NH</i>										
REGULAR DAY SCHOOL	2	12	1331							
SPECIAL EDUCATION	2	13	1332							
VOCATIONAL	2	14	1333							
<i>Tuition from Other Sources</i>										
REGULAR DAY SCHOOL	2	15	1341							
SPECIAL EDUCATION	2	16	1342							
OTHER	2	17	1349							
Total Tuition	2	18	1300	28,479.68		0.00				

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE	No	Fund 10	Fund 21	Fund 22	Fund 30	Fund 70		
				GENERAL	FOOD SERVICE	SPECIAL REVENUE	CAPITAL PROJECTS	TRUST/AGENCY		
						ALL OTHER				
TRANSPORTATION FEES										
<i>Transportation Fees from Individuals</i>										
REGULAR DAY SCHOOL	3	1	1411							
SUMMER SCHOOL	3	2	1414							
<i>Other LEAs Within NH</i>										
REGULAR DAY SCHOOL	3	3	1421							
SPECIAL EDUCATION	3	4	1422							
VOCATIONAL	3	5	1423							
<i>Other LEAs Outside NH</i>										
REGULAR DAY SCHOOL	3	6	1431							
SPECIAL EDUCATION	3	7	1432							
VOCATIONAL	3	8	1433							
TRANSPORTATION FEES FOR NON-STUDENT	3	9	1440							
Total Transportation	3	10	1400	0.00		0.00				
<i>Additional Revenues</i>										
EARNINGS ON INVESTMENTS	3	11	1500	1,037.02				1,703.14		
FOOD SERVICE SALES	3	12	1600		30,706.07					
STUDENT ACTIVITIES	3	13	1700							
COMMUNITY SERVICE ACTIVITIES	3	14	1800							
<i>Other Revenue from Local Sources</i>										
RENTALS	3	15	1910	2,085.00						
CONTRIBUTION & DONATIONS	3	16	1920							
SALE OF FIXED ASSETS	3	17	1930							
SALE OF TEXTBOOKS & MATERIALS	3	18	1940							
SERVICES PROVIDED OTHER LEAs WITHIN NH	3	19	1951							
SERVICES PROVIDED OTHER LEAs OUTSIDE NH	3	20	1952							
SERVICES PROVIDED SAUs	3	21	1953							
SERVICES PROVIDED TO LOCAL GOV UNITS	3	22	1960							
REFUND OF PRIOR YEAR EXPENDITURES	3	23	1980							
OTHER	3	24	1990	18,473.98						
Total Additional/Other Revenue	3	25	1000	21,596.00	30,706.07	0.00	0.00	1,703.14		
Total Local Revenue	3	26	1000	14,102,553.68	30,706.07	0.00	0.00	1,703.14		

DOE 25 for 2020-2021

NAME:		DIST LOC		DOE 25 2020-2021		DOE 25 2020-2021		DOE 25 2020-2021		DOE 25 2020-2021	
TITLES	Acct No	PAGE LINE	(1) Fund 10	(2) Fund 21	(3) Fund 22 ALL OTHER	(4) Fund 30	(5) Fund 70	(6)	(7)		
REVENUES			GENERAL	FOOD SERVICE	SPECIAL REVENUE	CAPITAL PROJECTS	TRUST/AGENCY				
<i>Revenue from State Sources</i>											
<i>Unrestricted Grants-In-Aid</i>											
ADEQUACY AID GRANT	3111	4 1	6,302,710.39								
STATEWIDE ENHANCED EDUCATION TAX	3112	4 2	1,918,196.00								
SHARED REVENUE	3119	4 3									
OTHER STATE AID	3190	4 4	38,090.03			253,200.00					
Total Unrestricted Grants-In-Aid	3100	4 5	8,258,996.42	0.00	0.00	253,200.00	0.00				
<i>Restricted Grants-In-Aid</i>											
SCHOOL BUILDING AID	3210	4 6									
KINDERGARTEN BUILDING AID	3215	4 7									
KENO-KINDERGARTEN AID	3220	4 8									
SPECIAL EDUCATION AID	3230	4 9									
VOCATIONAL EDUCATION (TUITION)	3241	4 10									
VOCATIONAL EDUCATION (TRANSPORTATION)	3242	4 11	4,894.41								
VOCATIONAL EDUCATION (BUILDING)	3243	4 12									
VOCATIONAL EDUCATION (ROBOTICS)	3249	4 13									
ADULT EDUCATION	3250	4 14									
CHILD NUTRITION	3260	4 15		5,567.68							
DRIVER EDUCATION	3270	4 16									
SCHOOL IMPROVEMENT AID	3280	4 17									
OTHER RESTRICTED STATE AID	3280	4 18				100,000.00					
Total Restricted Grants-In-Aid	3200	4 19	4,894.41	5,567.68	0.00	100,000.00	0.00				
PUBLIC INTER AGENCIES	3700	4 20									
REVENUE IN LIEU OF TAXES	3800	4 21									
REVENUE FOR/ON BEHALF OF LEA	3900	4 22									
Total State Revenue	3000	4 23	8,263,890.83	5,567.68	0.00	353,200.00	0.00				

DOE 25 for 2020-2021

NAME:		DIST	LOC	Acct	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES		PAGE	LINE	No	Fund 10	Fund 21	Fund 22	Fund 30	Fund 70		
					GENERAL	FOOD SERVICE	ALL OTHER	SPECIAL REVENUE	CAPITAL PROJECTS	TRUST/AGENCY	
REVENUES											
<i>Revenues from Federal sources</i>											
<i>Unrestricted Grants-In-Aid</i>											
	FROM THE FEDERAL GOV'T DIRECT	5	1	4100							
	FROM THE FEDERAL GOV'T THROUGH STATE	5	2	4200							
	Total Unrestricted Grants-In-Aid	5	3		0.00	0.00	0.00	0.00			
<i>Restricted Grants-In-Aid</i>											
	FROM THE FEDERAL GOV'T DIRECT			4300							
	ELEMENTARY/SECONDARY PROGRAMS	5	4	4310							
	VOCATIONAL PROGRAMS	5	5	4330							
	DISABILITIES PROGRAMS	5	6	4350			357,113.03				
	FROM THE FEDERAL GOV'T THROUGH STATE			4500							
	ELEM/SEC(ESEA) - TITLE 1	5	7	4520							
	ELEM/SEC(ESEA) - ALL OTHER PROGRAMS	5	8	4530			42,098.78				
	VOCATION EDU (ALL PROGRAMS)	5	9	4540			53,051.44				
	ADULT EDUCATION	5	10	4550							
	CHILD NUTRITION	5	11	4560		326,835.85					
	DISABILITIES PROGRAMS	5	12	4570							
	MEDICAID DISTRIBUTIONS	5	13	4580	15,618.03						
	OTHER RESTRICTED FED AID THROUGH STATE	5	14	4590					56,500.00		
	EMERGENCY RELIEF (ESSER) GRANT	5	15	4595			4,099.95				
	Total Restricted Grants-In-Aid	5	16		15,618.03	326,835.85	456,363.20	56,500.00			
	OTHER PUBLIC INTERMEDIATE AGENCIES	5	17	4700							
<i>Revenue in Lieu of Taxes</i>											
	FEDERAL FOREST RESERVE	5	18	4810							
	OTHER REVENUE IN LIEU OF TAXES	5	19	4890							
	<i>Revenue For/On Behalf of LEA</i>										
	REVENUE FOR/ON BEHALF OF LEA	5	20	4900							
	Total Revenue from Federal Sources	5	21	4000	15,618.03	326,835.85	456,363.20	56,500.00			

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		Fund 10	Fund 21	Fund 22	Fund 30	Fund 70		
OTHER FINANCING SOURCES				GENERAL	FOOD SERVICE	ALL OTHER	CAPITAL PROJECTS	TRUST/AGENCY		
<i>Sales of Bonds & Notes Proceeds</i>						SPECIAL REVENUE				
PRINCIPAL	6	1	5110							
PREMIUM	6	2	5120							
ACCRUED INTEREST	6	3	5130							
REIMBURSEMENT ANTICIPATION NOTES	6	4	5140							
Total Sale of Bonds and Notes	6	5	5100	0.00		0.00				
<i>Interfund Transfers</i>										
TRANS FROM GENERAL FUND	6	6	5210		145,839.90		810,310.00	878,432.00		
TRANS FROM FOOD SERVICE SPECIAL REV FUND	6	7	5221							
TRANS FROM ALL OTHER SPEC REV FUNDS	6	8	5222							
TRANS FROM CAPITAL PROJECTS FUNDS	6	9	5230							
Total Interfund Transfers	6	10	5200	0.00	145,839.90	0.00	810,310.00	878,432.00		
<i>Transfer from Trust Funds</i>										
FROM CAPITAL RESERVE FUND	6	11	5251							
FROM OTHER EXPENDABLE TRUST FUNDS	6	12	5252	9,000.00						
FROM NONEXPENDABLE TRUST FUNDS	6	13	5253							
Total Transfer from Trust Funds	6	14	5250	9,000.00	0.00	0.00	0.00			
COMPENSATION FOR LOSS OF FIXED ASSETS	6	15	5300							
CAPITAL LEASES	6	16	5500							
LEASE PURCHASES	6	17	5600							
Total Other Financing Sources	6	18	5000	9,000.00	145,839.90	0.00	810,310.00	878,432.00		
Total Revenue & Other Financing Sources	6	19		22,391,062.54	508,949.50	456,363.20	1,220,010.00	880,135.14		

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		100	200	300,400,500	600	700	800/900	
GENERAL FUND			Salaries		Employee Benefits	Purchased Services	Supplies	Property	Other	Total
<i>Instruction</i>										
REGULAR PROGRAMS	7	1	1100	2,101,369.34	948,603.62	11,366.24	72,792.89	12,475.37	136.00	3,146,743.46
SPECIAL PROGRAMS	7	2	1200	872,067.20	251,963.08	209,001.53	10,823.54	3,126.82	4,525.06	1,351,507.23
VOCATIONAL PROGRAMS	7	3	1300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER INSTRUCTIONAL PROGRAMS	7	4	1400	17,858.20	4,136.54	0.00	1,473.80	0.00	0.00	23,468.54
<i>Support Services</i>										
STUDENT	7	5	2100	310,684.56	119,164.19	58,621.90	6,598.94	2,084.81	179.00	497,333.40
INSTRUCTIONAL STAFF	7	6	2200	115,812.93	61,948.08	3,189.26	46,812.31	62,775.82	25.00	290,563.40
GENERAL ADMINISTRATION	7	7	2300	158,314.09	65,533.08	19,410.95	1,436.66	1,396.42	5,726.24	251,817.44
SCHOOL ADMINISTRATION	7	8	2400	327,496.76	161,581.91	2,422.85	2,226.74	0.00	3,617.54	497,345.80
BUSINESS	7	9	2500	50,012.73	24,013.21	21,285.50	4,293.20	0.00	532.03	100,136.67
OPERATION/MAINTENANCE OF PLANT	7	10	2600	170,641.62	66,779.79	140,283.14	135,079.76	16,745.56	0.00	529,529.87
STUDENT TRANSPORTATION	7	11	2700	0.00	0.00	285,037.64	0.00	0.00	0.00	285,037.64
CENTRAL	7	12	2800	124,216.93	59,752.79	69,680.09	34,366.93	62,161.72	1,903.84	352,082.30
OTHER	7	13	2900							
Total Elementary Expenditures	7	14		4,248,474.36	1,763,476.29	820,299.10	315,904.77	160,766.52	16,644.71	7,325,565.75

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		100	200	300,400,500	600	700	800/900	
			Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	Total	
GENERAL FUND										
MIDDLE/JUNIOR HIGH EXPENDITURES										
<i>Instruction</i>										
REGULAR PROGRAMS	8	1	1,907,544.73	934,448.09	19,598.91	28,472.30	5,789.89	155.00	2,896,008.92	
SPECIAL PROGRAMS	8	2	706,553.44	134,255.83	157,876.51	6,041.39	1,825.20	3,207.50	1,009,759.87	
VOCATIONAL PROGRAMS	8	3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
OTHER INSTRUCTIONAL PROGRAMS	8	4	51,475.00	10,844.29	2,734.00	4,222.56	0.00	345.00	69,620.85	
<i>Support Services</i>										
STUDENT	8	5	359,089.16	164,323.51	45,844.04	3,660.88	105.74	0.00	573,023.33	
INSTRUCTIONAL STAFF	8	6	106,530.20	70,398.86	4,889.00	37,727.27	37,023.61	0.00	256,568.94	
GENERAL ADMINISTRATION	8	7	128,281.65	53,059.28	16,475.77	1,216.47	1,049.48	4,795.97	204,878.62	
SCHOOL ADMINISTRATION	8	8	295,436.55	131,183.27	3,620.64	718.28	0.00	5,257.01	436,215.75	
BUSINESS	8	9	42,599.08	20,453.60	18,130.24	3,656.79	0.00	453.16	85,292.87	
OPERATION/MAINTENANCE OF PLANT	8	10	191,178.98	63,262.62	220,236.31	125,250.57	16,442.79	0.00	616,371.27	
STUDENT TRANSPORTATION	8	11	0.00	0.00	252,153.08	0.00	0.00	0.00	252,153.08	
CENTRAL	8	12	105,803.60	50,895.32	60,149.08	32,147.97	41,789.28	1,621.62	292,406.87	
OTHER	8	13								
Total Middle/Junior High Expenditures	8	14	3,894,492.39	1,633,124.67	801,707.58	243,114.48	104,025.99	15,835.26	6,692,300.37	

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)		(2)		(3)		(4)		(5)		(6)		(7)	
				100	Salaries	200	Employee Benefits	300,400,500	Purchased Services	600	Supplies	700	Property	800/900	Other	Total	
TITLES	PAGE	LINE															
GENERAL FUND																	
HIGH SCHOOL EXPENDITURES																	
<i>Instruction</i>																	
REGULAR PROGRAMS	9	1	1100	1,765,163.54		687,104.89	18,158.70			65,765.10	29,552.94			2,603.69			2,568,348.86
SPECIAL PROGRAMS	9	2	1200	477,308.20		199,406.98	140,453.29			5,563.09	5,530.91			2,823.23			831,085.70
VOCATIONAL PROGRAMS	9	3	1300	0.00		0.00	29,806.63			0.00	0.00			0.00			29,806.63
OTHER INSTRUCTIONAL PROGRAMS	9	4	1400	259,141.20		66,000.21	49,858.86			46,669.52	6,200.00			13,845.95			441,715.74
<i>Support Services</i>																	
STUDENT	9	5	2100	489,242.67		188,682.15	61,385.51			5,926.43	1,183.08			812.00			747,231.84
INSTRUCTIONAL STAFF	9	6	2200	103,388.77		72,078.18	5,314.13			54,731.27	51,845.58			50.00			287,407.93
GENERAL ADMINISTRATION	9	7	2300	140,102.35		57,841.95	19,886.53			1,461.19	938.37			5,633.10			225,863.49
SCHOOL ADMINISTRATION	9	8	2400	292,968.14		93,895.25	4,780.93			1,672.56	0.00			16,043.54			409,360.42
BUSINESS	9	9	2500	51,777.89		24,860.73	22,036.76			4,444.72	0.00			550.81			103,670.91
OPERATION/MAINTENANCE OF PLANT	9	10	2600	216,071.18		73,780.23	288,048.97			190,734.91	11,093.66			0.00			779,728.95
STUDENT TRANSPORTATION	9	11	2700	0.00		0.00	348,442.24			0.00	0.00			0.00			348,442.24
CENTRAL	9	12	2800	128,601.06		61,861.71	73,996.71			34,797.95	45,345.06			1,971.03			346,573.52
OTHER	9	13	2900														
Total High School Expenditures	9	14		3,923,765.00		1,525,512.28	1,062,169.26			411,766.74	151,689.60			44,333.35			7,119,236.23

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE	No	100	200	300,400,500	600	700	800/900	
				Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	Total
DISTRICT WIDE EXPENDITURES										
PRIVATE PROGRAMS	10	1	1500							0.00
ADULT/CONTINUING ED PROGRAMS	10	2	1600							0.00
COMMUNITY/JR. COLLEGE ED. PROGRAMS	10	3	1700							0.00
COMMUNITY SERVICE PROGRAMS	10	4	1800							0.00
NON-STUDENT TRANSPORTATION	10	5	2750							0.00
FACILITIES ACQUISITION & CONSTRUCTION	10	6	4000							0.00
Total District Wide Expenditures	10	7		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures General Fund	10	8		12,066,731.75	4,922,113.24	2,684,175.94	970,785.99	416,482.11	76,813.32	21,137,102.35
OTHER FINANCING USES										
<i>Debt Service</i>										
PRINCIPAL	10	9	5110							0.00
INTEREST	10	10	5120							0.00
<i>Fund Transfers</i>										
FOOD SERVICE SPECIAL REV. FUND	10	11	5221						145,839.90	145,839.90
ALL OTHER SPECIAL REV. FUNDS	10	12	5222						810,310.00	810,310.00
CAPITAL PROJECT FUNDS	10	13	5230						878,432.00	878,432.00
TRUST/AGENCY FUNDS	10	14	5250							
<i>Intergovernmental Agency Allocations</i>										
TO CHARTER SCHOOLS	10	15	5310							0.00
TO OTHER AGENCIES	10	16	5390							0.00
Total Other Financing Uses	10	17		0.00	0.00	0.00	0.00	0.00	1,834,581.90	1,834,581.90
Total Expenditures & Other Financing Uses	10	18		12,066,731.75	4,922,113.24	2,684,175.94	970,785.99	416,482.11	1,911,395.22	22,971,684.25

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		100	200	300,400,500	600	700	800/900	Total
			Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other		
SPECIAL REVENUE FUND										
ELEMENTARY EXPENDITURES										
<i>Instruction</i>										
REGULAR PROGRAMS	11	1	1100	16,081.81	1,275.66	13.31	44.69	14,600.92	0.00	32,016.39
SPECIAL PROGRAMS	11	2	1200	41,726.14	13,871.45	18,861.10	0.00	3,300.96	0.00	77,759.65
VOCATIONAL PROGRAMS	11	3	1300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER INSTRUCTIONAL PROGRAMS	11	4	1400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Support Services</i>										
STUDENT	11	5	2100	11,006.99	1,081.13	16,431.97	0.00	0.00	0.00	28,520.09
INSTRUCTIONAL STAFF	11	6	2200	2,888.34	731.34	4,859.83	456.68	0.00	0.00	8,936.19
GENERAL ADMINISTRATION	11	7	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SCHOOL ADMINISTRATION	11	8	2400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUSINESS	11	9	2500	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATION/MAINTENANCE OF PLANT	11	10	2600	0.00	0.00	0.00	0.00	0.00	0.00	0.00
STUDENT TRANSPORTATION	11	11	2700	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CENTRAL	11	12	2800	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER	11	13	2900	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Elementary Expenditures	11	14		71,703.28	16,959.58	40,166.21	501.37	17,901.88	0.00	147,232.32

DOE 25 for 2020-2021

NAME: TITLES	DIST PAGE LINE	LOC Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	Total
SPECIAL REVENUE FUND									
MIDDLE/JUNIOR HIGH EXPENDITURES									
<i>Instruction</i>									
REGULAR PROGRAMS	12	1	1100	958.73	10.00	33.59	10,973.34	0.00	24,061.97
SPECIAL PROGRAMS	12	2	1200	10,425.11	14,175.09	0.00	2,480.84	0.00	58,440.39
VOCATIONAL PROGRAMS	12	3	1300	0.00	0.00	0.00	0.00	0.00	0.00
OTHER INSTRUCTIONAL PROGRAMS	12	4	1400	0.00	0.00	0.00	0.00	0.00	0.00
<i>Support Services</i>									
STUDENT	12	5	2100	34,352.52	12,349.47	0.00	0.00	0.00	120,974.31
INSTRUCTIONAL STAFF	12	6	2200	549.64	3,652.41	343.22	0.00	0.00	6,716.01
GENERAL ADMINISTRATION	12	7	2300	0.00	0.00	0.00	0.00	0.00	0.00
SCHOOL ADMINISTRATION	12	8	2400	0.00	0.00	0.00	0.00	0.00	0.00
BUSINESS	12	9	2500	0.00	0.00	0.00	0.00	0.00	0.00
OPERATION/MAINTENANCE OF PLANT	12	10	2600	0.00	0.00	0.00	0.00	0.00	0.00
STUDENT TRANSPORTATION	12	11	2700	0.00	0.00	0.00	0.00	0.00	0.00
CENTRAL	12	12	2800	0.00	0.00	0.00	0.00	0.00	0.00
OTHER	12	13	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total Middle/Junior High Expenditures	12	14	119,888.72	46,286.00	30,186.97	376.81	13,454.18	0.00	210,192.68

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		100	200	300,400,500	600	700	800/900	Total
			Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other		
SPECIAL REVENUE FUND										
HIGH SCHOOL EXPENDITURES										
<i>Instruction</i>										
REGULAR PROGRAMS	13	1	1100	10,806.77	857.23	8.94	30.03	9,811.62	0.00	21,514.59
SPECIAL PROGRAMS	13	2	1200	28,039.42	9,321.43	12,674.41	0.00	2,218.20	0.00	52,253.46
VOCATIONAL PROGRAMS	13	3	1300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER INSTRUCTIONAL PROGRAMS	13	4	1400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Support Services</i>										
STUDENT	13	5	2100	7,396.58	726.50	11,042.07	0.00	0.00	0.00	19,165.15
INSTRUCTIONAL STAFF	13	6	2200	1,940.93	491.45	3,265.74	306.88	0.00	0.00	6,005.00
GENERAL ADMINISTRATION	13	7	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SCHOOL ADMINISTRATION	13	8	2400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUSINESS	13	9	2500	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATION/MAINTENANCE OF PLANT	13	10	2600	0.00	0.00	0.00	0.00	0.00	0.00	0.00
STUDENT TRANSPORTATION	13	11	2700	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CENTRAL	13	12	2800	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OTHER	13	13	2900	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total High School Expenditures	13	14		48,183.70	11,396.61	26,991.16	336.91	12,029.82	0.00	98,938.20

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE								
ALL OTHER SPEC REV FUNDS				100	200	300,400,500	600	700	800/900	Total
DISTRICT WIDE EXPENDITURES				Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	
PRIVATE PROGRAMS	14	1	1500							0.00
ADULT/CONTINUING ED PROGRAMS	14	2	1600							0.00
COMMUNITY/JR. COLLEGE ED. PROGRAMS	14	3	1700							0.00
COMMUNITY SERVICE PROGRAMS	14	4	1800							0.00
FACILITIES ACQUISITION & CONSTRUCTION	14	5	4000							0.00
Total District Wide Expenditures	14	6		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures Special Revenue Funds	14	7		239,775.70	74,642.19	97,344.34	1,215.09	43,385.88	0.00	456,363.20
OTHER FINANCING USES										
Debt Service										
PRINCIPAL	14	8	5100							0.00
INTEREST	14	9	5120							0.00
<i>Fund Transfers</i>	14									
TO GENERAL FUND	14	10	5210							0.00
TO FOOD SERVICE SPEC REV. FUND	14	11	5221							0.00
TO CAPITAL PROJECTS FUNDS	14	12	5230							0.00
TO TRUST/AGENCY FUNDS	14	13	5250							0.00
<i>Intergovernmental Agency Allocations</i>										
TO CHARTER SCHOOLS	14	14	5310							0.00
TO OTHER AGENCIES	14	15	5390							0.00
Total Other Financing Uses	14	16		239,775.70	74,642.19	97,344.34	1,215.09	43,385.88	0.00	456,363.20
Total Expenditures & Other Financing Uses	14	17								

DOE 25 for 2020-2021

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE								
			3000	100	200	300,400,500	600	700	800/900	Total
FOOD SERVICE			3100	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	
<i>Operation of Non-Instructional Services</i>										
<i>Food service Operations</i>										
ELEMENTARY	15	1		68,378.93	14,608.45	8,551.73	62,529.87	2,642.00	407.26	157,118.24
MIDDLE/JUNIOR HIGH	15	2		69,261.81	36,637.12	8,183.97	58,423.21	2,960.74	399.63	175,866.48
HIGH	15	3		61,329.16	36,505.87	9,294.81	66,131.28	2,420.00	283.54	175,964.66
TRANSFER TO OTHER FUNDS	15	4	5200							0.00
Total Expenditures & Other Financing Uses	15	5		198,969.90	87,751.44	26,030.51	187,084.36	8,022.74	1,090.43	508,949.38
SUMMARY OF OBJECT 600 SUPPLIES (COLUMN 4)										
				(1)	(2)	(3)	(4)			
FOOD	15	6		ELEMENTARY	MIDDLE/JR HIGH	HIGH	TOTAL			
OTHER SUPPLIES	15	7		54,126.24	51,365.75	57,922.40	163,414.39			
	15	8		8,403.64	7,057.46	8,208.88	23,669.97			
TOTAL	15	8		62,529.87	58,423.21	66,131.28	187,084.36			
CAPITAL PROJECTS				100	200	300,400,500	600	700	800/900	Total
FUNCTION				Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	
<i>Facilities Acquisition & Construction</i>			4000							
SITE ACQUISITION	15	9	4100							0.00
SITE IMPROVEMENT	15	10	4200							0.00
ARCHITECTURAL/ENGINEERING	15	11	4300							0.00
EDU SPECIFICATION DEVELOPMENT	15	12	4400							0.00
BUILDING ACQUISITION/CONSTRUCTION	15	13	4500			749,936.19				0.00
BUILDING IMPROVEMENT	15	14	4600							0.00
OTHER	15	15	4900							0.00
TRANSFER TO OTHER FUNDS	15	16	5200							0.00
Total Expenditures & Other Financing Uses	15	17		0.00	0.00	749,936.19	0.00	0.00	0.00	749,936.19

NAME:		DIST	LOC	Acct	DOE 25 2020-2021						
TITLES		PAGE	LINE	No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
					APPROPRIATIONS	INTERFUND TRANSFERS	INTEREST EARNED	OTHER INCOME			TOTAL
TRUST FUNDS:											
COMBINING STATEMENT OF REVENUES											
Capital Reserve Funds											
16	1										0.00
16	2										0.00
16	3										0.00
16	4										0.00
16	5										0.00
16	6										0.00
16	7			5251	0.00	0.00	0.00	0.00			0.00
Other Expendable Funds											
16	8										0.00
16	9					729,432.00	1,198.93				730,630.93
16	10					50,000.00	244.72				50,244.72
16	11										0.00
16	12					0.00	128.18				128.18
16	13					99,000.00	131.31				99,131.31
16	14			5252	0.00	878,432.00	1,703.14	0.00			880,135.14
Non-Expendable Funds											
16	15										0.00
16	16										0.00
16	17										0.00
16	18										0.00
16	19			5253	0.00	0.00	0.00	0.00			0.00
16	20				0.00	878,432.00	1,703.14	0.00			880,135.14
Subtotal (Lines 15 thru 19)											
Total Trust Fund Revenue											

NAME:	DIST	LOC	Acct No	(1)	(2)	DOE 25 2020-2021	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE									
TRUST FUNDS:				100	200	300,400,500	600	700	800/900		
COMBINING STATEMENT OF EXPENDITURES				SALARIES	EMPLOYEE BENEFITS	PURCHASE SERVICES	SUPPLIES	PROPERTY	Fund Transfers	TOTAL	
Capital Reserve Funds											
LAND ACQUISITION	17	1									0.00
BUILDING CONSTRUCTION	17	2									0.00
BUILDING RENOVATION	17	3									0.00
SCHOOL BUS	17	4									0.00
ATHLETIC FIELDS	17	5									0.00
OTHER	17	6									0.00
Subtotal (Lines 1 thru 6)	17	7	5251	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Expendable Funds											
HEALTH MAINTENANCE FUND	17	8									0.00
FACILITIES MAINTENANCE/REPAIR	17	9							9,000.00		9,000.00
SPECIAL EDUCATION	17	10									0.00
TUITION	17	11									0.00
TECHNOLOGY	17	12									0.00
OTHER	17	13									0.00
Subtotal (Lines 8 thru 13)	17	14	5252	0.00	0.00	0.00	0.00	0.00	9,000.00	0.00	9,000.00
Non-Expendable Funds											
	17	15									0.00
	17	16									0.00
	17	17									0.00
	17	18									0.00
Subtotal (Lines 15 thru 19)	17	19	5253	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Trust Fund Expenditures	17	20		0.00	0.00	0.00	0.00	0.00	9,000.00	0.00	9,000.00

DOE 25 for 2020-2021

NAME:		DIST	LOC	Acct	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES		PAGE	LINE	No	Capital Reserve	Other Expendable	Non-Expendable	Total			
TRUST FUNDS:											
COMBINING BALANCE SHEET											
CURRENT ASSETS											
	CASH	18	1	100				0.00			
	INVESTMENTS	18	2	110				0.00			
	INTERFUND RECEIVABLES	18	3	130				0.00			
	INTERGOVERNMENTAL RECEIVABLES	18	4	140	692,775.45	651,057.67		1,343,833.12			
	OTHER RECEIVABLES	18	5	150				0.00			
	PREPAID EXPENSE	18	6	180				0.00			
	OTHER ASSETS	18	7	190				0.00			
	Total Current Assets	18	8		692,775.45	651,057.67	0.00	1,343,833.12			
CURRENT LIABILITIES											
	INTERFUND PAYABLES	18	9	400				0.00			
	INTERGOVERNMENTAL PAYABLES	18	10	410				0.00			
	OTHER PAYABLES	18	11	420				0.00			
	OTHER LIABILITIES	18	12	490				0.00			
	Total Current Liabilities	18	13		0.00	0.00	0.00	0.00			
FUND EQUITY											
	RESERVED FOR ENCUMBRANCES	18	14	753				0.00			
	RESERVE FOR ENCUMBRANCES (NON-LAPSING)	18	15	753				0.00			
	RESERVED FOR CONTINUING APPROPRIATIONS	18	16	754				0.00			
	RESERVED FOR ENDOWMENTS (principal)	18	17	756				0.00			
	RESERVED FOR ENDOWMENTS (Interest)	18	18	756				0.00			
	RESERVED FOR SPECIAL PURPOSES	18	19	760	692,775.45	651,057.67		1,343,833.12			
	Total Fund Equity	18	20		692,775.45	651,057.67	0.00	1,343,833.12			
	Tot Liabilities & Fund Equity	18	21		692,775.45	651,057.67	0.00	1,343,833.12			

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		(1)	(2)	(3)	(4)	(5)	(6)	(7)
AMORTIZATION SCHEDULE OF LONG TERM DEBT										
For the Fiscal Year Ending on June 30, 2021										
REPORT IN WHOLE DOLLARS										
Length of Debt (yrs)	20	1		(1)	(2)	(3)	(4)	(5)	(6)	(7)
Date of Issue (mm/yy)	20	2								
Date of Final Payment(mm/yy)	20	3								
Original Debt Amount	20	4								
Interest Rate	20	5								
Principal at Beginning of Year	20	6							0.00	
New Issues This Year	20	7							0.00	
Retired Issues This Year	20	8							0.00	
Remaining Principal Balance Due	20	9							0.00	
Remaining Interest Balance Due	20	10							0.00	
Remaining Debt(P&I) (Lines 9 plus 10)	20	11		0.00	0.00	0.00	0.00	0.00	0.00	
Amount of Principal to be Paid Next Fiscal Year	20	12							0.00	
Amount of Interest to be Paid Next Fiscal Year	20	13							0.00	
Total Debt Next Fiscal Year Lines 12 plus 13)	20	14		0.00	0.00	0.00	0.00	0.00	0.00	
COMPENSATED ABSENCES PAYABLE										
FIXED ASSET GROUP OF ACCOUNTS (OPTIONAL)										
For Fiscal Year Ending June 30, 2021										
SITES	20	16	210							
SITE IMPROVEMENTS	20	17	220							
BUILDINGS AND IMPROVEMENTS	20	18	230							
MACHINERY AND EQUIPMENT	20	19	240							
CONSTRUCTION IN PROGRESS	20	20	250							
INVESTMENT IN GENERAL FIXED ASSETS	20	21	710							
Total	20	22		0.00	0.00	0.00	0.00	0.00	0.00	

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE		100	200	300,400,500	600	700	800/900	Total
(Data for Handicapped/Disabled Only) (All Funds)			Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other		
INSTRUCTION										
Elementary	21	1	891,604.31	259,612.80	226,389.78	10,688.52	6,427.78	4,525.06	1,399,248.25	
Middle/Junior High	21	2	721,236.52	140,004.99	170,944.68	5,939.91	4,306.04	3,207.50	1,045,639.64	
High	21	3	490,436.83	204,547.49	152,137.97	5,472.36	7,749.11	2,823.23	863,166.99	
Subtotal (Lines 1 thru 3)	21	4	2,103,277.66	604,165.28	549,472.43	22,100.79	18,482.93	10,555.79	3,308,054.88	
RELATED SERVICES										
Elementary	21	5	206,802.57	82,173.13	73,367.13	1,906.24	140.70	0.00	364,389.77	
Middle/Junior High	21	6	155,422.79	61,757.34	55,139.18	1,432.64	105.74	0.00	273,857.69	
High	21	7	138,968.63	55,219.27	49,301.75	1,280.97	94.55		244,865.17	
Subtotal (Lines 5 thru 7)	21	8	501,193.99	199,149.74	177,808.06	4,619.85	340.99	0.00	883,112.63	
ADMINISTRATION										
Elementary	21	9	65,507.36	27,536.11	576.68	72.03	1,396.42	812.65	95,901.25	
Middle/Junior High	21	10	49,232.15	20,694.81	433.40	54.14	1,049.48	610.70	72,074.68	
High	21	11	44,020.09	18,503.91	387.52	48.40	938.37	546.09	64,444.38	
Subtotal (Lines 9 thru 11)	21	12	158,759.60	66,734.83	1,397.60	174.57	3,384.27	1,969.44	232,420.31	
LEGAL										
Elementary	21	13			1,093.24				1,093.24	
Middle/Junior High	21	14			821.62				821.62	
High	21	15			734.64				734.64	
Subtotal (Lines 13 thru 15)	21	16	0.00	0.00	2,649.50	0.00	0.00	0.00	2,649.50	
TRANSPORTATION										
Elementary	21	17			107,444.44				107,444.44	
Middle/Junior High	21	18			80,750.04				80,750.04	
High	21	19			72,201.26				72,201.26	
Subtotal (Lines 17 thru 19)	21	20	0.00	0.00	260,395.74	0.00	0.00	0.00	260,395.74	
TOTAL (Lines 4,8,12,16,20)	21	21	2,763,231.25	870,049.85	991,723.33	26,895.21	22,208.19	12,525.23	4,686,633.06	
Total by Instructional Level										
Elementary	21	22	(1) Instruction Lines 1,2,3	(2) Related Svcs. Lines 5,6,7	(3) Administration Lines 9,10,11	(4) Legal Lines 13,14,15	(5) Transportation Lines 17,18,19	(6) Total		
Middle/Junior High	21	23	1,399,248.25	364,389.77	95,901.25	1,093.24	107,444.44	1,968,076.95		
High	21	24	1,045,639.64	273,857.69	72,074.68	821.62	80,750.04	1,473,143.67		
Subtotal (Lines 17 thru 19)	21	24	863,166.99	244,865.17	64,444.38	734.64	72,201.26	1,245,412.44		
TOTAL	21	25	3,308,054.88	883,112.63	232,420.31	2,649.50	260,395.74	4,686,633.06		

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE	No	100	200	300,400,500	600	700	800/900	
DETAILED EXP DATA FOR SPECIAL EDUCATION (Data for Culturally Deprived, Bilingual and Gifted/Talented) (All Funds)										
ACTIVITY				Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	Total
CULTURALLY DEPRIVED										
Elementary	22	1								0.00
Middle/Junior High	22	2								0.00
High	22	3								0.00
Subtotal (Lines 1 thru 3)	22	4		0.00	0.00	0.00	0.00	0.00	0.00	0.00
BILINGUAL										
Elementary	22	5		22,189.11	6,221.73	379.61	135.03			28,925.48
Middle/Junior High	22	6		16,676.26	4,675.95	285.30	101.48			21,738.99
High	22	7		14,910.79	4,180.92	255.09	90.74			19,437.54
Subtotal (Lines 5 thru 7)	22	8		53,776.16	15,078.60	920.00	327.25	0.00	0.00	70,102.01
GIFTED AND TALENTED										
Elementary	22	9								0.00
Middle/Junior High	22	10								0.00
High	22	11								0.00
Subtotal (Lines 9 thru 11)	22	12		0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL (Lines 4, 8, 12)	22	13		53,776.16	15,078.60	920.00	327.25	0.00	0.00	70,102.01
DETAILED EXPENDITURE DATA REGARDING TUITION (All Funds) - DO NOT INCLUDE CHARTER SCHOOLS										
Description	Object	(1) Elementary	(2) Middle/Jr. High	(3) High	(4) Total					
Regular Program Tuition to LEAs within NH	22 14 561			17,075.00	17,075.00					
Regular Program Tuition to LEAs outside NH	22 15 562			0.00	0.00					
Regular Program Tuition to Public Academies/JMA *	22 16 563			0.00	0.00					
Regular Program Tuition to Private and Other Schools	22 17 564			0.00	0.00					
Special Program Tuition to LEAs within NH	22 18 561			0.00	0.00					
Special Program Tuition to LEAs outside NH	22 19 562			0.00	0.00					
Special Program Tuition to Public Academies/JMA *	22 20 563			0.00	0.00					
Special Program Tuition to Private and Other Schools	22 21 564			0.00	0.00					
Special Program Residential Costs	22 22 569			0.00	0.00					
Vocational Program Tuition to LEAs within NH	22 23 561			29,806.63	29,806.63					
Vocational Program Tuition to LEAs outside NH	22 24 562			0.00	0.00					
Vocational Program Tuition to Public Academies/JMA	22 25 563			0.00	0.00					
Vocational Program Tuition to Private & Other Schools	22 26 564			0.00	0.00					
*Coe-Brown, Pinkerton and Prospect Mtn only										

NAME:	DIST	LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES	PAGE	LINE	No	Function	Object	Elementary	Middle/Jr. High	High	Total	
DETAILED EXPENDITURE DATA ON TRANSPORTATION EXPENDITURES (General Fund only)										
Description										
Regular To and From Transportation	23	1		2721	ALL	194,545.28	165,706.80	201,411.57	561,663.65	
All Special Education Transportation	23	2		2722	ALL	90,194.12	76,824.17	93,377.45	260,395.74	
Vocational Education Transportation	23	3		2723	ALL			19,544.82	19,544.82	
Athletic Trips	23	4		2724	ALL		7,698.40	34,108.40	41,806.80	
Co curricular Trips/Field Trips	23	5		2725	ALL	298.24	1,923.71		2,221.95	
Intra-District Transportation	23	6		2726	ALL				0.00	
Other Transportation	23	7		2729	ALL				0.00	
TOTAL				2700	ALL	285,037.64	252,153.08	348,442.24	885,632.96	
DETAILED EXPENDITURE DATA ON CAPITAL ITEMS IN THE GENERAL AND OTHER SPECIAL REV FUNDS										
Description				Function <td>Object <td>Elementary <td>Middle/Jr. High <td>High <td>Total <td></td> </td></td></td></td></td>	Object <td>Elementary <td>Middle/Jr. High <td>High <td>Total <td></td> </td></td></td></td>	Elementary <td>Middle/Jr. High <td>High <td>Total <td></td> </td></td></td>	Middle/Jr. High <td>High <td>Total <td></td> </td></td>	High <td>Total <td></td> </td>	Total <td></td>	
Land and Improvements	23	9		All except 4000	710				0.00	
Buildings	23	10		All except 4000	720				0.00	
Equipment (Mach/Furn/Veh/Computers)	23	11		All except 4000	730	176,382.46	116,838.68	166,646.85	459,867.99	
TOTAL				All except 4000	700	176,382.46	116,838.68	166,646.85	459,867.99	
DETAILED EXPENDITURE DATA ON SUMMER SCHOOL PROGRAMS EXPENDITURES (All Funds Combined)										
Description				Function <td>Object <td>Elementary <td>Middle/Jr. High <td>High <td>Total <td></td> </td></td></td></td></td>	Object <td>Elementary <td>Middle/Jr. High <td>High <td>Total <td></td> </td></td></td></td>	Elementary <td>Middle/Jr. High <td>High <td>Total <td></td> </td></td></td>	Middle/Jr. High <td>High <td>Total <td></td> </td></td>	High <td>Total <td></td> </td>	Total <td></td>	
Elementary	23	13		100	200	300,400,500	600	700	800/900	0.00
Middle/Junior High	23	14		Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other	0.00
High School	23	15								0.00
TOTAL						0.00	0.00	0.00	0.00	0.00

NAME:		DIST LOC	Acct No	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TITLES		PAGE LINE	No	Page/Line/Column		DOE 25 2020-2021	Page/Line/Column			
CHECK				1/11/1	2,301,618.28	2,301,618.28	1/37/1	0.00		
TOTALS				1/11/2	20,820.46	20,820.46	1/37/2	0.00		
				1/11/3	150,983.13	150,983.13	1/37/3	0.00		
				1/11/4	480,177.81	480,177.81	1/37/4	0.00		
				1/11/5	1,343,833.12	1,343,833.12	1/37/5	0.00		
				1/36/1	702,716.98	702,716.98	19/8/1	0.00		
				1/36/2	0.00	0.12	19/8/2	(0.12)		
				1/36/3	0.00	0.00	19/8/3	0.00		
				1/36/4	470,073.81	470,073.81	19/8/4	0.00		
				1/36/5	1,343,833.12	1,343,833.12	19/8/5	0.00		
				6/19/1	22,391,062.54	22,391,062.54	19/2/1	0.00		
				6/19/2	508,949.50	508,949.50	19/2/2	0.00		
				6/19/3	456,363.20	456,363.20	19/2/3	0.00		
				6/19/4	1,220,010.00	1,220,010.00	19/2/4	0.00		
				6/19/5	880,135.14	880,135.14	19/2/5	0.00		
				10/18/7	22,971,684.25	22,971,684.25	19/5/1	0.00		
				14/17/7	456,363.20	456,363.20	19/5/3	0.00		
				15/5/4	187,084.36	187,084.36	15/8/4	0.00		
				15/5/7	508,949.38	508,949.38	19/5/2	0.00		
				15/17/7	749,936.19	749,936.19	19/5/4	0.00		
				16/20/7	880,135.14	880,135.14	19/2/5	0.00		
				17/20/7	9,000.00	9,000.00	19/5/5	0.00		
				18/8/1	692,775.45	692,775.45	18/2/1/1	0.00		
				18/8/2	651,057.67	651,057.67	18/2/1/2	0.00		
				18/8/3	0.00	0.00	18/2/1/3	0.00		
				18/8/4	1,343,833.12	1,343,833.12	18/2/1/4	0.00		
				2/1/5	0.00	0.00	16/20/1	0.00		
				3/11/5	1,703.14	1,703.14	16/20/3	0.00		
				6/10/5	878,432.00	878,432.00	16/20/2	0.00		
				6/19/5	880,135.14	880,135.14	16/20/7	0.00		
				23/8/6	885,632.96	885,632.96	7/11/7+8/11/7+9/11/7	0.00		
				23/12/6	459,867.99	459,867.99	(10/8/5+14/7/5)-	0.00		
				7/11/7	285,037.64	285,037.64	23/8/3	0.00		
				8/11/7	252,153.08	252,153.08	23/8/4	0.00		
				9/11/7	348,442.24	348,442.24	23/8/5	0.00		
				6/6/2	145,839.90	145,839.90	(10/11/6+14/11/6)	0.00		
				6/6/3	0.00	0.00	10/12/6	0.00		
				6/6/4	810,310.00	810,310.00	10/13/6+14/12/6	0.00		
				6/6/5	878,432.00	878,432.00	10/14/6+14/13/6	0.00		
				BALANCE CHECK		(0.12)				

DOE 25 for 2020-2021

NAME:	DIST LOC	Acct No	(1)	(2)	DOE 25 2020-2021 (3)	(4)	(5)	(6)	(7)
TITLES	PAGE LINE	No	ELEM	MID/JH	HIGH	TOTAL			
PER PUPIL COST									
2020-2021									
CURRENT EXPENDITURES			7,629,916.31	7,078,359.53	7,394,139.09	22,102,414.93			
LESS: FOOD SERVICE REVENUE			9,479.30	10,610.42	10,616.35	30,706.07			
LESS: TRANSPORTATION EXPENDITURES			285,037.64	252,153.08	348,442.24	885,632.96			
LESS: SUPPLMT EXPENDITURES			176,382.46	116,838.68	213,528.48	506,749.62			
PUPIL COST			7,159,016.91	6,698,757.34	6,821,552.02	20,679,326.28			
AVE DAILY MEMBERSHIP			445.82	395.43	421.52	1,262.77			
COST PER PUPIL			16,058.09	16,940.44	16,183.22	16,376.16			
Adjustment to Cost						0.00			
Adjustment to ADM						0.00			
Adjusted Cost per Pupil	99 1		16,058.09	16,940.44	16,183.22	16,376.16			

**GRIFFIN
MEMORIAL SCHOOL**



**STUDENT/PARENT HANDBOOK
2021-2022**

GRIFFIN MEMORIAL SCHOOL
229 CHARLES BANCROFT HIGHWAY
LITCHFIELD, NH 03052-2399
Phone: 603-424-5931 Fax: 603-424-2677

Daniel Mitchell
Principal

Maura Clinton-Jones
Assistant Principal

WELCOME TO GRIFFIN MEMORIAL SCHOOL

Dear Parents and Students,

Welcome to a new year at Griffin Memorial School. The Student Handbook and Handbook Acknowledgement Form are available on the GMS homepage (https://www.litchfieldsd.org/griffinmemorialschool_home.aspx). This handbook serves as a reference for students and parents/guardians on guidelines, policies, and procedures that we use at GMS and within the Litchfield School District. It is very important that you be familiar with this handbook. After reviewing the handbook please sign and return the acknowledgement form that is also available on the GMS homepage. We are always eager to listen to and work with parents and students on new ideas and procedures. Your input is not only important, but also necessary to create the best learning environment for our children. Please take the time to read and review this handbook as there are changes and additions made to the content each year.

Maintaining communication with your child's teacher is critical to your child's education. Please call before minor problems develop into larger ones. It takes parents and teachers working together to provide a strong foundation for continued learning and success. If you have any questions, the staff here at Griffin is ready and willing to answer your call or email.

We wish you a very successful academic year! Griffin Memorial School is a wonderful place to learn and grow. Please be sure to check out our website at www.litchfieldsd.org for further resources, teacher emails, and up to date information on school happenings. We are looking forward to a wonderful year for our school community.

Daniel Mitchell, M. Ed.
Principal

Maura Clinton-Jones, M. Ed.
Assistant Principal

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5.14	Hazing		11.5	Bicycles	
5.15	Student Transportation				
5.16	Staff Anti-fraternization				
5.17	Sexual Harassment				
5.18	Complaints				

Needs 2021-22 school calendar inserted on this page

Section 1 – ELEMENTARY SCHOOL OVERVIEW

1.1 MISSION STATEMENT

We, the members of the Griffin Memorial School community, are committed to developing life-long learners, who value themselves, contribute to their community, and succeed in a changing world. Teachers, administrators, support staff, school board members, parents and other community members work cooperatively to cultivate a program which meets the developmental and academic needs of our children. The staff utilizes various teaching methods, strategies, resources and consistent discipline to meet individual needs and learning styles.

1.2 SCHOOL DAY

The school day begins at 8:25 am and ends at 2:50 pm for all grade levels K – 4.

Section 2 – COMMUNICATION

2.1 CONTACTING ADMINISTRATION, SCHOOL COUNSELOR & FACULTY

Main Office: 424-5931

Daniel Mitchell, Principal

Ext. 1101

Jennifer Hayes, Guidance Counselor

Ext. 1106

Maura Clinton-Jones, Assistant Principal

Ext. 1102

2.2 NO SCHOOL – DELAYED OPENING

The required 180 days of school brings the closing of the school year well into the month of June. It is the feeling of the school board that it would be unwise to cancel school unless it is impossible for the buses to negotiate their route. Parents should use their discretion in sending students to school during inclement weather. A delayed opening is an option used when weather and road conditions may improve during the morning hours. Regular school hours are 8:25 am – 2:50 pm. A 2-hour delay would start school at 10:25 am. School closing time remains the same (2:50 pm.)

As soon as the decision to delay or cancel school is made (usually around 5:00 am), it will be tweeted (SAU27_Official), posted on the district website and posted on WMUR Channel 9. Also, a phone call and an email from the Superintendent will be scheduled to go out to families after 5:30 am. The school district will provide only these 5 methods of notification of school cancellation or delay. We will not be contacting any other media outlets, so please be sure to monitor these 5 methods (Twitter, phone, email, website, WMUR).

2.3 UNEXPECTED SCHOOL-TIME DISMISSAL OR EMERGENCY CLOSURE

On a very rare occasion it may be necessary to dismiss students early due to an emergency (i.e., power failure, severe storm). It is imperative to notify the school office of changes in information during the school year.

Students' emergency contact information is gathered and entered into PowerSchool, our student information system. Parents can update address, phone number in other pertinent information through the PowerSchool Parent Portal. Information on setting up a Parent Portal account can be found at <https://www.litchfieldsd.org/ParentPortal.aspx>

PowerSchool Messenger is a communication product that utilizes telephone and e-mail systems. It allows us to inform parents about school closures as well as important school events. The system allows individual schools as well as the district to communicate information in a very rapid manner. We appreciate your kind attention in following the directives carefully and not contacting the school unless directed in the PowerSchool Messenger message.

2.4 STUDENT REGISTRATION INFORMATION

Up-to-date information for each student must be on file in PowerSchool, our student information system. Parents are able to update address, phone number and other pertinent information in PowerSchool through the Parent Portal. Please see the paragraph above (2.3) for information on how to get a PowerSchool account. .

- **ADMISSION**

Children entering school must provide an original birth certificate for verification before admission is permitted. Every child enrolling must provide evidence of up-to-date immunizations, as prescribed by the State of New Hampshire, and proof of residence before admission to school is permitted.

- **ADMISSION OF NON-RESIDENTS**

No person shall attend school, or send a pupil to the school, in any district of which he is not an inhabitant, without the consent of the district or the school board. (RSA 193:12) The superintendent will have the discretion to allow students to attend under extenuating circumstances. The parent/guardian is responsible for contacting the superintendent in writing to request consent at: The Office of the Superintendent, 1 Highlander Court, Litchfield, NH 03052.

Section 3 – ACADEMICS

3.1 SCHOOL MATERIALS

Schoolbooks and initial essential materials are furnished for students without charge. Students are expected to care for all books and materials and return them in the same condition in which they were received. Parents are liable for lost or damaged books and will be billed at the current replacement cost for such books. Students in grades 3 and 4 must cover all textbooks.

3.2 HOMEWORK

Students are expected to complete homework assignments and turn them in as required. Teachers assign homework for a definite purpose. Purposes may include unfinished work or work missed due to absence, additional practice, review for a quiz or test, supplemental individual or group projects, and/or enrichment through various media.

Homework in Kindergarten and grade 1 is typically for additional practice, make-up work due to absence, unfinished class work, and/or enrichment opportunities. Grade 1 homework is given more consistently as the year progresses.

Homework is given on a regular basis in grades 2-4. Teachers for each grade level and each classroom establish homework procedures that are explained at the beginning of the school year. As a guideline, homework times should range at approximately 10 minutes multiplied by the grade level (i.e., Grade 1 – 10 minutes, Grade 2 – 20 minutes, Grade 3 – 30 minutes, Grade 4 – 40 minutes). The time involved in actually completing homework depends on the individual student. [Please refer to Litchfield School District Policy IKB, Homework Guidelines.](#)

3.3 PHYSICAL EDUCATION

Physical education is a regular part of the school curriculum. All students are expected to participate in this program. On gym days, students should dress appropriately and must wear sneakers. Children may be excused from gym only with a doctor's written order. Students without written medical excuses will take part in gym class.

3.4 STANDARDIZED ASSESSMENTS

The NH-SAS is the state assessment administered in the spring to students in grades 3 and 4. This test measures achievement in reading and math.

All students in grades K-2 as well as some older special education students may participate in iReady assessments for Reading and Math. These are brief, nationally-normed tests of proficiency on grade level skills. All students in grades 3 and 4 may participate in NH-SAS interim and/or modular assessments throughout the course of the year. Parents whose students are involved in testing can call the main office regarding access to test results. Other formal specialized testing only occurs through referral and with parental permission.

3.5 REPORT CARDS

Report cards will be issued quarterly and will be available for parents/guardians to view and/or print through PowerSchool Parent Portal.

3.6 RETENTION

Retention of students in elementary school is strongly discouraged. A survey of education research indicates that there is no significant educational gain, and it may negatively impact student attitude, leading to higher risk of student dropout. Retention will be carefully considered upon parent request and/or teacher recommendation. The discussion of this topic should begin at the beginning of the third marking period between the parent and teacher, and should be presented in a conference with the teacher, parents, and administration. Parents and appropriate staff will be informed regarding retention decisions. *(Please refer to Litchfield School District Policy IKE-R [Promotion and Retention](#))*

3.7 CLASS PLACEMENT

Our goal for each child's class placement includes the following:

- Provide for an academically successful school year.
- Provide a heterogeneously balanced classroom, both socially and academically.

In order to accomplish these goals, each grade level, along with the assistance of the school counselor, reading specialist, special education teachers, and administration develop lists with the following considerations:

- Academic Performance
- Learning/teaching styles
- Individual needs/interests
- Peer relationships/modeling
- Equitable class size
- Male/Female ratio

This is a complicated and time-consuming process; one we take very seriously. We ask that you rely on our professional judgment.

If you would like to provide information about your child's strengths and weaknesses, a form will be sent on or around April 1st of the current school year. We discourage requests for any specific teacher because it does not allow the flexibility to provide the best educational environment for your child, or for other children.

Section 4 – ATTENDANCE

4.1 ATTENDANCE POLICY

It is essential for your child to attend school regularly and be punctual. We urge parents' cooperation in this matter. Of course, a child is not expected to attend school if ill. [Please refer to Litchfield School District Policy JH, Student Attendance, Absenteeism & Truancy](#)

When a child is going to be absent or tardy, a parent or guardian must call or email the school before 8:30 am to report the child as absent or tardy. Parents/guardians who wish to call should dial 424-5931 and hit "6".

Parents/guardians who wish to email should send an email to GMSabsences@litchfieldsd.org. Whether calling or emailing an absence, the parent/guardian should give the child's first and last name, teacher and specific reason for absence. Students may NOT attend or participate in school functions on the day of an absence.

****Parents/guardians are strongly encouraged to schedule vacations and family trips at times when school is not in session.**

4.2 REQUEST FOR SCHOOLWORK

Requests for schoolwork must occur when reporting the child as absent. The schoolwork may be picked up in the school vestibule between 3:15 and 6:15 pm.

When children are absent for more than one day, parents/guardians are encouraged to contact the teacher to request their child's assignments. Children are responsible for making up any work that has been missed.

If a student will be out for an extended period of time teachers shall provide known essential assignments that would be completed during the period of absence. After the student(s) returns to class and turns in the work, the teacher(s) will assess whether additional assignments are necessary for the student(s) to demonstrate competency. Parents/Guardians are expected to contact the school in which their child is enrolled to inform the school of their child's absence.

Again, we encourage parents to schedule vacations and family trips when school is not in session. [*\(Please refer to Litchfield School District Policy JH, Student Attendance, Absenteeism, & Truancy\)*](#)

4.3 ARRIVAL

****Parents are encouraged to utilize school bus transportation due to time limitations and safety issues during morning drop-off and afternoon pickup.****

Students may not arrive at school earlier than **8:05 a.m.** There is no adult supervision before that time. Students arriving by car will be dropped off in the large loop at the front of the building. Please be aware that buses are also dropping students up in that same loop. When you drive into the circle please pull forward as far as possible and watch for directions from the duty teachers. Please don't unload your child until directed to do so by someone on duty. Please do not leave children unattended. All building access doors are locked during the school day.

4.4 TARDINESS

Pupils who are not in their classroom by 8:25 a.m. are considered tardy. An adult must accompany the tardy student to the Vestibule to be SIGNED IN and to receive a Late Pass.

Security measures mandate that parents NOT walk students to their classroom. If your child is unsure of his/her classroom location, an older student or a staff member will escort him/her.

Tardiness is a disruption to the educational process; therefore, students have an obligation to attend school and to be on time for class and scheduled activities. All cases will be dealt with individually and at the discretion of administration. [*\(Please refer to Litchfield School Board Policy JH, Student Attendance, Absenteeism & Truancy\)*](#)

4.5 DISMISSAL

Our concern for the safety of the children makes it imperative that we take the procedure of dismissing children very seriously. In order to provide a safe and orderly dismissal, procedures are in effect to assure that students leave with the appropriate adult.

It is necessary to limit classroom interruptions in order to protect valuable academic time for instruction at the end of the school day. Please be patient, remembering that we have the best interests of your child in mind when we ask the following:

1. If a child is to be dismissed from school, we ask that you send a written note including the date of dismissal, your child's full name, teacher name, full name of the adult who will be dismissing your child, and the time of dismissal. We ask that early dismissals take place before 2:30, any later time begins to interrupt with regular dismissal procedures. Without a note the student will be sent home his/her usual way.
2. You must present a picture ID when coming to dismiss any child. The GMS staff member dismissing your child may not know you. If you are intending to pick up a child other than your own, the Main Office MUST have a NOTE from the parent of the child that includes the child's full name, date of dismissal, and the full name of the adult who will be dismissing the child. Without a note, the child will not be allowed to go with you. Students must be signed out to the custody of an adult.
3. Parent pick up will occur in three shifts based on the alphabet. It is of utmost importance that you arrive for your assigned pick up time. If it is unavoidable and you arrive early you will be directed to the staff parking lot where we ask that you park behind the colored cone(s) that matches your child's pick up group. When it is your assigned time, please enter the large loop, pull as far forward as possible, and then wait outside your driver's side door. Each family is being given two labeled, colored pick up slips. Please hold this pick up slip while you wait (think airport valet). The students will be dismissed by group and will be reunited with their parents. Once all students in a group are safely secured in a vehicle then the entire group will leave. No car will be allowed to move until all students are safely secured.

Pick up groups are as follows:

Group 1 (Pink) 2:45- 2:52

Group 2 (Yellow) 2:52- 3:00

Group 3 (Blue & Purple) 3:00- 3:05

Please Note: Pick up group assignments and/or times may change based on the number of students getting picked up. This information will be conveyed to families as soon as changes have been made.

4.6 TRUANCY

Truancy is defined by RSA 189:35-II (a) as "an unexcused absence from school or class". An unexcused absence is an absence which has not been excused by RSA 189:35-II (a). Ten half days of unexcused absence during a school year shall constitute habitual truancy. All cases will be dealt with individually and at the discretion of the administration. ([Please refer to Litchfield School District Policy JH, Student Attendance, Absenteeism & Truancy](#))

Under New Hampshire law, ten half days of unexcused absence during a school year shall constitute habitual truancy. A half day is defined as a student missing more than two (2) hours of instructional time and less than three and one-half (3 ½) hours of instructional time. Any absences over three and one-half hours of instructional time shall be considered a full day absence.

Habitual truancy is grounds for filing a petition in the local district court to establish the student is a child in need of services (CHINS). A truant officer or school official shall not file a petition alleging that the child is in need of services (pursuant to RSA 169-D:2, II(a) until all steps in the District's intervention process under RSA 189:34, II have been followed.

Intervention Process

After 6 half-days of unexcused absences:

- The building principal or designee shall contact the parent/guardian by telephone and in writing requesting a meeting within three school days to discuss the matter and to develop a plan to prevent any further unexcused absences.
- Under New Hampshire law, the building principal shall enclose copies of RSA 193:1, this policy, and the student's attendance record. The building principal shall provide a copy of the letter to the Superintendent and the District's truant officer.

After 10 half-days of unexcused absences:

- The building principal shall notify the Superintendent, parents/guardians, and the truant officer.
- The building principal shall schedule a meeting with the parent/guardian, truant officer, and appropriate school personnel. The purpose of the meeting shall be to develop a revised plan to address the habitual truancy.
- At the meeting, the building principal and truant officer shall inform the parent/guardian that additional unexcused absences may result in the filing of a CHINS petition in the local district court and shall require a home visit from the District's truant officer.
- If the student fails to comply with the revised plan and has more than 15 half days of unexcused absences, the building principal and truant officer shall consult with the Superintendent to determine if a court action should be filed.

Appeal

A parent/guardian or student seeking an exception for an absence that is not otherwise excused may file a request with the Superintendent or designee. A parent/guardian may also appeal to the Superintendent or designee for the following:

- A determination that a specific absence/tardy, etc. was unexcused;
- A determination that an absence occurred at all; or
- Whether exceptional circumstances exist which make strict application of this policy inappropriate with respect to one or more absences.

The Superintendent shall consider the following factors in reviewing a request or appeal:

- The spirit and intent of the policy.
- Whether the absence was due to the action or inaction of the student or parents.
- Whether exceptional circumstances exist that warrant an exception to the policy.

The decision of the Superintendent shall be final.

SECTION 5 – POLICIES & PROCEDURES

**Note: All district policies are available online at www.litchfieldsd.org.

5.1 SMOKING LAW

Effective January 1, 1998, the use of tobacco products on school grounds is punishable by a fine (RSA 126-I: 7). This regulation includes all school buildings and grounds, including ball fields, parking areas, and playgrounds.

5.2 NOTIFICATION OF ASBESTOS REINSPECTION

The 1986 Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect, monitor and, when necessary, remove asbestos from school buildings. In February 1989, the School District contracted with a licensed firm to inspect each building for asbestos-containing building materials (ACBM) and to prepare an Asbestos Management Plan that identifies the location and condition of all ACBM.

The U.S. Environmental Protection Agency requires that licensed inspectors conduct AHERA re-inspections every three (3) years to note any changes in the ACBM. Copies of the Asbestos Management Plan and re-inspection reports are on file at the Superintendent's Office and at each school office. You are welcome to view these reports during regular school hours (M-F, 8:25 a.m. to 2:50 p.m.). The Asbestos Program Manager is available at 578-3574 to answer any questions you may have about asbestos in the school buildings.

5.3 TELEPHONE USE BY STUDENTS

Students are permitted to use the phone only with staff supervision and permission, or for emergencies. Students are not allowed to receive calls during school hours. Important messages will be relayed to students through teacher notification. We ask that you only phone to convey important messages. Students that bring a cell phone to school are required to keep the phone off and store it in their backpack throughout the entire school day.

5.4 SPECIAL NEEDS REFERRAL

Outside or in-house referrals:

1. If the referral comes from a parent by letter, from a doctor, or a teacher from another school by letter or prescription, the letter will be reviewed by the principal and the referral assigned to a case manager. The case manager will schedule a meeting (referral) with the parent to be held within 15 business days. During this 15-day period, the case manager will give the parent and classroom teacher a packet to be filled out as soon as possible. The information in this packet is very helpful at the referral meeting (before if possible). Completed packets should be turned in to the case manager to enable her/him to invite the correct people to the meeting. Completed packets will be given to the principal to review.
2. If the teacher is making the referral, the grade level case manager must be informed to ensure that the teacher receives a teacher and a parent packet. At this point, there should have been two or three conversations between the teacher and parent about her/his concerns. Teacher referrals should be turned in to the principal, who will review the referral paperwork and assign a case manager.
3. When a parent, teacher, or other agency refers a student, the special education team decides whether testing should proceed. The decision to evaluate will be made as a team during the referral meeting.

In all cases, samples of the student's work should be saved to demonstrate the concerns expressed by the parent, teacher, or doctor for the referral meeting. Along with work samples and/or anecdotes, the student's cumulative file is reviewed at the referral meeting.

The Procedural Safeguards booklet is offered at every meeting, and is available at the school office. It thoroughly describes parental and student rights in the special education process.

5.5 SAFE SCHOOL ZONE AND RSA 193:13 NOTIFICATION FOR STUDENT/PARENT HANDBOOKS

State law (RSA 193-D) prohibits acts of theft, destruction or violence within a Safe School Zone. The Safe School Zone regulations apply to any school property, school buses and school-sponsored events.

Weapons, such as but not limited to firearms, explosives, containers containing chemicals, knives, martial arts weapons, or other objects used as weapons, are not permitted on school property, school buses, or at school sponsored activities.

Students are prohibited to have any firearms or any other weapons in their possession on school property, school buses or other school-sponsored events or activities. [Please refer to Litchfield School District Policy JFCJ, Safe School Zone](#)

5.6 FERPA

Notification of Rights under FERPA for Elementary & Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal, or designee, a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify that parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principals, or designees, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as, but not limited to an attorney, auditor, medical consultant, evaluator, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the School discloses education records without consent to officials of other school districts, post-secondary institutions, and agencies or institutions in which a student intends to enroll.

Directory information, which includes name, address, parents' names and address, date and place of birth, dates of attendance, major field of study, class schedule, participation of officially recognized activities and sports, weight, height and sex, membership on an athletic team, degrees and awards received, and most recent previous education agency or institution attended may be released unless you make a request in writing to the contrary. This information will be released only in accordance with the guidelines established by the Litchfield School District. [*\(See Litchfield School District Policy JRA/JRA-R, Student Records and Access\)*](#)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

5.7 NON-DISCRIMINATION

The Litchfield School District does not discriminate on the basis of gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability for employment in participation in admission or access to, or

operation and administration of an educational program or activity in the School District. [Please refer to Litchfield School District Policy AC, Non-Discrimination](#)

5.8 PUPIL SAFETY & VIOLENCE PREVENTION POLICY

(Bullying Policy In Compliance With RSA 193-F)

Bullying (Summary)

It is the policy of the School District that its students have an educational setting that is safe, secure, and free from student harassment, also known as bullying. The district will not tolerate unlawful harassment of any type. Conduct that constitutes bullying as defined herein is prohibited by this Policy, in accordance with RSA 193-F.

Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- a. Physically harms a pupil or damages the pupil's property;
- b. Causes emotional distress to a pupil;
- c. Interferes with a pupil's educational opportunities;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying is defined as any conduct defined as "bullying" that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. [\(Please refer to Litchfield School District Policy JICK, Pupil Safety and Violence Prevention; Policy JICDD, Cyber-Bullying\)](#)

5.9 PREVENTION OF DRUG & ALCOHOL USE BY STUDENTS

Litchfield School Board ***will not tolerate*** the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, illegal drugs, as well as drug-related paraphernalia, on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function at ***any*** location. It is the intent of the School Board to control the use of alcoholic beverages or drugs by students during school and at any district sponsored activity regardless of whether the use or consumption of the alcoholic beverage or drug occurred on or off school property.

Students in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion from school and/or school district sponsored activities or other discipline in accordance with the district's disciplinary policy.

This policy does not apply to students who are administered prescribed drugs at school in accordance with Ed. 311.02 and Board policy. [\(Please refer to Litchfield School District Policy JICH, Prevention of Drug and Alcohol Use by Students\)](#)

5.10 STUDENT ATTENDANCE, ABSENTEEISM, & TRUANCY

The Litchfield School District believes that attendance is critical to successful school performance. Therefore, regular and punctual patterns of attendance are required of each student enrolled in the Litchfield School District. Building Principals are responsible for developing Parent/Student Handbooks which include specific guidelines for student absences, tardiness, and truancy. These rules will apply to all students enrolled in the school.

Tardiness is a disruption to the educational process; therefore, students have an obligation to attend school and to be on time for class and scheduled activities.

Under New Hampshire law, specifically RSA 193:1, parents/guardians have a legal obligation to make sure that their children who are at least 6 years of age and under 18 years of age attend school for the entire school year and during all the time that public schools are in session. The Litchfield School Board discourages parents from scheduling family vacations other than during designated school vacations. Teachers shall provide known essential assignments that would be completed during the period of absence. After the student(s) returns to class and turns in the work, the teacher(s) will assess whether additional assignments are necessary for the student(s) to demonstrate competency. Parents/Guardians are expected to contact the school to inform the school of their child's absence.

School officials determine whether students' absences are excused or unexcused. The school shall maintain accurate attendance records for each student. Each teacher shall accurately report daily attendance and punctuality. The building principal is designated as the person responsible for truancy issues.

Excused absence – absence which occurs as a result of:

- acute or chronic illness
- medical/dental appointments
- absences approved by the Superintendent under RSA 193:1, I(c)
- absences as a result of a waiver from the Superintendent for alternative learning plans under RSA 193:1, T(h)
- college visits
- military-related activity
- bereavement
- court appointments
- religious holidays
- mandated court appearances
- participation in Litchfield school sponsored events (excludes extra-curricular activities not sponsored by the Litchfield School District)
- extenuating circumstances determined by the principal.

Unexcused absence- absence which occurs for any reason other than excused absence. Unexcused absences are considered **truancy**.

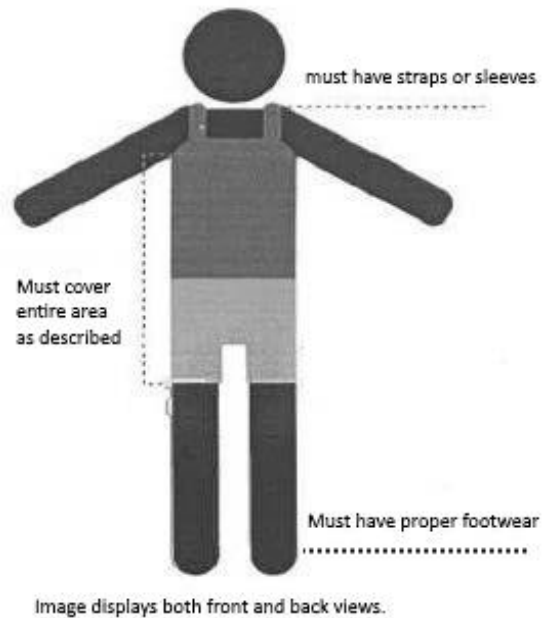
All excused absences, whether for an entire day, or portion thereof, must be documented with appropriate notes from parents/guardians, or physicians, or a phone call to the attendance line.

Students who are absent for any reason including illness, shall not be allowed to participate in, or attend, any school activities on that day. This includes practice sessions, school performances, or any school sponsored events, unless arrangements for attendance at such school activities are approved through the school administration, or the school activity is directly linked to a course requirement.

Under New Hampshire law, ten half days of unexcused absence during a school year shall constitute habitual truancy. Habitual truancy is grounds for filing a petition in the local district court to establish the student is a child in need of services (CHINS). A truant officer or school official shall not file a petition alleging that the child is in need of services (pursuant to RSA 169-D:2, II(a) until all steps in the District's intervention process under RSA 189:34, II have been followed. [Please refer to Litchfield School Board Policy JH, Student Attendance, Absenteeism & Truancy](#)

5.11 STUDENT DRESS CODE AND PERSONAL APPEARANCE

The Litchfield School Board expects that all individuals will dress in a way that is appropriate for a school setting. Dress choices respect the Litchfield School District's intent to guide students toward greater independence and empower students to examine the impact their actions have on themselves and others. Staff members are expected to model appropriate choices in appearance. Additionally, we support that individual self-expression is a natural and important part of human development. Attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy affirms our belief that appropriate attire is not gender specific.



Minimum Requirements:

1. Clothing must cover the area from one armpit across to the other armpit and extend low enough to fully cover private parts (including underwear, buttocks and genital area - see image).
2. Tops must have shoulder straps or sleeves. Rips, cut-outs or tears in clothing can't be in the "coverage area" defined above.
3. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
4. Headgear including hats, hoods, and caps are permitted for religious, medical or other reasons by school administrators. CHS staff may choose to permit hats in their classroom.
5. Special courses or co-curricular activities may require specialized attire, such as sports uniforms or safety gear.

Additional Requirements:

1. Clothing may not depict, imply, advertise or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory or obscene language or images.
4. Clothing may not state, imply or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
5. Sunglasses may not be worn inside the building unless approved by the school nurse for a documented medical reason.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming, that by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang or advocates illegal or disruptive behavior is prohibited.

Enforcement:

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.

Staff will use reasonable efforts to avoid dress-coding students in front of other students. Students who are suspected of a dress code violation will never be called out publicly. Instead, they will be discreetly spoken to by a staff member or referred to the appropriate office.

The administration at each school reserves the right to determine what constitutes appropriate dress. School staff will work with students to comply with these guidelines and to be able to attend class. As a last resort, parents will be called if appropriate clothing is not available or the student refuses dress code appropriate clothing. [\(Please refer to Litchfield School District Dress Code Policy JICA, Student Dress Code and Personal Appearance Policy\)](#)

5.12 STUDENT CONDUCT & DISCIPLINE

The school is a community with rules and regulations, and those who enjoy the rights and privileges it provides must also accept the responsibilities that membership demands, including respect for and obedience to school rules. Disciplinary actions should also be articulate; they should be measured responses and established at a level of severity which corresponds to the level of the offense. Members of the Litchfield School Board expect student conduct to contribute to a productive learning climate and to abide by the following principles:

1. All student behavior must be based on respect and consideration for the rights of others.
2. Respect for law and those given authority to administer it is expected of all students, including conformity to school rules as well as to general provisions of the law regarding minors.
3. A responsibility to know and respect the rules and regulations of the school. Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere.
4. Respect for the real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty, and wholesome attitudes.

Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group itself, and all students shall have equal rights and equal responsibilities in the classroom or at any school-sponsored activity.

Establishment of Policies and Regulations:

The School Board may establish written policies, rules and regulations of general application governing student conduct in all schools. In addition, each principal within the school may establish certain written rules and regulations not inconsistent with those established by the Board and the Superintendent.

Areas of Prohibited Student Conduct:

Any conduct which causes or which creates a reasonable likelihood that it will cause a disruption in or material interference with any school function, activity or purpose, or interferes with the health, safety or well-being or the rights of other students is prohibited.

The Board further recognizes the right of each school to establish disciplinary procedures in accordance with administrative procedures which are approved by the Litchfield School Board. A hearing shall be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students (*See JICD-R, Section 6*). This policy does not define all types and aspects of a student behavior; however, the Litchfield School Board has the responsibility to set forth policies, rules and regulations to help each student conduct himself or herself in a proper manner as a good citizen of the community.

5.13 ADMINISTRATIVE PROCEDURE TO ACCOMPANY STUDENT CONDUCT, DISCIPLINE, DUE PROCESS, AND PUPIL SAFETY & VIOLENCE PREVENTION POLICIES

The Litchfield School District will follow the procedures set forth in Ed. 317 and RSA 193:13 for the discipline of students. The District will also comply with federal and state laws and regulations for the discipline of educationally disabled students.

I. Discipline Authority/RSA 193:13, I Designations

- A. The Superintendent designates the building principal and assistant principal as having authority to suspend a student for a period not to exceed ten (10) school days.

- B. The School Board designates that the Superintendent shall have authority to continue the suspension of a student for a period in excess of ten (10) school days, not to exceed twenty (20) days.

II. Notification to Students

The principal shall make certain that students have received notice of the requirements of RSA 193:13, RSA 193-B, RSA 193-D, RSA 193-F, and Ed. 317 through announced, posted, or printed school rules. The statutory text shall be printed in the school handbook to be distributed to each student at the beginning of the school year, and shall be announced, posted, and printed at other appropriate locations and times in the middle school and high school. Nothing herein shall prevent a school principal from printing, posting and/or announcing other rules applicable to the school.

5.14 HAZING

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing. For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education. [\(Please refer to Litchfield School District Policy JIFCA, Hazing\)](#)

5.15 STUDENT TRANSPORTATION SERVICES

General Operating Policy

- A. The Litchfield School District shall provide transportation for pupils to schools in the District consistent with provisions of RSA 189:6, 189:9.
 1. All pupils in grades K – 4 shall be offered transportation to ensure the safety of arrival at and departure from the Griffin Memorial School, which is located on Route 3A.
 2. Pupils in grades 5 – 8 and 9 – 12 living at a walking distance more than one (1) mile from their assigned school shall be offered transportation.
 3. Students in grades 9 through 12 who use District transportation may be assessed a transportation fee, which will be approved by the School Board.

- B. Bus routes shall be established by the Transportation Contractor and Business Administrator, subject to review by the School Board. Routes will be over the most direct roads practicable for bus travel to serve those entitled to transportation service and to maximize bus utilization of the fleet. Routes will be designed so that up to sixty-five (65) students will be assigned for each seventy-seven (77) student capacity regular size bus. New routes will be established only when full capacity of the trips on existing routes has been reached or is imminent, or as related to the construction of new school facilities.

- C. Insofar as educational requirements permit, school schedules shall be adjusted to allow maximum utilization of each bus in the system by alternating elementary, middle and high school trips with the

same fleet of buses. Private school trips will be integrated with public school trips where possible and where required by law.

- D. Bus stops and schedules shall be established under the direction of the Business Administrator, or his/her designee, in cooperation with the Transportation Contractor with safety as the primary factor in establishing these routes. Authorized bus routes and schedules will be posted on the Litchfield School District/Griffin Memorial School website prior to the first day of school. Drivers may not load or unload pupils at other than authorized bus stops. In situations where it is necessary to change a bus stop temporarily or permanently, due to road construction, weather conditions, safety hazards or other circumstances that affect the smooth operation of said route, the Superintendent and the Business Administrator will review the situation and approve and implement a plan of action to correct the problem. The operator may not permit his drivers to load or unload pupils at other than authorized bus stops.
- E. Authorized bus stops shall be located at convenient intervals in places where pupils may be safely loaded and unloaded. Crossing highways and awaiting arrivals of buses will be avoided, but if unavoidable will be established with the utmost safety permitted by highway conditions.
- F. The number of bus stops on each trip shall be limited, consistent with the policy stated as to service, so as to enable buses to maintain a reasonable time to execute their routes.
- G. No child will be required to walk more than one (1) mile to a bus stop. Pupils residing in areas inaccessible by a school bus may be required to walk a distance of no more than one and one-half (1 ½) miles to a school bus stop.
- H. A student who requires a related service of transportation because of the student's disability shall be provided with the necessary transportation accommodations.

Student Conduct on School Buses

Students using District transportation must understand that they are under the jurisdiction of the school from the time they enter the school bus until the time they exit the school bus. Parents are responsible for the safety and supervision of their children until they enter the school bus in the morning and after students exit the bus at the regular stops at the close of the school day.

Pupils transported in a school bus shall be under the authority of the District and under control of the bus driver. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a pupil to be denied the privilege of transportation in accordance with the regulations of the Board.

The bus driver will have the responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's Principal in writing. Video and/or audio surveillance may be used on buses to support the bus driver's reports of unacceptable conduct. The school Principal will have the authority delegated by the Superintendent to suspend the riding privileges of students who are disciplinary problems on the bus by failing to conform to the rules and regulations promulgated by the Board. Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions from school transportation to continue beyond twenty (20) days must be approved by the Board.

[*\(Please refer to Litchfield School District Policy EEA, Student Transportation Services\)*](#)

5.16 STAFF ANTI-FRATERNIZATION

Preamble

The Litchfield School District is committed to fostering a positive learning and working environment for all students and staff in order to promote educational excellence. The Litchfield School District's Anti-fraternization policy shall serve as a statement on appropriate conduct and relationships between students and staff of the Litchfield School District. The spirit and intent of this policy is meant to help both staff and students understand and appreciate the delicate balance that exists between them and to better define the boundaries that their respective roles dictate.

Staff must be cognizant of their appropriate roles and professional duties in the development of students. Similarly, staff must be cognizant of the imbalance of power that exists in relationships between staff and student. It is the School District's expectation that staff shall recognize and respect this vulnerability when interacting with students. Accordingly, it is the responsibility of staff not to take advantage of or otherwise exploit this imbalance of power to further any non-educational, personal, or inappropriate objective. In particular, staff members are prohibited from engaging in any romantic, sexual, or physical relationship with students.

Staff are responsible for appropriate and professional conduct in all settings and in all forms of communication, including, but not limited to, verbal communication/speech, written communications, *electronic* communications (such as Facebook), physical gestures, motions or any other form of interaction. Personal relationships with students that are not related to legitimate educational purposes shall also violate this policy depending upon the circumstances. The policy does not preclude legitimate, non-sexual, physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct otherwise necessary to respond to, or otherwise address, legitimate educational situations or objectives. Staff shall not conduct activities, which are not directly related to school functions, in a group or one-on-one basis outside of school with students.

The staff of the Litchfield School District must understand that this Anti-fraternization Policy is a condition of employment. ([Please refer to Litchfield School District Policy GBCC, Staff Anti-Fraternization](#))

5.17 SEXUAL HARASSMENT & SEXUAL VIOLENCE POLICY & PROCEDURES

Sexual harassment includes all unwanted, uninvited and non-reciprocal sexual attentions, as well as the creation of an intimidating, hostile and/or offensive school environment. Any form of sexual harassment or violence is prohibited and should be reported immediately to an administrator. Complaints of sexual harassment should be reported to an administrator. ([Please refer to Litchfield School District Policy JBAA, Sexual Harassment](#))

5.18 COMPLAINTS

Complaints should be handled at the lowest practical level. In matters concerning any area of disagreement, the employee, parent, vendor, and/or patron should take the complaint directly to the involved staff member. If unresolved, the complaint can be taken to the building principal, director or supervisor, then to the Superintendent. If the matter remains unresolved, the Superintendent shall inform the complainant that there is further right of appeal to the School Board, and if it is their desire he/she shall refer the case to the Board for action. ([Please refer to Litchfield School District Policy GBK/KE, Complaint Policy](#))

SECTION 6 - STUDENT EXPECTATIONS

6.1 POSITIVE CONFLICT RESOLUTION

Staff members universally use certain phrases throughout the school to assist students in resolving conflicts. It is beneficial in fostering the home-school connection for parents and teachers to utilize this same language. School personnel will regularly intervene and/or mediate during conflicts in order to promote positive conflict resolution.

Staff members and administration affirm the students' rights to have feelings. We express that it is acceptable to be upset, angry, disappointed, etc. In those types of situations, the students need to learn appropriate methods to express their feelings

First, we tell the student(s) to "Use your words." The student should try to resolve the conflict by verbally communicating their feelings to the other party.

If the conflict persists, then the student is told, "Go to an adult for help." The adult will assist the students(s) with resolving the conflict.

In conflicts involving physical contact/violence (hitting, pushing, kicking, etc.), we use phrases such as: "You are not allowed to touch another person's body without their permission" and "You need to be respectful of each other's personal space." We also emphasize the importance of making better choices, safety, personal safety and the safety of all, in these types of conflicts.

6.2 COOPERATIVE DISCIPLINE & STUDENT CONDUCT CODE

A clear discipline policy supports behavior that enhances the academic program and the successful development of children and prohibits activities that interfere with those same goals.

PHILOSOPHY

All members of the Griffin Memorial School community have the right to expect a safe and cooperative learning environment where every student can strive for his/her personal best. Students are expected to conduct themselves in a manner that demonstrates responsibility, accountability, courage, respect, trustworthiness, and good citizenship. On occasions where disciplinary actions are taken, consideration is given to individual student needs and the severity of the infraction.

OBJECTIVES

Consistent behavior guidelines provide all members of the educational community with a universal point of reference in the appropriate maintenance of a safe and responsive learning environment.

To establish clear expectations for student behavior in the school setting.

To define the range and role of staff in the maintenance and enforcement of the behavioral standards.

To promote awareness and understanding of the discipline policy through the entire school community (student, staff, and parents).

To identify the range of applicable consequences to be administered for violations of this disciplinary code to be applied in conjunction with due process procedures.

CORE RESPONSIBILITIES

It is everyone's responsibility to:

- Teach and model self-discipline
- Respect the rights of others
- Cooperate with one another
- Provide a safe and positive educational environment at school and at home
- Review and learn the Cooperative Discipline and Student Conduct Policy

It is a student's responsibility to:

- Be in charge of his/her own behaviors
- Know and follow rules for safe and respectful behavior throughout all areas of school living (regular and specialist classrooms, hallways, lunch room, playground, bus)
- Conduct themselves in a manner which is not self-destructive or in any way violates the rights (to learn, feel safe, be treated with courtesy and respect) of their peers or teachers

- Be accountable for their own behavior choices
- Comply with school rules at all times
- Attend school daily and be prepared to learn
- Tell school staff about any discipline concerns they may have
- Ask for adult help (staff/parents) when their rights or safety are at risk

It is a parent’s responsibility to:

- Communicate to the school their child(ren)’s concerns or needs
- Encourage child(ren) to do his/her best
- Contact school if child(ren) are absent
- Be available for conferences
- Assure that child(ren) attend school daily and on time
- Encourage students to respect and abide by school rules
- Read and discuss appropriate information in the Student/Parent Handbook

It is the teacher’s responsibility to:

- Manage classroom behaviors
- Inform and post classroom rules and behavioral expectations
- Report to parents regularly
- Enforce the Griffin Memorial School Cooperative Discipline and Student Conduct Policy Provide students with a safe school environment
- Report infractions requiring administrative intervention in writing on a discipline referral form

It is the building administrations’ responsibility to:

- Enforce the Griffin Memorial School Cooperative Discipline and Student Conduct Policy
- Maintain high visibility in and around the school
- Communicate the school rules to students, staff, and parents
- Communicate to parents and involved staff the discipline action taken
- Maintain discipline and attendance files
- Assume over-all responsibilities for school rules being followed
- Report any suspected illegal activities to police and Superintendent’s office
- Assume responsibility for the implementation of disciplinary consequences

It is the superintendent’s responsibility to:

- Ensure that all school principals enforce school and district policies with regard to behavior management and discipline Give support and advice to school staff

It is the Litchfield School Board’s responsibility to:

- Adopt a fair and consistent discipline policy
- Ensure, through the Superintendent of Schools, that school and district behavior management and discipline policies are consistently implemented

LEVEL ONE

Acts which constitute a violation of rules and regulations or acts which impede orderly classroom procedures or interfere with orderly operation of the school.

Examples (not exclusive)	Intervention(s) – Staff action	Disciplinary Options*
Bus Misconduct	Verification of offense	Behavioral contract
Damage to property (unintentional)	Log of infraction	Detention (lunch/afterschool)
Deceiving or lying to staff	Referral to administration	Guidance/health services
Disrespect	Notification to parent	Loss of make-up privilege and/or credit
Disruptive behavior	Student/Parent conference with	Parent contact

Forgery	administrator	Rearrangement of seating
Improper use of District equipment, facilities and/or resources	Referral to school counselor	Removal from activities
Incomplete homework/class work		Restitution for damage (replacement/ repair of damaged property)
Indecent/obscene behavior		Restriction of privileges
Late to class		Special assignment
Plagiarizing		Suspension
Possession of demeaning publication		Temporary removal from class
Presence in unauthorized area		Verbal reprimand
Pushing/shoving		Warning
Stealing		
Tardiness		
Unacceptable clothing		
Unacceptable language		
Unsafe behavior		
Use/possession of personal audio equipment without permission of staff		
Violations which administration considers reasonable to fall within this level		

* The order of listed disciplinary options is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

LEVEL TWO

Includes Level 1 infractions that are cumulative, premeditated and/or hostile, acts whose frequency or seriousness disrupts the learning climate of the school and/or acts that may constitute a threat to the health, safety, property, and/or welfare of students and/or staff.

Level 2 infractions may require the intervention of outside agencies, including the police.

Examples (not exclusive)	Intervention(s) – Staff action	Disciplinary Actions
Bullying	Verification of offense	Administrative probation
Computer vandalism/physical damage to computer resources, purposeful	Log infraction	Alternative Education
Deletion of information stored by others	Referral to administration Notification to parent Student/Parent conference with	Detention (lunch/afterschool) Guidance/health services In-school suspension
Disruption/threat of disruption or harassment	administrator Referral to school counselor	Police/agency referral Parent conference
Extortion	Police/agency referral	Removal from class activities
Failure to serve detention or other disciplinary action		Restitution for damage (replacement of damaged property)
Forgery of a document		Restriction/withdrawal of privileges
Harassment		School/Community service
Indecent/obscene behavior or possession or use of indecent/obscene material		Suspension
Instigating, engaging in, or attempting to fight		
Insubordination (failure to follow directives)		

Leaving school property without permission		
Possession/use of tobacco products		
Reckless behavior/endangering others		
Solicitation without permission		
Stalking		
Theft		
Threatening by word or act		
Truancy		
Vandalism		
Violations which the administration considers reasonable to fall within this level		

* The order of listed disciplinary options is not ranked or sequential, nor is it to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration, based on the severity of the offense.

LEVEL THREE

Includes Level 1 and 2 infractions which are chronic, continuous, or severe, acts that result in violent actions directed toward another person, destruction of property, or which pose a clear and present threat to the health, safety, and/or welfare of others in the school.

Level 3 infractions are in violation of laws or regulations established by various government agencies, and will involve the police.

Examples (not exclusive)	Intervention(s) – Staff action	Disciplinary Options*
Arson	Student removal from situation	Administrative or Board probation
Assault-verbal or physical	Referral to Administration	Alternative Education
Possession/use of drug/controlled substance or look-alike,	Verification of offense	Expulsion
alcohol/being under influence	Log infraction	Police/agency referral
Possession/use of weapon or look-alike	Student/Parent conference with administration	Restitution for damage (replacement/repair of damaged property)
Selling/distributing/trafficking drug or controlled substance, look-alike,	Child Study Team referral	School/community service
or alcohol	Drug/alcohol evaluation	Withdrawal of privileges
Threatening/terroristic statements or actions	Mental health evaluation	
Unauthorized use of fire alarm system	Police/agency referral	
Unlawful entry	School Board hearing	
Use of computer resources for obscene, threatening, violent or illegal purposes		
Violations the administration considers reasonable to fall within this level		

* The order of listed disciplinary options is not ranked or sequential, nor is not to be considered an all-inclusive list. The type and duration of discipline are within the discretion of the administration or School Board, based on the severity of the offense.

6.3 SCHOOL-WIDE RULES

These rules will be enforced on the bus as well as in the school and on the playground.

- Follow directions.
- Walk, move, and play safely.
- Quiet voices in the building and on the bus.

- Respect adults, others, property and yourself.

DEFINITIONS OF GENERAL CONSEQUENCES

1. DETENTION

Detentions may be given for academic (failure to complete homework or class work) or behavioral issues. Lunch detentions involve the student(s) eating in the office with parent notification. After school detentions involve the student(s) staying thirty minutes after the close of the school day (3:00 pm – 3:30 pm). Transportation for after-school detention is the responsibility of the parent(s). Notes are sent home to notify parents of this disciplinary action.

Gross misconduct or persistent disregard for school rules (refer to cooperative Discipline and Student Conduct Code) may result in the student receiving an “in-school” suspension or an “out-of-school” suspension.

2. IN-SCHOOL SUSPENSION

The student will attend school during the regular school day. The student will not be allowed to participate in regular school classes and activities. The student will be placed in a separate area (the school office) and is expected to complete all daily assignments provided by the classroom teacher and administration. Written notification will be provided to the parent.

3. OUT-OF-SCHOOL SUSPENSION

The student will not be allowed to attend school during the regular school day. The student is expected to complete all missed assignments upon returning from the suspension. The parent will be called and written notification will be provided to the parent. [*Please refer to Litchfield School District Policy JKD, Suspension and Expulsion of Students*](#)

6.4 LUNCHROOM RULES

The following rules are in place to help students have an enjoyable lunch. Rules include:

P – Practice Responsibility

- Use good table manners
- Stay seated and raise your hand if you need something

A – Act Respectfully

- Use “Please”, “Thank You”, & “Excuse Me”
- Use an indoor voice

W – Work Together

- Line-up for food with hands/feet to self and voices off
- Clean up table and floor around you

S – Stay Safe

- Enter & Exit walking with voices off
- Eat your own food – no sharing

6.5 PLAYGROUND RULES

The following rules are in place to help students have an enjoyable recess and to help keep them safe. Rules include:

P – Practice Responsibility

- Follow game & activity rules
- Report any problems to an adult

A – Act Respectfully

Take turns, share equipment
Use friendly language

W – Work Together

Create new & fun ways to play together
Ask others to join you

S – Stay Safe

Keep hands, feet to self
Use equipment appropriately

6.6 DRESS

Room thermometers are set at 68 degrees. Students should dress accordingly. In addition to the Student Dress Code Policy in this handbook, GMS has some additional expectations addressing elementary students. Items not allowed specifically at GMS are: Roller shoes or “heeries”.

Students whose clothing is questionable will be spoken to by the classroom teacher. Repeat offenders will be sent to the office. At the discretion of administration, parents may be contacted to bring proper attire for their child to change or to pick-up their child. Students should be dressed appropriately for all changes in weather.

6.7 MARKING POSSESSIONS

Every year we have boxes full of items that are left unclaimed. It is necessary that all belongings be labeled so that lost articles can be returned to your children and saves you unnecessary expense.

Lost and Found is located in the hallway outside the gym. The Friday before each vacation and at the end of the year, a large number of unclaimed items are sent to Goodwill, The Salvation Army, or other local nonprofit organizations. It would be very beneficial for you to check Lost and Found any time you visit our school.

6.8 TOYS

Toys are not allowed in school unless a teacher has specifically given permission (i.e., show and share). It is a temptation to play with these items during class time and there is a risk that these items could be lost, stolen, or damaged. The school is not responsible for the loss or destruction of any of these items. Toys or any valuable items (i.e. trading cards, video game systems, cameras, toys, etc.) are not permitted in school.

Note: Students are not to bring any balls or playground equipment to school. The school provides equipment for use at recess.

6.9 STUDENT SEARCHES

School officials being charged by the state with operating the school and safeguarding the health of students and school personnel, not only have the right, but the duty to conduct a thorough investigation in situations, which, in their judgment, could adversely affect the safety and welfare of the student(s), staff and school community.

In carrying out this responsibility, the students, staff and community should be aware that searches would be conducted when dangerous materials or illegal substances are suspected, and the administration has reasonable cause to conduct a search.

In the spirit of due process, the administration, whenever possible, will:

1. Have the student present when his/her locker or possessions are searched.

2. Will inform the student of the reason for the search and the possible penalty should the rules and regulations of the school or law be violated.
3. Permit the student to explain the circumstances should the rules, regulations or law be violated.
4. Inform the parents of the action taken by the school and the reason for the same.

[\(Please refer to Litchfield School District Policy JIH/JIH-R, Student Searches and Procedures\)](#)

SECTION 7 – TECHNOLOGY

7.1 INTERNET USE

Griffin Memorial has access to technology and the internet. No student will have access to the Internet without adult supervision. The Litchfield School District Acceptable Use Policy will be available for s is sent home for review and signature during the first weeks of school.

SECTION 8 – STUDENT SERVICES

8.1 BREAKFAST AND LUNCH PROGRAM

Balanced, nutritious meals are a main focus for the school food service department. Meals are planned by the lunch director in accordance with specifications established by the USDA. Menus can be found in the Food Service section on the district and school website.

Breakfast is now available to all students at GMS! Students who wish to participate in the School Breakfast Program can pick up breakfast in the school cafeteria. Students then go to their classrooms to eat breakfast.

Breakfast and lunch will be free for all students during the 2021-22 school year per the USDA. Students must take the full meal (main dish, fruit/veggie and milk) to qualify for the universal free meal.

Students who wish to purchase milk or water can use a computerized meal payment plan called Meals+. Each student will have a prepaid debit account set up and you can deposit funds in order to purchase meals. Deposits made should be placed in a sealed envelope, clearly marked with the student's full name and teacher's name. These payments will be collected each morning by your child's teacher and forwarded to the kitchen office. Payments can be paid by cash or check (made payable to the Litchfield School Lunch Program.) You also have the ability to pay online at <https://www.k12paymentcenter.com/>. To set up an account follow instructions on the website. To create an account for your child you will be using his/her full name and birthdate. No passcode is necessary.

The Meals+ system is used when your child purchases school meals, individual milk, water, fruit juice and/or ice cream. Students **WILL NOT** be allowed to charge milk or a la carte items, so please plan accordingly. Low balance statements will be sent home as needed. All meal account balances (negative or positive) at the end of the year will be carried over to the following year.

Nutritious lunches and snacks are encouraged, and promote better behavioral and academic performance. Soda for lunch and/or snack is not allowed. **For safety and health reasons, sharing food is not allowed.**

Due to distractions, choking, sanitary and safety hazards, chewing gum, hard candy, breath mints, etc. are only allowed when part of an agreed upon plan involving the classroom teacher, student, parents, and/or other building staff. Considerations for these items are made for monitored holiday parties and special occasions.

8.2 FREE/REDUCED PROGRAM

Litchfield participates in the federally funded free/reduced price lunch program. An application form and a letter of explanation are sent home at the beginning of the school year. Parents may apply by completing a confidential application and returning it to the school. Only one application per family is required.

Students that receive free/reduced price meals must complete a new application each school year. However, your eligibility status from the previous year for any child approved with an application on file is carried over for up to 30 school days. New applications are accepted any time during the school year. An accurate eligibility determination is valid for the entire year. Application forms are also available in the Food Service section of the district website at www.litchfieldsd.org.

8.4 CAFETERIA BEHAVIOR

Students enjoy their socialization time during the lunch period each day. Students are expected to use 'indoor voices' in the cafeteria, and to respond appropriately when the monitors ask them to quiet down.

8.5 RECESS

Children coming to school are considered to be in good health and are expected to comply with the daily school program. Any child not well enough to go out to recess should remain at home, with very few exceptions to this rule. Unless it is otherwise determined by administration during inclement weather, ALL students will go outside for recess. Full dress is required for students wishing to play in the snow during recess. Parents are reminded that students are running and climbing during recess, and we encourage students to come to school wearing sneakers or other sturdy shoes. Please DO NOT send individual requests for your child to remain inside for recess; indoor supervision is unavailable during outdoor recess days. In cases of severe illness, an order from the doctor will be required. Recuperation from a serious illness will be considered.

8.6 FIELD TRIPS

Field trips are considered to be an integral part of the learning experience for students. Permission slips must be signed and returned to school for students to be permitted to participate. Parents may be asked to volunteer as chaperones for these trips. Younger siblings may not attend field trips. In order to be a chaperone, parents **must have attended a Volunteer training at least 1 week in advance of the field trip, and have up-to-date paperwork on file**. Parents who are not officially designated as a chaperone may not attend the field trip.

Parents are not encouraged to transport their child to or from a school-authorized field trip. Under special circumstances, parents may petition to do so, but must complete required district forms well in advance of the event.

8.7 SCHOOL COUNSELOR

The GMS school counselor works to deliver a comprehensive guidance program aimed at supporting student growth and achievement in the personal/social, academic, and aspiration building/vocational awareness domains. To this end, the counselor offers a range of counseling services for students, as well as consultation for parents and teachers. Services include short-term individual counseling, group counseling, and crisis counseling.

In addition, the school counselor conducts classroom guidance lessons for all grade levels throughout the year. Character education is incorporated into the classroom guidance program, connecting the growth of character to skill development in all three domains. GMS faculty and staff integrate these terms when speaking to the children, as well as during appropriate instructional opportunities. Be sure to ask your child each month what they have learned about each character trait!

Individual counseling is offered on an "as-needed" basis for all students. Participation in Lunch Bunch during lunch is a wonderful opportunity to meet new people, practice social skills, and develop a sense of belonging and purpose. Parents/guardians are notified if their children have been invited into this group. Participation in

psycho-educational small group counseling (i.e. changing families, mood management) requires written parental/guardian consent. Teachers, administration, or parents/guardians may make referrals to the counselor at any time. Communication between parents, teachers, administration, and the counselor is encouraged.

The school counselor office respects the confidentiality of students and families, following “best practice” guidelines of the American School Counselor Association (<http://www.schoolcounselor.org>).

All school employees are required to report suspected child abuse or neglect to state authorities. Parents will be promptly notified when any child poses a threat to him/herself, others, or property.

8.8 LIBRARY

The library program is a regular part of the school curriculum. All students will have the opportunity to borrow materials on a regular basis.

BORROWING INFORMATION

1. Borrowing limit is set at two items. (One item for kindergarten and grade one). Kindergarteners keep their books in the classroom.
2. Books and magazines are due the next Library class. They can be renewed as long as there is not a reserve for that item. Date Due stickers are not used since any school library book or magazine should be returned by the next Library class.
3. Materials may be returned earlier than the specified library day; however, checkouts need to occur during regularly scheduled library classes, with the exception of absences.
4. Books may be renewed up to three times, unless the book is on reserve. Magazines are not subject to renewals.
5. Reference books cannot be borrowed.
6. Notices regarding overdue books are sent with students several times during the school year.
7. Lost or damaged materials are billed at the current replacement cost. If the material cannot be replaced, the following standard charges will apply:

Magazines - \$3.00 Hardbound Books - \$17.00 Paperbacks - \$5.00

Please do not buy a replacement book since many of the books are designed specifically for library circulation. Payment may be reimbursed if the book is found and returned within the same school calendar year.

8. Borrowing privileges can be restricted based on failure to be responsible for materials. If materials are lost or damaged, the parent will be billed at the current replacement cost and borrowing privileges will cease. Borrowing privileges can be restricted based on failure to be responsible for materials.

These guidelines are subject to change. Please ask your child when he/she is scheduled for library. If you have questions, please contact the librarian at 424-5931 extension #1110.

SECTION 9 – SECURITY

9.1 SECURITY CAMERAS

Security cameras are in use both inside and outside the GMS facility

9.2 VISITORS

All visitors MUST report to the Main Office. You will be asked to sign in the Visitors' Book and are required to wear a visitor badge while in the building. Parents can help us protect all students by abiding by this rule. Our staff has been instructed to question any non-employee seen in the building and not wearing a badge. Please return to the Main Office to sign out when leaving. Thank you for helping us ensure the safety of our students and staff.

Visitors from the animal kingdom are only allowed with the permission of the school nurse and classroom teacher.

9.3 CRISIS PROTOCOL

Staff members have been trained in proper responses during crises. In the event of a threat or crisis, students must follow the instructions of staff members in order to ensure their safety.

9.4 EMERGENCY RESPONSE PREPAREDNESS

The Litchfield School District has worked in cooperation with the Police and Fire Departments toward greater emergency preparedness. We will operate emergency procedures based on the Incident Command System used by community emergency personnel. There are several responses to choose from: Secure Campus, Shelter in Place, Active Threat (A.L.i.C.E), Evacuation, Reverse Evacuation, Drop, Cover & Hold, Tornado and Scan in Place. Each will be explained to students before an "announced" drill will be conducted. A brief explanation of the procedures used follows.

Secure Campus - Activated when it is necessary to clear hallways and common areas of all students/staff and secure them in rooms in the event of a nearby threat, medical emergency or intervention.

Shelter in Place - Activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear material. Shelter-In-Place may be activated when there isn't sufficient time to safely evacuate a school to an off-site location, or as a precautionary measure while awaiting transportation resources to arrive.

Active Threat (A.L.i.C.E.) - Activated when it is necessary to protect students and staff from an armed intruder or other potentially dangerous threats. In these cases, schools will implement procedures that include Alerts and Information in real time to communicate what the threat is and the location of the threat to students/staff and emergency responders, Lockdown to secure doors/windows from the threat, Countermeasures (if feasible) to deter the threat, and Evacuation when it is safe to do so.

Evacuation - Activated when it is necessary for staff and students to exit the school building when the fire alarm activates or an incident in the building poses an unsafe environment.

Reverse Evacuation - Activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.

Drop, Cover & Hold - Activated in order to protect students and staff from falling objects, or items that may become "projectiles". Incidents that may require the activation of this response action include, but are not limited to; explosions, earthquakes, and unannounced severe weather events.

Tornado - Activated in order to protect students and staff from a tornado, unannounced severe winds or severe weather events.

Scan in Place - Activated when it is necessary for staff to look around the area for any item which doesn't belong there. Scan will be activated primarily in the case of a Bomb Threat, but could be utilized for any situation that requires the staff to look for items or something which may cause harm.

It is important that students and staff practice each drill to ensure calm and controlled behavior. Following each announced drill school staff will conduct follow-up discussions to assure students that their safety is our greatest concern and to answer any student questions.

SECTION 10 – PARENT INFORMATION

10.1 HEALTH

MEDICATION

Griffin Memorial School has a full-time nurse on duty throughout the school day. Any health-related questions should be forwarded to the nurse. According to state law, medication cannot be administered without written permission from both a doctor and a parent. This ruling applies to over the counter medication as well. Parents or guardians must bring in any medication directly to the nurse. Medications should never be sent in with students. State law and Board Policy JLCD allow students to possess certain prescribed medications, such as epinephrine auto-injectors, asthma inhalers and insulin auto-injectors. In these cases, the School Nurse and/or Principal must be notified of such possessions.

Please contact the school nurse about medication procedures for field trips.

[*\(Please refer to Litchfield School District policy JLCD, Administering Medication to Students\)*](#)

STUDENT HEALTH

Children should be in good physical health before they attend school. All cold symptoms should be regarded as contagious (sneezing, sore throat, runny nose, cough, and headache). Any child with a rash, fever, vomiting, temperature, or general malaise should remain at home for 24 hours after fever or vomiting has ended.

STUDENTS MUST REMAIN OUT OF SCHOOL WITH:

1. Chickenpox-until all "pox" are dried and scabbed over.
2. Conjunctivitis-must receive medical treatment until communicable stage has passed.
3. Hepatitis-doctor certificate required for readmission.
4. Mumps-exclude from school from onset of swelling and until it has subsided (approx. 10 days).
5. Impetigo-must receive medical treatment and remain at home 24 hours after treatment has started.
6. Mononucleosis-doctor certificate required for readmission.
7. Ringworm-doctor certificate required for readmission.
8. Streptococcal Disease-excluded from school. Must remain home 24 hours after adequate treatment has been started.
9. Poison Ivy, Oak, Sumac-not contagious unless direct contact with oil or discharge from rash. Severe cases should remain at home for the child's comfort.
10. Pediculosis (Head Lice)-excluded from school until no sign remains. Must be cleared by the nurse for readmission.

As stated above, children will remain at home for any and all communicable diseases. If in doubt, check with the school nurse BEFORE sending your child to school.

10.2 INSURANCE

Parents are given the opportunity to purchase accident insurance for their children at the start of the school year. Two plans are offered, one covering children during school hours, and the other providing 24-hour

coverage. Dental Insurance is also available. Enrollment in each insurance plan is voluntary and done directly with the company.

10.3 PARENT-TEACHER CONFERENCES

Conferences are scheduled with all parents at the close of the first marking period. This provides the opportunity for parents and teachers to discuss the child's progress and development. Any problems and/or concerns should be dealt with immediately. Please contact your child's teacher at any time during the school year if you have concerns.

10.4 PTO AND VOLUNTEERS

We are fortunate to have a Parent-Teacher Organization that has actively supported the school over the years. Each year we have parents, grandparents, retired persons and special friends volunteer at our school. Volunteers assist teachers with many duties that are a necessary part of an active classroom. They may also work with small groups of children who need extra practice with a skill already presented to the class, help students use the computer in the classroom, or help students edit their writing. Others, who are unable to come into the school, work on projects to create teacher materials in their own home.

In order to ensure the safety and protection of our students, **ALL VOLUNTEERS MUST GO THROUGH VOLUNTEER ORIENTATION WITH ADMINISTRATION AT LEAST 1 WEEK PRIOR TO ANY VOLUNTEER ASSIGNMENT.** The training is only required once; each year a volunteer needs to submit the volunteer forms that are available online. Call the office directly to schedule a volunteer training with an administrator. Please consider becoming a school volunteer and an active member of the Parent-Teacher Organization.

The PTO maintains a voluntary Family Directory of Student names, addresses and emails which is available to those families who choose to submit their information. A form for this purpose is included with their welcome packet at the start of each year. If you wish to participate, you can provide as much or as little information as you wish, including name, e-mail, street address and phone number. When you return the form to the PTO, it is entered into the directory by October and a digital copy is sent to all who participate. Please remember that participation in this directory is voluntary.

10.5 BIRTHDAYS

Birthdays are recognized at our school with a pencil from the administration. Birthday snacks from home are welcome. Please check with your child's teacher before sending a special snack to school. In support of our Wellness policy, we encourage parents to explore more healthful alternatives to birthday cakes or cupcakes.

Parents often want to send birthday party invitations through the teacher. Due to confidentiality, we are not allowed to give parents the names, e-mail addresses, phone numbers or addresses of other families.

A parent may send in birthday party invitations for a classroom, as long as ALL STUDENTS IN THE CLASS are invited. The PTO maintains a voluntary Family Directory of Student names, addresses and emails which is available to those families who choose to submit their information. See the PTO section for more information.

10.6 PARKING

Visitor parking is permitted in designated parking areas only. During school hours, there is no parking on the playground or in the school driveways. Vehicles left unattended will be reported to the police and towed at the owner's expense. The playground is located on the right side of the main driveway, and vehicles are not permitted in this area unless authorized during special events.

10.7 STUDENT PICTURES

Each fall individual student pictures are taken during school hours by a qualified photography studio. Parents may purchase pictures from a selection of different packages. Notification of the original and make-up dates for pictures are sent home before the picture dates.

SECTION 11 – TRANSPORTATION

11.1 STUDENT TRANSPORTATION

Parents are strongly encouraged to utilize school bus transportation due to time limitations and SAFETY issues during morning drop-off and afternoon pickup. Bus schedules are approximate. Parents and students should be aware that it is normal for the bus to be 5 minutes ahead or behind the scheduled pick up time.

11.2 ALTERNATIVE TRANSPORTATION

BUS CHANGES

Students may only ride the bus assigned to their home address. The First Student Transportation Division Manager may grant a request for Alternative Transportation for childcare purposes only on a long-term basis (minimum of two weeks) to a currently approved bus stop within the Litchfield School District. The agreement will be for every school day and must be approved at least 5 days in advance. An application for alternative transportation may be requested by calling First Student Transportation at 883-0251. A separate form is needed for each student you wish considered. The completed form must be returned to: First Student Transportation, 153 Burke Street, Nashua, NH 03060. The Transportation Manager will make every effort to accommodate requests by October 1st. Until such time as the request is approved, it is the responsibility of the parents to provide transportation. In instances where the bus is at capacity, the request will be denied. Alternative Transportation requests must be renewed each year on a first-come basis. To ride the same bus and disembark at another stop on the same bus route, a written note is required from the parent to the school. The request will be honored only for currently designated bus stops.

11.3 BUS SAFETY REGULATIONS

All Litchfield elementary students are granted the privilege of riding the school bus to and from school. The driver of the school bus must maintain order and safe conditions at all times. Students are responsible to make sure they do not endanger their fellow students or the safety of the bus. Loud noises, shouting, or disturbances may distract the bus driver. Moving around, pushing or wrestling on the bus may result in personal injury. The driver of the bus has been instructed to ensure safe conditions and will complete a written report on any student who does not follow the bus rules. Students are expected to be responsible for showing courtesy and consideration upon entering, riding, and exiting the bus.

The Cooperative Discipline and Student Conduct Code prevails for bus rides as jurisdiction starts from the moment the student gets on the bus in the morning until the moment the student disembarks in the afternoon.

[Please refer to Litchfield School District Policy EEA, Student Transportation Services](#)

Video cameras will be used to monitor student behavior on district transportation. Audio recordings in conjunction with video recordings may also be captured in accordance with the provisions of RSA 570-A: 2.

[Please refer to Litchfield School District Policy ECAF, Audio and Video Surveillance on District Transportation.](#)

11.4 BUS BEHAVIOR

General behavioral expectations are as follows:

- Follow the directions of the bus driver.
- Respect self and other passengers.
- Hitting, fighting, and/or throwing objects is prohibited.
- Passengers are expected to promptly take their seats, face forward, and remain seated.
- Passengers will not extend any part of their body out of the window or into the aisle.

- Do not damage the bus in any way.
- Do not leave your seat until the bus has come to a complete stop.
- More specific rules are posted on each bus.

If students misbehave, the bus driver will take action that may include a verbal warning or a seat change. If behavior does not improve, the student will be reported via a written Transportation Disciplinary Report. The First Student Transportation Division Manager will receive the report and determine if administrative action is mandated. If a report is forwarded to administration, the following actions may be taken:

FIRST REPORT-Administration will discuss the infraction with the student and the written report may be sent home. The Transportation Disciplinary Report must be signed by the parent/guardian and returned to school the next day.

SECOND REPORT-Under the discretion of the administration, the student may lose bus privileges for at least one day. The parent may be contacted by phone and will be notified in writing and advised that they are responsible for extending their authority to ensure their child's proper behavior on the school bus. The Transportation Disciplinary Report must be signed by the parent/guardian and returned to school the next day.

THIRD REPORT-Bus privileges may be lost for three to five days. A parent conference may be requested before the student is permitted to ride again.

FOURTH REPORT-Bus privileges may be lost for up to ten days.

FIFTH REPORT-Bus privileges may be lost for up to twenty days.

SIXTH REPORT-Bus privileges may be lost for the remainder of the school year.

If a student is absent on the day of a bus suspension, the suspension will take place on the next school day attended by the student.

Serious infractions will be dealt with at the discretion of administration. Parents will be notified of the action taken regarding the misbehavior. Generally, the repeat offender will be dealt with more severely.

Students will return all Transportation Disciplinary Reports signed by a parent/guardian to the administrator. If a student is suspended from the bus, parents will be notified by phone to expect the report at day's end and that bus privileges are lost beginning the next school day. No child will be denied transportation home from school on the day that bus privileges are lost.

11.5 BICYCLES

As was decided by the Litchfield School Board at the August 19, 1992 school board meeting, students of Griffin Memorial MAY NOT ride bicycles to school at any point during the school year.

Changes made to 2021-22 Student Handbook

PAGE	SECTION/ PARAGRAPH	CHANGE MADE
2	Paragraph 1	Added link to student handbook, changed wording about finding it online and added information about signing and returning acknowledgement form.
3		An updated 2021-22 school calendar needs to be inserted on this page
5	Section 2.3	Deleted step-by-step Parent Portal directions and replaced them with a link to the information on our website. Deleted information about Blackboard Connect since we don't use that communication system anymore.
7	Section 3.4	Changed standardized assessments from AimsWeb to iReady.
7	Section 3.5	Changed information on report cards being available in Parent Portal rather than paper copies being sent home.
7	Section 3.7	Changed information about sharing info. about your child for placement purposes being done through a survey rather than parents writing a note.
7-8	Section 4.1	Added information about email being a method to report student absences.
8	Section 4.2	Changed information about picking up schoolwork for absent students.
8	Section 4.4	Changed signing in tardy students in the vestibule, rather than in the office. Changed information about tardiness.
9	Bullet point 1	Added that students leaving school early should be dismissed by 2:30pm in order to not interfere with regular dismissal time. Changed information about what happens with a student who doesn't bring a note to change his/her dismissal plans for the day.
9	Bullet point 3	Changed wording on what happens if you arrive before your assigned time for parent pick up.
9	Pick up groups	Added a statement about pick up groups/times possibly changing.
11	Section 5.3	Added a sentence about students keeping cell phones in their backpacks while in the building.
18	Bullet point D	Changed information about how to find posted bus routes.
19-20	Section 6.1	Changed wording of "teachers" to "staff members" (two places) under Positive Conflict Resolution.
25	Sections 6.6 and 6.8	Removed "Silly Bandz" as an item not allowed at GMS. Reworded list of items not permitted at school in the "Toys" section.
26	Section 7.1	Change how parents receive Acceptable Use policy from paper copy to confirming in

		the Parent Portal.
26	Section 8.1	Updated information about students having gum/hard candy/mints at school.
26-27	Section 8.1	Updated information on the food service section with Lauren Crowley's help.
30-31	Section 10.2	Student Insurance information needs to be updated on the website so that the link included in the handbook takes parents to the right place.

LITCHFIELD MIDDLE SCHOOL

Student Handbook 2021-2022

Thomas Lecklider
Principal

Martha Thayer
Assistant Principal

19 McElwain Drive
Litchfield, NH 03052

Telephone: 603-424-2133
Fax: 603-424-1296

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Litchfield Middle School
19 McElwain Drive
Litchfield, New Hampshire 03052-2328

Thomas Lecklider
Principal

Telephone 424-2133 • Fax 424-1296

Martha Thayer
Assistant Principal

Fall 2021

Dear Students and Parents,

We are in a new landscape in education. I hope that you enjoyed your summer. In this handbook, you will find information to help you succeed at Litchfield Middle School. You are an important part of our LMS community.

We want each student to find a deep level of success at the middle school. Our Positive Behavior Intervention and Support (PBIS) program focuses on assuring that the climate of the middle school is one in which students want to be a part. You will find information in the handbook relating to the incentives students can earn by exhibiting positive behavior at LMS. Our slogan “Do Your Best” sums up our expectation for students to enter the building each day with a positive attitude toward their learning.

While all the information contained in the handbook is important, please take note of the newly detailed policies and procedures. This handbook will serve as a reference to help you understand our program at the middle school. In addition, I encourage you to frequently check our website, which is linked to the Litchfield School District site: www.litchfieldsd.org.

Good luck in the new school year. Do your BEST!

Sincerely,

Thomas Lecklider
Principal

Litchfield Middle School
19 McElwain Drive
Litchfield, New Hampshire 03052-2328

Thomas Lecklider
Principal

Telephone 424-2133 · Fax 424-1296

Martha Thayer
Assistant Principal

Fall 2021

Dear Parents and Students:

It is back to school, in a very new landscape, and back to doing our BEST at LMS. For those returning, you will remember that BEST stands for **B**elieve in yourself, **E**xtend a helping hand, **S**how respect, and **T**ake responsibility. These positive social behaviors are an outgrowth of specific training done in conjunction with many other schools in New Hampshire using Positive Behavioral Intervention Supports (PBIS), a system designed to improve the social climate of schools. This school-wide initiative was introduced to the faculty and student body at LMS in September of 2004, and has become an integral component of the educational process at our school. Now in its seventeenth year, work will continue, capitalizing on what has been learned, and moving forward.

A teaching matrix that identifies the specific behavioral expectations for our students is listed on Page 21 of this handbook. It is presented to the students at the beginning of the year. This matrix has three components. There is the motto “Do your BEST,” an expression that goes along with each letter of the word BEST, and three words that exemplify each phrase. Teachers, administrators, specialists and special educators are assigned PBIS groups that meet several times throughout the year to roll out the behaviors that are expected. These behaviors can be found in the agenda.

Students are expected to be prepared for class each day, therefore, it is the first rollout taught to the students. We use a “reminder” system that will give the students extra support as opposed to punishing them for forgetting class materials. Other rollouts include appropriate behaviors for substitute teachers, in the hallway, in the classroom, in the cafeteria, during assemblies, and on the bus.

In an effort to encourage BEST behavior as a way of life, we pay students with BEST bucks. During each two-week rollout period, students who exhibit the expected behavior are rewarded with BEST bucks. BEST bucks are cashed in at the PBIS store two afternoons a week as the students exit the building.

For students who do not “buy” into our system of rewards, there are consequences. Parents receive calls, and some students stay for before school, after school, or lunch detentions. Other students may spend the day in an in-house suspension area with a teacher. Think packets are completed that encourage students to reflect upon their misbehaviors and develop strategies to help them improve.

PBIS has been a positive addition to our school climate. Students have responded very well to guidelines that are presented in a clear consistent manner. This program has reinforced the sense of community in our school. It is hoped that the continuous tweaking of the program will only make our great school even better!

Sincerely,
Litchfield Middle School Faculty

**Litchfield Middle School
Faculty and Staff Positions
2021-2022**

Principal

Thomas Lecklider

Assistant Principal

Martha Thayer

Administrative Assistants

Lisa Guillemette

Deborah Young

Receptionist

Kara Hewett

Guidance

Lynne Ellis

Emily MacDonald

Nurse

Kellie Chambers

Grade 5 - Wildcats

Holly Love

Heather Stein

Teresa Tarr

Beth Zingales

Grade 6 - Owls

Heather Dwyer

Debra Langton

Kathy Sidilau

Corey Sulzen

Grade 7 – Black Bears

Shea Bishop

Matthew Colombo

Jody Corbett

Audra McCollem

Kerry Momnie

Grade 8 – Red Wolves

Anika Vittands

Steve Fraser

Michael Gaumont

Jessica Guerrette

Jessica Sweet

Specialists

Kathy Bangert, Art

Robin Corbeil, Computer Literacy

Dan Dufourny, Physical Education

Anna Helbling, Spanish

Lisa Lasocki, Family & Consumer Science

Specialists (cont'd)

Carolyn Leite, Music/Band

Eric Momnie, Tech Education/STEAM

Nate Lamy, Music/Chorus

Christine Rooney, Health

Amy Provencal, Librarian

Reading Specialists

Kate Seaver

Kathy Tobey

Support Services

Allsion Dean, Speech

Rebecca Ellis, Speech

Renee Fucci

Jeanne Henriquez

Stephanie Hoelzel

Caitlin Kramer

Heather Morrissette (S3 Program)

Elin Pelland, Social Worker

Katie Sheffer, School Psychologist

Paraprofessionals

Tyler Amigo

Stacey Barr

Dennis Bernabei

Ann Buttaro

Lucille Champagne

Claire Chew

Sandray Elliott

Connie Fiasconaro

Deborah Garand

Sheryl Hartling

Beret Keane

Katelyn LaRochlle

Judy Latsha

Heidi McGall

Spencer McGall

Helena Paquette

Janice Platt

Susan Rafferty

Deb Stone

Madison Taylor

Debora Trench

Lian Tumas

Maintenance Staff

Dave Ross, Facility Manager

Thomas Cantara

Sherry Francoeur

Bryan McKivergan

Lunch Program

Lauren Crowley, Food Service Director

Janice Barrett

Darlene Gymziak

Carol Mellow

Marilena Stephens

Andrea Bellino (Monitor)

Ron Stephens (Monitor)

This needs to be fixed!

2021-2022 LITCHFIELD SCHC
School Board Approved

AUGUST 2021				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

23-24 New Teacher Orientation
 25 – All Staff Report to Work – District Meeting
 26 - Building PD
 27 – Teacher Classroom Prep
 30 – 1st Day of School
 2 days

SEPTEMBER 2021				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

5 - Friday before Labor Day - NS
 6 - Labor Day - NS
 20 days

OCTOBER 2021				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 Teacher Workshop Day – NS
 11 Columbus Day - NS
 13 PSATs – Early Release for CMS Grades 9, 10, & 11 –12:30pm
 19 days

NOVEMBER 2021				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

4 END OF QUARTER 1
 10 Parent/Teacher Conf. –Evening
 11 Veterans Day - NS
 12 Parent/Teacher Conf. During Day – NS
 24-26 Thanksgiving Recess - NS
 17 days

DECEMBER 2021				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

24-31 Holiday Recess - NS
 17 days

JANUARY 2022				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

24 END OF QUARTER 2
 17 Martin Luther King, Jr./ Civil Rights Day - NS
 20 days

SECTION 1 – Middle School Overview

FACILITY IMPROVEMENTS

The Litchfield School District will provide exceptional school facilities and learning environments that give students, parents and staff a strong sense of community pride and safety.

1.1 Mission Statement

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.

1.2 District Goals

LOVE OF LEARNING

- The Litchfield School District will develop confident, responsible and productive students who are prepared to be lifelong learners.

GREAT TEACHERS

- The Litchfield School District will cultivate a professional learning community that values collaboration, professional and personal responsibility, and continued growth for all.

POST-SECONDARY PATHWAYS

- The Litchfield School District will ensure that every student transitioning to college or career is prepared to thrive in future endeavors.

COMMUNITY ENGAGEMENT

- The Litchfield School District will work in partnership with student families, staff and the broader community to increase awareness of school strengths and needs.

1.3 Philosophy

The Litchfield Middle School program is designed to carefully guide adolescents through their transition from elementary school to high school. As a middle school, we recognize the rapid and profound changes in the early adolescent student.

The emphasis of our middle school program is to provide each student with opportunities for maximum academic growth. It is vital to maintain active and cooperative communication among teachers, administrators, support staff, school board members and parents. This comprehensive program is designed to meet the intellectual, physical, social and emotional needs of every child in this unique age group and to support them in becoming caring and responsible adults who will make positive contributions to society.

1.4 Climate

At Litchfield Middle School, we strive to provide a school-wide climate, which is conducive to learning. We will seek to recognize students as they contribute to a positive school environment. Students who make choices not in line with our school discipline code will have to accept consequences for their actions.

We believe that every student at Litchfield Middle School has the right to enjoy and participate in all aspects of the academic and co-curricular programs, which are offered to that grade level. Along with these rights, it is our expectation that each student will exercise good citizenship by accepting the responsibility for his or her behavior.

Vision

- Develop a culture in which respect and responsibility are cornerstones to all interactions between staff, students, parents and community.
- Center teacher responsibilities around student learning.
- Provide consistent support of our core values.
- Establish effective school leadership which fosters mutual respect and trust.
- Create a learning environment where people feel safe and supported, where respect is evident; a facility that is conducive to learning.
- Foster high levels of collaboration and communication within our learning community.
- Promote school pride involving students, staff, parents and community alike.

Values

We are committed to:

- positive and responsible communication between all levels of staff, students and community
- proactive positive communication and collaboration within and across grade levels and disciplines
- a common set of behavioral expectations between students and faculty
- making students feel connected to staff
- maximizing instructional time to facilitate optimal student learning
- providing opportunities for all teachers and students to fill leadership roles within our building

1.5 Instruction

Vision

- Provide a clear and shared focus on student learning.
- Develop teams that will focus on the data provided by common student assessments, NWEA results, and NECAP scores, to develop intervention strategies for students who need support and for those that require enrichment.
- Teach grade-level curriculum incorporating Grade Level Competencies into daily instruction.
- Implement high quality teaching practices that promote collaboration and student achievement.
- Provide staffing to ensure the delivery of specific support and enrichment interventions.
- Utilize current technology to enhance instruction.
- Support and encourage educational experimentation and risk taking for both teachers and students to enhance and maximize learning opportunities.
- Provide focused professional development that is reflective of Litchfield Middle School, district, and state goals.
- Establish trees of intervention for the academic needs of students.

Values

We are committed to:

- supporting each student's path to success
- consistent, focused collaboration among staff to enhance student learning
- using assessment data to inform and guide instruction
- providing educational opportunities for students to take risks and work collaboratively
- supporting the academic needs of students at all levels using trees of intervention
- incorporating technology into instruction
- improving educational practices through quality professional development

1.6 Community

Vision

- Encourage community and family involvement to improve students' academic and personal growth
- Showcase student excellence
- Support home/school partnerships through consistent and effective communication

1.7 School Climate

At Litchfield Middle School, we strive to provide a school-wide climate, which is conducive to learning. We will seek to recognize students as they contribute to a positive school environment. Students who make choices not in line with our school discipline code will have to accept consequences for their actions.

We believe that every student at Litchfield Middle School has the right to enjoy and participate in all aspects of the academic and co-curricular programs, which are offered to that grade level. Along with these rights, it is our expectation that each student will exercise good citizenship by accepting the responsibility for his or her behavior.

1.8 School Day

Our students' school day begins at 7:15 a.m. and ends at 2:05 p.m. The late bus will pick up students at approximately 3:30 p.m., Monday through Friday.

SECTION 2 – Communication

2.1 Contacting Administration, School Counselors, and Faculty

Main Office: 424-2133

Martha Thayer, Assistant Principal

Ext. 2102

Mrs. MacDonald, School Counselor

Ext. 2227

Tom Lecklider, Principal

Ext. 2101

Ms. Ellis, School Counselor

Ext. 2213

Mrs. Pelland, Social Worker

Ext. 2215

2.2 School Cancellations and Delayed Openings

If weather conditions are judged hazardous, school will be cancelled for the day or delayed for two hours.

As soon as the decision to delay or cancel school is made (usually around 5:00 am), it will be tweeted (SAU27_Official), posted on the district website and posted on WMUR Channel 9. Also, a phone call and an email from the Superintendent will be scheduled to go out to families after 5:30 am. The school district will provide only these 5 methods of notification of school cancellation or delay. We will not be contacting any other media outlets, so please be sure to monitor these 5 methods (Twitter, phone, email, website, WMUR).

2.3 Early Release and Emergency Closings

If emergency conditions should occur during the school day, it may become necessary to dismiss earlier than the scheduled dismissal time. The Main Office must have a form signed by your parent or guardian stating where you are to go if this should occur. [Please refer to Litchfield School District Policy EBCE, School Closings.](#)

Powerschool Messenger is a communication system that allows individual schools and the District to communicate information about emergencies and important school events to parents in a very rapid manner through telephone and email systems.

2.4 Daily Announcements

The Pledge of Allegiance is recited each morning. Students are encouraged to recite the Pledge of Allegiance. They must stand quietly during the recitation. Students in the hallway must stop and stand for the duration of the Pledge. School organizations wishing announcements to be delivered to the school community must have them approved by the organization's advisor and submitted to the Main Office before 7:15 a.m. in order to be included that day. Announcements are read during first period.

2.5 Address and Phone Changes

It is imperative that LMS is kept informed of correct home addresses, phone numbers, emergency phone numbers, and emergency contact persons. If there is a change, please provide information to the Main Office as soon as possible.

SECTION 3 - Academics

3.1 Promotion

Students who earn passing grades (D or better) in their current grade level will be promoted. Students in grade 5 will be required to demonstrate competency in math and language arts. Students in grades 6-8 who fail three or more of their four major subject areas (Math, Science, Social Studies, Language Arts) will be required to attend summer school at their expense. These students will not be eligible to participate in the eighth grade promotion ceremony.

Upon the receipt of a passing grade in summer school, this student will be promoted to the next grade. Should the student not attend or not receive passing grades in summer school, he/she may be required to repeat their current grade the next year. In addition those students who fail Math or Language Arts will be recommended for summer school.

Students must pay off any remaining balances with the school and District in order to be eligible for the promotion ceremony.

3.2 Academic Calendar

Our students' school day begins at 7:15 a.m. and ends at 2:05 p.m. The late bus will pick up students at approximately 3:30 p.m., Monday through Friday.

End of Terms

First Quarter	Thursday, November 4, 2021	(45 Days)
Second Quarter	Monday, January 24, 2022	(45 Days)
Third Quarter	Tuesday, April 5, 2022	(45 Days)
Fourth Quarter	Wednesday, June 15, 2022*	(45 Days)

*Tentative Date

Report cards will be posted on Powerschool SIS within one week after the end of quarter date.

3.3 Grading & Grading Scale

Grades are reported through the Powerschool digital gradebook. Final grades for a course are reported at the end of the course. Over the course of the term for a class, evidence of learning is collected in a "rolling" grade sequence with the final grade reflecting student learning over the term of the course (semester/full year).. All courses are competency based and competencies are visible on the digital gradebook. Summative assessments inform the competencies for a course. While not included in the reported grade, formative assessments provide information on student progress and allow for differentiation.

The following is the grading system:

100 – 96.5	A+	C+	79 - 76.5
96 – 92.5	A	C	76 – 72.5
92 – 89.5	A-	C-	72 - 69.5
89 – 86.5	B+	D	69 - 64.5
86 – 82.5	B	NYM (F)	64 and below
82 – 79.5	B-		

3.4 High School Credit for Middle School Courses

It is the policy of the Litchfield School Board to award credit for high school level work in Algebra 1 and Spanish 1 completed during middle school years so that students can take more advanced and/or more diverse courses during the high school years. These credits may be substituted for required high school courses or used to satisfy graduation requirements.

Credit for high school level work completed during middle school years shall be awarded if the course demonstrates content requirements consistent with similar high school course(s) and the student achieves satisfactory standards of performance.

These credits may only be counted toward satisfying graduation requirements when a student completes a normal four-year course of study or a three-and-one-half year early completion of graduation requirements.

[Refer to Litchfield School District Policy IKFB, High School Credit for Middle School Courses.](#)

3.5 Reporting Schedule and PowerSchool

PowerSchool allows parents and students Internet access to grades and other information. Both students and parents are assigned user names and passwords at the beginning of the school year and may use these to access their grades 24/7. All grades are entered into PowerSchool within two weeks.

3.6 Homework

Homework helps to develop and strengthen organizational skills and requires self-discipline. It is important for you to recognize that not all homework is written. Often, reading and study assignments are given. These must be completed regularly to ensure success in any subject area.

It is also important that homework is completed as it is assigned. ([Please refer to Litchfield School District Policy IKB, Homework Guidelines.](#))

3.7 Standardized Testing Program

- All students will take the New Hampshire State Assessment System (SAS) in April/May. Results will be communicated to parents. All students in grades 5-8 may participate in NH-SAS interim and/or modular assessments throughout the course of the year.
- All students in grades 5-8 may participate in District standardized assessments for Reading and Math. These are brief, nationally-normed tests of proficiency on grade level skills. Parents whose students are involved in testing can call the main office regarding access to test results. Other formal specialized testing only occurs through referral and with parental permission.
- Parents whose students are involved in testing can call the main office regarding access to test results.

SECTION 4 – Attendance

4.1 Attendance Policy

Regular school attendance is a critical factor for academic success. Consistent school attendance, academic success, and school completion have a positive correlation. Since school is a partnership, parents are expected to make sure their children attend school on a regular basis.

Every student has a right to educational opportunities that will enable the student to develop to his or her fullest potential. Research repeatedly demonstrates that there is a strong correlation between good attendance and success in school.

The regular contact of students with one another in the classroom and their participation in well-planned instructional activities are vital to this purpose. Time lost from class for any reason represents a significant loss of educational opportunity for all students. Successful implementation of this attendance policy requires cooperation among all members of the educational community, including parents, students, teachers, administrators and support staff. When students are unable to attend school due to illness or other medical reasons that require him/her to see a medical professional, please provide the school with documentation to support the student's absences.

Absences/Tardies from school must be confirmed by a parent/guardian. To report your child's absence/tardy, please call 424-2133 and select option 2 for the absence line and leave a message. All excused absences whether for the entire day or portion, thereof, must be documented with the appropriate notes from parents/guardians or physicians or a telephone call to the attendance line.

The Board recognizes two types of absences:

- Excused absence – an absence that occurs as a result of illness, medical/dental appointments, college visits, bereavement, court appointments, religious holidays, mandated court appearances, or participation in Litchfield school sponsored activities (excludes extra-curricular activities not sponsored by the Litchfield School District). Documentation is required.
- Unexcused absence – an absence that occurs for any reason other than an excused absence. Unexcused absences are considered **truancy**.

Under New Hampshire law, specifically RSA 193:1, parents/guardians have a legal obligation to make sure that their children who are at least 6 years of age and under 18 years of age attend school for the entire school year and during all the time that public schools are in session. The Litchfield School Board discourages parents from scheduling family vacations other than during designated school vacations. Teachers shall provide known essential assignments that would be completed during the period of absence. After the student(s) returns to class and turns in the work, the teacher(s) will assess whether additional assignments are necessary for the student(s) to demonstrate competency.

4.2 Protocol for Truant Students

Truancy is defined by RSA 189:35-II(a) as "an unexcused absence from school or class". An unexcused absence is an absence which has not been excused by RSA 189:35-II(a). Ten half days of unexcused absence during a school year shall constitute habitual truancy. All cases will be dealt with individually and at the discretion of the administration. *(Please refer to [Litchfield School District Policy JH, Student Attendance, Absence and Truancy](#))*

1. Students who arrive at school after 7:22 a.m., will be considered tardy.
2. When the student reaches 10 half days of unexcused absences, parents will be mailed an absence notification letter. The building principal shall notify the Superintendent, parents/guardians, and district truant officer.

3. A meeting shall be scheduled by the building principal with the parent/guardian, truant officer and appropriate personnel in order to develop a revised plan to address the habitual truancy. During the meeting the principal and truant officer shall inform the parent/guardian that additional unexcused absences may result in the filing of a CHINS petition in district court and a home visit from the truant officer.
4. If the student fails to comply with the revised plan and incurs more than 15 half days of unexcused absences, the principal and truant officer shall consult with the Superintendent to determine if court action should be filed.

4.3 Due Process Hearings

A parent/guardian or student seeking an exception for an absence that is not otherwise excused may file a request with the Superintendent or designee.

4.4 Tardiness to Class

It is important that you report to your assigned classes on time. If you are tardy for class, you will receive a demerit from the classroom teacher. Tardiness is excused only if you have a pass from your previous teacher, the nurse, or the office.

4.5 Dismissal

If it is necessary for you to leave school before the end of the school day, a parent or guardian must report to the main office to sign you out at the designated time. Should someone other than a parent or guardian dismiss you, please bring in a note granting permission.

In order to be dismissed from school:

- A parent or guardian who wishes to dismiss a student during the day must go to the Main Office to sign the student out. The student will not be called from class until the parent or guardian signs the student out.
- In emergency cases, a parent's email will be accepted after communication between parent and administrator.
- Students who are ill must be dismissed through the Nurse's Office.
- Phone dismissals will be permitted only in an emergency situation when a parent does not have access to a computer or fax machine and with approval of Administration. Students will not be permitted to go home during the school day to obtain forgotten materials.

4.6 Early Arrival

Students in Grades 5-8 who do not take a bus to school should not arrive prior to 7:10 a.m., as there is no supervision provided until then.

4.7 Corridor Passes

Students will be required to sign in and out of a class. Each teacher must keep a log recording a student's name, destination, and time of departure and time of return.

4.8 Attendance at Co-Curricular Events

Students must attend all their scheduled classes in order to be eligible to participate in that day's event. If a student is absent for more than half of the school day, he or she is ineligible to participate in that day's event

or practice. A suspended student may not attend any LMS events and will be considered trespassing if they come to LMS during the suspension. Students tardy after 10:45 a.m. will not be permitted to participate in any of that day's athletic or co-curricular events. *(Please refer to [Litchfield School District Policy JH, Student Attendance, Absence and Truancy](#))*

4.9 Make-Up Work

When you are absent, whether from one class or from several days of classes, it is your responsibility to obtain any work you missed. You should plan to see your teachers before or after school to arrange for make-up. This is usually scheduled on an individual basis depending on the amount of work missed. Teachers will not interrupt regular classes to arrange for make-up. If you receive an NYM on your report card, arrangements will be made with teacher and/or team to determine deadlines.

SECTION 5 – Policies and Procedures

5.1 Dress Code and Personal Appearance Policy ([School Board Policy JICA](#), approved 6/3/2020)

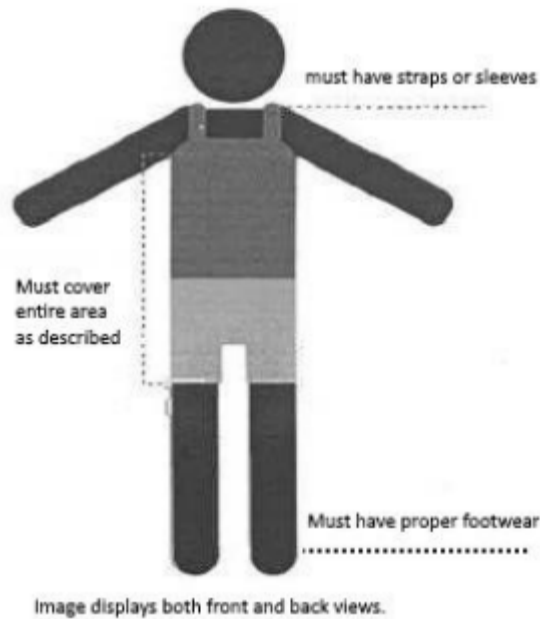
The Litchfield School Board expects that all individuals will dress in a way that is appropriate for a school setting. Dress choices respect the Litchfield School District’s intent to guide students toward greater independence and empower students to examine the impact their actions have on themselves and others. Staff members are expected to model appropriate choices in appearance. Additionally, we support that individual self-expression is a natural and important part of human development. Attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy affirms our belief that appropriate attire is not gender specific.

Core Values

- Individuals should be able to dress in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Individuals have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against anyone because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size or type, or body maturity;
- Nobody should face unnecessary barriers to school attendance;
- Everyone is entitled to be treated with dignity and respect when there is a potential concern about personal appearance.

Minimum Requirements:

1. Clothing must cover the area from one armpit across to the other armpit and extend low enough to fully cover private parts (including underwear, buttocks and genital area - see image).
2. Tops must have shoulder straps or sleeves. Rips, cut-outs or tears in clothing can’t be in the “coverage area” defined above.
3. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
4. Headgear including hats, hoods, and caps are permitted for religious, medical or other reasons by school administrators. CHS staff may choose to permit hats in their classroom.
5. Special courses or co-curricular activities may require specialized attire, such as sports uniforms or safety gear.



Additional Requirements:

1. Clothing may not depict, imply, advertise or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory or obscene language or images.
4. Clothing may not state, imply or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
5. Sunglasses may not be worn inside the building unless approved by the school nurse for a documented medical reason.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming, that by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang or advocates illegal or disruptive behavior is prohibited.

Enforcement: Principals are required to ensure that all staff are aware of and understand the guidelines of this policy. Staff will use reasonable efforts to avoid dress-coding students in front of other students. Students who are suspected of a dress code violation will never be called out publicly. Instead, they will be discreetly spoken to by a staff member or referred to the appropriate office. The administration at each school reserves the right to determine what constitutes appropriate dress. School staff will work with students to comply with these guidelines and to be able to attend class. As a last resort, parents will be called if appropriate clothing is not available or the student refuses dress code appropriate clothing.

5.2 Code of Ethics – Cheating and Plagiarism

All homework, projects, tests, papers and assignments are expected to be original work created by the individual student unless quotations are used and sources cited or the assignment specifies group or collaborative work.

In the event a student is suspected of cheating or plagiarism, a conference will be held between the student and the teacher and, as appropriate, an administrator and/or parent or guardian. The facts of the individual case will be weighed, and consequences determined.

Plagiarism encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement.
- Copying, downloading, or purchasing a paper from any Internet site or service.

Cheating encompasses, but is not limited to, the following:

- Intentionally using or attempting to use unauthorized materials, information or study aids to gain an advantage on a quiz, test, exam, report, or other class project.
- Using dishonest methods to aid others in gaining an advantage on a quiz, test, exam, report, or other class project.

Some examples are:

- using "cheat sheets" or electronically texting information about an exam, quiz, test, report, or other class project;
- using verbal communication or gestures during a quiz, test, or exam;
- copying homework; allowing homework to be copied;
- acquiring or receiving advanced copies of a quiz, test, or exam;
- accessing the teacher's answer key for a quiz, test, or exam; sharing information about a quiz, test, or exam;
- stealing the teacher's edition of the textbook.

5.3 Telephone Usage

Cell Phones / Personal Electronic Devices CAN ONLY BE USED with teacher permission within any classroom or hallway setting (i.e. academic class, BEST, learning commons, assigned lunch times).

Students will NOT be permitted to use cell phones / personal electronic devices and headphones / earbuds in the hallways during the school hours of 7:15 a.m. to 2:05 p.m., (cell phones / personal devices need to be stored away in bags, purses or pockets).

Students will NOT be permitted to use cell phones / personal electronic devices and headphones / earbuds in all LMS bathrooms, locker rooms and any other unauthorized areas.

No student will be allowed to come to the office to make any calls during the day without permission. School telephones are to be used by pupils only for urgent reasons; namely, advising parents of makeup sessions or detentions, canceled or planned trips, or other urgent needs as approved by the office. No student phone calls are to be made to request permission to attend sporting events or to go to friends' homes. Students should not be using their cell phones during school time. Parents/Guardians should not be calling their child's cell phone during school hours.

5.4 Personal Electronic Devices

Personal electronic devices should not be used during the school day. If a student is found using their personal device without staff approval, it will be taken away and brought to the office. A first offense will allow the student to pick up his/her personal device before leaving for the day. A student's second offense will result in the personal device being taken away and held in the office awaiting parent pickup. **A student feeling ill will report to the Nurse, NOT use their cell phones to call home.**

5.5 Signs and Posters

Students wishing to display signs, posters, or other materials must have prior approval from either the Principal or Superintendent of Schools who will stamp it to show approval. It is the students' responsibility to remove signs, posters or other materials within twenty-four hours after the event.

5.6 Textbooks

When you are issued a textbook, you must cover it to prevent it from being damaged. You may be given a detention if your books are not covered. You should write your name and homeroom number in the front cover of your books – in ink – so that it can be returned to you if you leave it behind. If you lose or damage any books or equipment, you will have to pay to replace them.

You will not be given a new book until you have paid for the lost or damaged one. If your book is found at a later time, the money will be returned to you. [Please refer to Litchfield School District Policy JQ, Student Fees, Fines & Charges.](#)

5.7 Complaint Policy

Complaints should be handled at the lowest practical level. In matters concerning any area of disagreement, the employee, parent, vendor, and/or patron should take the complaint directly to the involved staff member. If unresolved, the complaint can be taken to the building principal, director or supervisor, then to the Superintendent. If the matter remains unresolved, the Superintendent shall inform the complainant that there is further right of appeal to the School Board, and if it is their desire he/she shall refer the case to the Board for action. [See Litchfield School Policy GBK/KE, Complaint Policy.](#)

5.8 Special Needs Referral Procedures

Any parent or guardian, school personnel, medical or social worker, or the juvenile court may make a referral of a child who may need special education services, including student placement in private schools by their parents, without involving the School District. New Hampshire Special Education procedural Safeguards Handbooks are available from Special Education teachers upon request. Information in this handbook will include Free and Appropriate education, evaluation and eligibility procedures.

Referral Procedures:

1. All referrals must be in writing. Students may be referred to the special education evaluation team for reasons including failure to pass a hearing or vision screening, unsatisfactory performance on group achievement tests or assessments, multiple academic and/or behavioral warnings, or repeated failure of one or more subjects. Forms for referral are also available in the guidance and special education offices.
2. Either the student's teacher or School Counselor should complete the educational history section of the referral.
3. All referrals must have the Principal's signature. This will ensure that the Principal is aware of high-risk children in the building. The Principal may screen the referrals and provide appropriate intervention to help a child in the regular education setting.
4. All referrals should be submitted to a building Case Manager.
5. Documentation of the student's vision, hearing, and other health status should be submitted with the referral.
6. All schools and social service agencies within the School District's jurisdiction shall be advised annually of the district's responsibility to identify and evaluate all students who may have an educational disability. Referrals from schools and agencies shall be forwarded to the special education evaluation team for further evaluation.

Process:

1. Upon receipt of a referral, the Special Services Team shall notify parents in writing of the referral. If a parent or guardian makes a referral, this notification is not necessary.
2. Within fifteen days of the receipt of the referral, the Special Services Team shall meet to determine the disposition of the referral.
3. Within fifteen days of the receipt of the referral, the parents shall be given written notice of the Team's disposition of the referral. If the student's parent or guardian disagrees with the Team's disposition of the referral, the parent or guardian may activate the due process procedures (Ed 1128). If parental consent for evaluation is not granted, the School District may activate the due process procedures (Ed 1128). The referring school personnel must contact the parent or guardian to tell him or her about the referral and the reasons it has been made. They are to read the referral letter to the parent or guardian. The date and method of contact should be listed on the referral form. Please refer to Ed 1120-04.

5.9 Student and Parents' Rights to Educational Records

Recent state and federal legislation has guaranteed parents access to student educational record information and control over the release of this information to others. Since federal statutes require that the educational institutions shall annually inform the parents and eligible students of the rights accorded to them, this announcement serves as this year's notice to parents and students.

The revised FAMILY RIGHTS AND PRIVACY ACT became a federal law in November 1974. The intent of the law is to protect the accuracy and privacy of educational records. Without your prior consent, only you and authorized individuals who have a legitimate educational interest will have access to your child's education records.

If there is agreement, the necessary steps to amend or correct the information contained in the record will be taken. If the agreement is not reached, a hearing will be scheduled by the building principal. The hearing will provide you the opportunity to present your views and reasons for the challenge. You may bring with you, at your expense, any individual who may be of assistance. Following the hearing, should we fail to reach an agreement, you have the right to appeal the decision to the superintendent and, subsequently, to the school board. In the event that your appeal fails at any level of the hearing procedure, you have the right to have entered into the record the statement of the issue as you see it.

The rights pertaining to access and challenge described herein are transferred to your child on the attainment of his or her 18th birthday or admission to an institution of post-secondary education. Directory information which includes name, address, parents' names and address, date and place of birth, dates of attendance, major field of study, class schedule, participation of officially recognized activities and sports, weight, height and sex, membership on an athletic team, degrees and awards received, and most recent previous education agency or institution attended may be released unless you make a request in writing to the contrary. All such requests shall lapse on the first day of October, immediately following the request, except that requests received in September shall remain effective until the first day of October on the following calendar year. This information will be released only in accordance with the guidelines established by the Litchfield Public Schools.

You have the right to file a complaint with the Family Rights and Privacy Act Office, Department of HEW, Washington, D.C. 20201, if you think the school district is not in compliance with the law. You may obtain a copy of the official Litchfield School District Policy relative to this act at the Office of the Superintendent of Schools. If you have any further questions, please contact the Office of the Superintendent of Schools.

[Please refer to Litchfield School District Policy JRA, Student Records.](#)

5.10 Title IX Notice [\(Policy JBAA, approved 8/6/2020\)](#)

This information is made available in compliance with Section 86.9 of the Education Amendments of 1972. Inquiries, complaints, and other communications relative to this policy or to Title IX of the Education Amendments of 1972 and other public laws or federal regulations dealing with non-discrimination on the basis of sex should be addressed to the Title IX Coordinator, Litchfield School District, 1 Highlander Court, Litchfield, NH 03052, (603) 578-3570.

Any alleged violation or areas of non-compliance with the federal statute, board policy, or state official regulations should adhere to the following procedure:

The grieved situation will be brought to the attention of the Title IX Coordinator after acknowledgement that a formal complaint has been received by Title IX Coordinator. The Title IX Coordinator shall immediately authorize an investigation, which may be conducted by District officials or by a third party designated by the District. The investigator shall provide a written report to the Title IX Coordinator within 10 working days.

Any victim or accused who is still not satisfied with the outcome of the School District investigations may file a request for review by the School Board by submitting a written appeal to the Superintendent of Schools within ten working days following receipt of the School District's findings.

5.11 Non-Discrimination

The Litchfield School District does not discriminate in any of its educational programs, activities or employment practices on the basis of race, color, religion, national origin, ethnic origin, age, gender, sexual orientation, or disability. Inquiries, complaints, and other communications relative to this policy and to the

applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee. Any complaints or alleged infractions of the policy, law, or applicable regulations will be processed through the grievance procedure. [Please refer to Litchfield School District Policy AC, Non-Discrimination.](#)

5.12 Sexual Harassment Policy and Procedure Guidelines

Sexual harassment includes all unwanted, uninvited and non-reciprocal sexual attentions, as well as the creation of an intimidating, hostile and/or offensive school environment. Any form of sexual harassment or violence is prohibited and should be reported immediately to the Title IX Coordinator at the Litchfield School District SAU Office. Complaints of sexual harassment should be reported to the Title IX Coordinator. See [Litchfield School District Policy JBAA, Sexual Harassment.](#)

5.13 Bullying

It is the policy of the School District that its students have an educational setting that is safe, secure, and free from student harassment, also known as bullying. The district will not tolerate unlawful harassment of any type. Conduct that constitutes bullying as defined herein is prohibited by this Policy, in accordance with RSA 193-F.

Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- a. Physically harms a pupil or damages the pupil's property;
- b. Causes emotional distress to a pupil;
- c. Interferes with a pupil's educational opportunities;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying is defined as any conduct defined as "bullying" that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. [Please refer to Litchfield School District Policy JICK, Pupil Safety & Violence Prevention; Policy JICDD, Cyber-bullying.](#)

5.14 Staff Anti-Fraternization Policy

The Litchfield School District is committed to fostering a positive learning and working environment for all students and staff in order to promote educational excellence. The Litchfield School District's Anti-fraternization policy shall serve as a statement on appropriate conduct and relationships between students and staff of the Litchfield School District. The spirit and intent of this policy is meant to help both staff and students understand and appreciate the delicate balance that exists between them and to better define the boundaries that their respective roles dictate.

Staff must be cognizant of their appropriate roles and professional duties in the development of students. Similarly, staff must be cognizant of the imbalance of power that exists in relationships between staff and students. It is the School District's expectation that staff shall recognize and respect this vulnerability when interacting with students. Accordingly, it is the responsibility of staff not to take advantage of or otherwise exploit this imbalance of power to further any non-educational, personal, or inappropriate objective. In particular, staff members are prohibited from engaging in any romantic, sexual, or physical relationship with students.

Staff are responsible for appropriate and professional conduct in all settings and in all forms of communication, including, but not limited to, verbal communication/speech, written communications, electronic communications (such as Facebook), physical gestures, motions or any other form of interaction. Personal relationships with students that are not related to legitimate educational purposes shall also violate this policy depending upon the circumstances.

The policy does not preclude legitimate, non-sexual, physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct otherwise necessary to respond to, or otherwise address, legitimate educational situations or objectives.

Staff shall not conduct activities, which are not directly related to school functions, in a group or one-on-one basis outside of school with students. The staff of the Litchfield School District must understand that this Anti-fraternization Policy is a condition of employment. ([See Litchfield School District Policy GBCC, Staff Anti-Fraternization](#))

5.15 Notification of Asbestos Plan

The 1986 Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect, monitor and, when necessary, remove asbestos from school buildings. No asbestos was detected in the Litchfield Middle School/Campbell High School. The operation & maintenance plan is available for review in the school office during regular school hours. The Asbestos Program Manager is available at 578-3574 to answer any questions you may have about asbestos in school buildings.

5.16 Safe School Zone

Safe School Zone (Summary) State law (RSA 193-D) prohibits acts of theft, destruction or violence within a Safe School Zone. The Safe School Zone regulations apply to any school property, school buses and school-sponsored events. Weapons, such as but not limited to firearms, explosives, containers containing chemicals, knives, martial arts weapons, or other objects used as weapons, are not permitted on school property, school buses, or at school sponsored activities. Students are prohibited to have any firearms or any other weapons in their possession on school property, school buses or other school-sponsored events or activities. ([Please refer to Litchfield School District Policy JFCJ, Safe School Zone](#))

5.17 Drug-Free School Zone

Drug-Free School Zone (Summary) Litchfield School Board will not tolerate the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, illegal drugs, as well as drug-related paraphernalia, on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities.

This prohibition also applies to any district sponsored or district-approved activity, event or function at any location. It is the intent of the School Board to control the use of alcoholic beverages or drugs by students during school and at any district sponsored activity regardless of whether the use or consumption of the alcoholic beverage or drug occurred on or off school property.

Students in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion from school and/or school district sponsored activities or other discipline in accordance with the district's disciplinary policy. This policy does not apply to students who are administered prescribed drugs at school in accordance with Ed. 311.02 and Board policy. ([Please refer to Litchfield School District Policy JICH, Prevention of Drug & Alcohol Use by Students](#))

5.18 Hazing

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing. For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education. ([Please refer to Litchfield School District Policy JICFA, Hazing](#))

SECTION 6 – Student Expectations – Our Core Values

Do Your Best!

Believe in Yourself

- ❖ Be Confident
- ❖ Be Proud
- ❖ Be Open-Minded

Extend a Helping Hand

- ❖ Be Helpful
- ❖ Be Encouraging
- ❖ Be a Friend

Show Respect

- ❖ Be Polite
- ❖ Be Considerate
- ❖ Be Appropriate

Take Responsibility

- ❖ Be Prepared
- ❖ Be Ready to Learn
- ❖ Be Honest

6.1 Positive Behavior Interventions and Supports (PBIS) Matrix

Litchfield Middle School Behavior Matrix

	ASSEMBLIES	BUS	CAFETERIA
Believe In Yourself	Keep an open mind Take a risk to volunteer	Set an example of good behavior Allow others to sit with you	Use good table manners Help create comfortable environment Choose healthy food Have confidence to allow anyone to sit with you
Extend A Helping Hand	Participate in a positive manner Make presenter feel welcomed	Keep seating area clean Move to inside of seat so others may sit	Invite someone new or alone to sit with you Keep area clean

<p>Show Respect</p>	<p>Keep eyes on presenter</p> <p>Clap & participate when appropriate</p> <p>Ask questions that show interest & curiosity</p> <p>Follow teacher directions coming & going from assemblies</p>	<p>Be considerate of driver</p> <p>Respect personal space and other people's belongings</p> <p>Use appropriate language</p> <p>Solve problems respectfully—no arguing</p>	<p>Listen & respond politely to adult instruction</p> <p>Stay seated & raise hand to get up</p> <p>Wait your turn</p>
<p>Take Responsibility</p>	<p>Listen & follow directions</p> <p>Show appreciation</p>	<p>Be on time</p> <p>Follow bus rules & directions of the driver</p> <p>Expect consequences when a poor choice is made</p>	<p>Pick up all trash in your seating area</p> <p>Accept consequences when poor choice is made</p> <p>Keep bathroom clean & graffiti free and use equipment properly</p> <p>Respect others privacy</p>

<p>CLASSROOM</p>	<p>HALLWAYS</p>	<p>PREPARATION FOR CLASS</p>
<p>Be proud of your achievements</p> <p>Value your education</p> <p>Task a risk, ask & answer questions</p> <p>Accept mistakes as opportunities to learn</p>	<p>Greet others with a smile</p> <p>Set an example of good behavior</p>	<p>You Can Do It!</p> <p>Have confidence</p>
<p>Encourage classmates who are having trouble</p> <p>Share materials</p> <p>Be willing to work with all students</p>	<p>Help others when materials are dropped</p> <p>Hold the door when someone is behind you</p>	<p>Offer reminders for others</p> <p>Lend writing utensils and other materials</p>

<p>Appreciate your classmates as individuals</p> <p>Be considerate of others right to learn</p> <p>Follow classroom rules</p> <p>Cooperate with all adults in charge</p>	<p>Stay to the right</p> <p>Walk</p> <p>Respect personal space</p> <p>Quiet voices! Students learning</p>	<p>Accept consequences</p> <p>Accept constructive criticism</p>
<p>Be prepared with classroom materials</p> <p>Keep up with your work consistently</p> <p>Stay organized</p> <p>Be on time</p> <p>Care for your classroom</p>	<p>Apologize if you bump into someone</p> <p>Get to your destination in a timely manner</p> <p>See that materials on walls are not mistreated</p> <p>Share hallway space while at lockers</p> <p>Keep hallways clean</p>	<p>Develop a plan to be organized</p> <p>Check schedule</p> <p>Use agenda regularly</p> <p>Keep locker organized</p>

6.2 Discipline Code

What follows is an identification of common misbehaviors of middle school youngsters and the kind of disciplinary measures, which may be taken by the school in response to these misbehaviors. The disciplinary measures are generally divided into these categories:

- Demerits
- Detentions (teacher or office)
- Office Referrals
- In-School Suspensions
- Out-of-School Suspensions

Please read the following for more detailed information. You will also note that in a few instances there is no distinction between first and additional consequences. These relate to offenses for which such distinction is not appropriate.

Please note that the Litchfield School District and the Litchfield Police Department have a letter of understanding concerning particular behaviors that must be reported to the police department.

6.3 Demerits

Any staff member, in addressing general school behavior, can issue demerits to a student. Examples of demerit infractions are:

- Being tardy to class
- Chewing gum
- Exhibiting minor hallway misbehavior
- Wearing hats, carrying cell phones or carrying electronic devices after 7:22 a.m.
- Walking through hallways at non-passing times without a pass
- Technology unprepared

Parental contact is made if a student receives three demerits within a quarter. If a student accumulates five demerits within a quarter, they will serve an in-school suspension.

6.4 Detentions

A detention is a consequence in which the student is required to remain after school until 2:45 p.m. A staff member or the office may issue detentions. If a teacher issues the detention, the student will stay with that teacher. If the office issues the detention, the student will stay with a member of the administration. Students who are serving a detention will not be permitted to take the late bus home; therefore, other arrangements must be made. Pickup can be no later than 2:50 p.m. Students who are issued detentions will receive a detention slip that should be signed by a parent/guardian and returned to the issuing staff member. Detentions are to be served promptly and can be issued for any day during the school week. Examples of detention infractions are listed below. These are examples and do not include every behavior in which a student may be issued a detention for.

Staff Member Detentions may be given for minor classroom disruptions such as (but not limited to):

- Inappropriate language (not directed at others)
- Light physical contact during inappropriate times
- Disrespect towards teacher or classmate
- Property misuse
- Defiance

Office Detentions may be given for (examples but not limited to):

- A second referral to the office
- Three unexcused tardies to school
- Students with outstanding detentions may not participate in school activities including co-curricular activities; i.e., clubs, sporting events, etc.

6.5 Office Referrals

An office referral occurs when a student is exhibiting behavior which must be handled by the administration.

- | | |
|--------------|---|
| 1st Referral | Discussion with the student and parent contact will be made. |
| 2nd Referral | Discussion with the student, parent contact will be made, and an office detention will be given. |
| 3rd Referral | Discussion with the student, parent contact will be made, an out-of-school suspension will be given and notification will be sent to the Chat Team. |

The following behaviors are examples of an office referral offense:

- Repeated classroom disruption, not remediated through teacher methods
- Inappropriate, abusive language and/or gestures
- Defiance/Disrespect/Insubordination

The following are examples (but not limited to) in which the above may not apply:

- Vandalism of school property or others' belongings
- Fighting or physical aggression
- Theft
- Inappropriate, abusive language or gestures directed at others

6.6 In-School Suspensions

Serious misbehavior, which deserves more than light punishment, but does not warrant a suspension, or the accumulation of five demerits within a quarter, can be punished by imposition of an In-School Suspension. The student remains in school but is isolated from his/her classmates and is assigned schoolwork, as well as

behavioral based work, designed to allow the student to reflect on his/her behavior. He/She is also denied participation in all class activities including extra-curricular activities. In-School Suspensions normally run for one to three days. Parents will be notified whenever their child is placed on an In-School Suspension.

6.7 External Suspensions

There are certain disciplinary problems which are so serious that suspension from school may be necessary. In any major disciplinary incident, the principal will discuss the problem(s) with the parent and with the student. Students may complete their work for credit, however, it is up to the student to make arrangements with his/her teacher upon his/her return to school.

SECTION 7 - Technology

The purpose of the Litchfield Middle School network is to enhance established school curriculum by serving as a resource for improving, extending, and enriching the teaching and learning at Litchfield Middle School.

The use of the Litchfield Middle School network is a privilege and not a right. Inappropriate use will result in restriction or cancellation of access privileges and may lead to additional disciplinary actions based on the events of the misuse. As the use of social networking sites becomes more prevalent, students who use social networking sites should be aware that anything posted online is available to anyone in the world. Any text or photo placed online becomes the property of the site(s) and is completely out of your control the moment it is placed online even if you limit access to your site. Responsible and respectful use is an expectation of all students at LMS. The Student Network and Internet Acceptable Use Policy, Policy Code IJNDB can be found on the District website under the School Board tab. Behaviors that can result in suspension/revocation of access privileges and additional disciplinary actions include, but are not limited to:

- the use of the system to access, store, or distribute illegal, dangerous, or restricted information,
- the use of obscene language,
- sending or displaying offensive or sexually explicit material,
- harassing, insulting, or attacking others,
- damaging, abusing, or modifying computers, software, or systems and networks,
- intentionally creating or distributing computer viruses,
- violating copyright laws,
- attempting to use the accounts, passwords, and/or files of another computer user,
- misrepresentation of oneself as another,
- intentional wasting of the network's limited resources,
- use of network for commercial or profit making purposes,
- use of the network for any illegal purpose,
- failure to follow directives related to computer or internet use.

Each student will receive a copy of the Litchfield School District's Internet Use Policy at the beginning of his or her tenure at Litchfield Middle School. The policy form must be read and signed by the student and the parent or guardian and returned to school before Internet access is given. Use of personal e-mail is not permitted at school. It is the responsibility of each student to familiarize himself or herself with, and abide by, the rules and guidelines for using the LMS network and the Internet and to make appropriate use of the resources available at Litchfield Middle School. See Litchfield School District Policy IJNDB, Student Acceptable Use.

7.1 Chromebook Guidelines:

- Chromebooks are Litchfield School District issued devices and are loaned to students as an educational tool and are only authorized for use consistent with the school's mission.
- The Chromebook may only be used by the student to whom it is assigned.
- The Chromebook should be secured/locked when in locker rooms or near playing fields, basketball courts, etc.
- It is recommended when at home, the Chromebook should be used in a common family location with adult supervision.
- LMS reserves the right to demand immediate return of the Chromebook at any time.
- Students transferring schools or exiting LMS are expected to turn in the Chromebook immediately.
- An Internet filtering system is used within the school's network but is not available for home /outside of district building use unless designated by the district.
- Parents/guardians have the right to their child's login password. This can be requested/changed at school by contacting Jason Pelletier, Litchfield School District Technology Director, at jpelletier@litchfieldsd.org.
- Charging the Chromebook is the responsibility of the student. Students should plan on charging their Chromebook while at home for use the next day at school.
- LMS and the Litchfield School District reserves the right to conduct periodic checks of the equipment.
- Making changes in the configuration of the Chromebook is prohibited and could result in revocation of privileges in accordance with Student Computer and Internet Use Policies and Rules.
- If the Chromebook is lost or stolen while in the student's possession, a report must be filed immediately with the local police authorities and school administration.
- Failure to fully comply with these guidelines and the student acceptable use policy may result in revocation of the privilege to use the Chromebook and/or other disciplinary action.
- The Board's policy and rules concerning computer and Internet use and all other policies and rules apply to use of Chromebooks at any time or place, on or off school property.
- Students are responsible for obeying any additional rules concerning care of Chromebooks issued by school staff.

7.2 Damage

- Insurance will be offered to students and staff to cover accidental breakage, manufacturer defects and general wear and tear. (Insurance fees may be reduced/waived in the case of free/reduced status or hardship.)
- If damage to a Chromebook is deemed to be accidental, the Litchfield School District will cover the cost of repair/ replacement under the following conditions per academic school year:
 - 1st Accidental / Total Loss claim will be 100% funded by the District
 - 2nd Accidental / Total Loss claim will be 50% funded by the District
 - 3rd Accidental / Total Loss claim possible 0% funded by the District (this will be determined by the LMS Administration and IT Department)
- Multiple incidences per year will be characterized as non-accidental.
- In cases of neglect/multiple instances of damage, students will lose their right to take home a device and/or face disciplinary action.
- Any questions regarding cost of repairs/warranty coverage may be addressed by contacting Jason Pelletier , Litchfield School District Technology Director, at jpelletier@litchfieldsd.org (*please refer to the [Litchfield School District Chromebook Repair Procedure](#)*).

7.3 Summer Use

- Chromebooks must be returned in acceptable working order whenever requested by school staff.
- Chromebook summer use will be subject to the guidelines outlined in this document.
- Parents/guardians are responsible for supervising their child's use of the Chromebook and Internet access when in use at home.

- IT Department will have set dates and times during the summer for 1:1 Technology questions and repairs.

7.4 Student Usage Fee Explained

- Students are responsible for the proper care of Chromebooks at all times, whether on or off school property, including costs associated with repairing or replacing the Chromebook (see Damages).
- There is a usage fee of \$20 (\$10 for free & reduced lunch). This is meant to provide a shared risk for damage. Furthermore, it increases the sense of ownership of the device for students.
- Parents/guardians who choose not to participate should be aware that they are responsible for ALL costs associated with loss, theft or damage to a Chromebook loaned to their child.
- Computer and Internet - Acceptable Use Policy

SECTION 8 – Student Services

8.1 School Lunch Program

The Nutrition and Food Service Department has implemented a new POS (Point of Sales) system called “Meals+”. Every student in the district has been entered into this new computerized system. Students will be using their same lunch card (GMS) or pin number (LMS and CHS) to make purchases at the serving lines.

Meal payment deposits will be made the same way. Students may bring in cash or a check to school to deposit into their meal accounts or parents may make deposits online using a credit or debit card. Our new online payment system is called “K12PaymentCenter”. Go to their website at k12paymentcenter to register for a new account. Then, create an account for each of your children by using their name and date of birth as the passcode.

Please be aware that only payments for school meals and no other school fees can be paid with this online system. Low balance statements will be sent home as needed. All lunch balances (negative or positive) at the end of the year will be carried over to the following year.

If your child has qualified for free or reduced meal prices, this information is noted in the system, and the meal will be processed just as it is for all other students without any special indication to the students.

If you are concerned about a food allergy that your son/daughter has, please notify the cafeteria with this information. If indicated, a warning will appear on the cashiers’ screen for a review of the items on the student’s tray.

We are excited to bring **Meals+ and K12PaymentCenter** into the district as it has updated and improved features to make operations more efficient. Online meal payments can be made at k12paymentcenter. If you have questions, please feel free to contact Lauren Crowley, Director of Nutrition & Food Services at 603-546-0300 Ext. 3112 or lcrowley@litchfieldsd.org.

8.2 School Counselor Services

School counselors work with students, parents, teachers, administrators, and community members on an as-needed, confidential basis. The school counselors respect the confidentiality of students and families following the ‘best practice’ guidelines of the American School Counselors Association. (<http://www.schoolcounselor.org>)

The goal of the school counselors is to promote a positive school environment and assist students in reaching their full personal educational potential. This is accomplished through individual and group counseling, classroom guidance activities, and by being an integral part of the school community.

School counselors work to provide a safe and secure environment for students to talk about issues of concern. Students may report to the school counseling area at any time during the school day with the permission of the classroom teacher. As well, our school counselors try to be out and about interacting with students in the halls, classrooms, and cafeteria, in an attempt to become familiar faces and be easily accessible.

All school employees are required to report suspected child abuse or neglect to state authorities. Parents will be promptly notified when any child poses a threat to him/herself, others, or property.

8.3 Learning Commons

The Litchfield Middle School learning commons is a shared resource available to all students and staff. The staff welcomes all students and staff who visit the learning commons. The learning commons atmosphere encourages study, research and reading for enjoyment. In order to achieve this atmosphere, students are expected to follow standards set by the school and the learning commons staff. These standards apply whether you are assigned there with a class or using the library independently. Students who enter the learning commons independently are expected to sign in at the front desk. All students and staff are expected to be respectful of others using the learning commons.

Students entering the middle school complete a borrower's contract which is in effect throughout their years at Litchfield Middle School. This contract is given to all students on their first day of school and needs to be signed by the student and a parent or guardian. With this contract, the student agrees to be responsible for materials borrowed and to return them on time. The contract includes the following information:

- Borrowing limit is set at two items.
- Books are loaned for two weeks. Books may be returned earlier, or renewed for another two week period.
- Magazines are loaned for one week and can be renewed for another week.
- Reference books cannot be borrowed.
- Overdue notices are distributed via the student's homeroom on a regular basis. At the end of the school year, a notice will be sent home which includes the replacement cost for all outstanding learning commons materials. Learning commons borrowing privileges will be revoked until the item is returned or replaced. Students who have outstanding fees for lost library books may not be able to participate in end of the school year activities.
- Lost or damaged materials are billed at the current replacement cost.
- Damage to school laptops and/or desktops will be assessed and billed to the student based on the current replacement cost. Students are expected to treat school computers with the utmost care.
- Damage to laptops may require the complete replacement of the keyboard, other components and/or laptop.
- Borrowing privileges can be revoked based on failure to be responsible for materials.
- These guidelines are subject to change.
- Remember, the middle school learning commons is your space. Respect and take care of the space and the materials you find there. The staff welcomes your questions and requests. We look forward to sharing the library learning commons with you.

8.4 School Activities

During the year, many activities are held at the school, which are believed to add a positive enrichment to the total school program. You will be expected to dress and act appropriately at all school-sponsored activities. In order to participate in any school-sponsored activity, you must be in attendance for at least one-half of the school day on the day of the activity. Students who do not behave appropriately at school will not be allowed to participate in these school activities.

8.5 Dances

The following guidelines will help assure the safety of all students at the dance:

1. Only Litchfield Middle School students in Grades 6-8 may attend school dances.
2. Tickets for dances are sold in school prior to the dance. Only the person purchasing it may use a ticket. Tickets purchased at the door will be an additional charge.
3. Dances will be 2 hours in length, 6:30-8:30p.
4. You may not leave a dance before it is over unless you have a written note from a parent or guardian. In this case, you must be picked up in the lobby.
5. If you leave a dance before it is over, you will not be allowed to come back into the dance. Your parents will be notified to come and pick you up.
6. Inappropriate behavior may result in a call to your parents to come and pick you up at any time during the dance.
7. Inappropriate behavior during the school day may result in students not being allowed to attend dances.
8. Dress code applies to all school dances.
9. Special events and activities will be provided for fifth grade students.

8.6 Student Visitors

In general, student visitors cause a significant distraction from the daily school program. For this reason, you are not allowed to bring guests to school on regular school days.

8.7 Students At Risk

The safety and well-being of our students is our highest priority. While our primary focus is education, we must also consider the needs of the whole child. Litchfield Middle School Counseling Department and LMS Health Services work closely with faculty to monitor medical, emotional, behavioral, and social needs.

If you suspect personal circumstances may be impacting your child's functioning, we will provide whatever support we have at our disposal. However, some situations may indicate that a student's needs exceed our resources. In these cases, we will follow district policy or procedure by seeking consultation with community providers. We will always inform you of these extenuating circumstances and guide you through school procedure. If, for example, your child's emotional and behavioral functioning appears to meet the criteria for a safety risk, we will follow safety protocol by requiring a medical or psychological consult to assess the level of risk to your child's safety. In extreme situations, we may utilize Litchfield Emergency Services and ambulance services.

For additional information regarding safety interventions, you are invited to contact a school administrator, nurse, or school counseling staff member. You can also view the Litchfield Middle School Crisis Intervention Protocols by contacting the front office to arrange a time to review safety procedures. The Litchfield School District follows federal and state guidelines protecting one's right to privacy through FERPA and HIPAA laws.

8.8 Lockers

You will be assigned a locker on the first day of school and a combination for its lock. To be sure your belongings remain safe, there are some general rules you should follow:

1. Do not give your combination to anyone else – not even your best friend.
2. Do not share your locker with anyone else; they have their own.
3. Be sure your locker is closed and locked each time you use it.
4. Personal locks are not to be used on lockers.

If you should have a problem with your locker or lock at any time during the year, you should first notify your first period teacher. You will then be told what to do. Although your locker is for your personal use, it is

considered school property and must be treated as such. There will be periodic cleanings and locker checks. You will be responsible for any damage done to your locker.

8.9 Lost and Found

Articles of clothing and personal belongings as well as books and notebooks are frequently left in various parts of the building. If you are missing something, check first at the Lost & Found station, which is located outside the gym doors.

SECTION 9 – Security

9.1 Search and Seizure

A student is subject to search by district staff if reasonable suspicion exists to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. The Principal or his/her designee of the District may detain and search any student(s) in the presence of a second adult (parent or employee) on the school(s) premises, or while attending, or while in district transit to, any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on his/her person or property
 - Alcohol
 - Tobacco or tobacco products and all types of electronic smoking devices
 - Dangerous weapon(s) or components
 - Controlled dangerous substances as defined by law (i.e. drugs, etc)
 - Stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
 - Any other item(s) which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook, school rules or the law.
2. Lockers, desks and other storage areas/compartments may be subjected to searches at any time for any reason without consent or without reasonable suspicion, during which the student(s) need not be present. School lockers and school desks are the property of the school/district, not the student. The users of lockers, desks, and other storage areas/compartments have no reasonable expectation of privacy from school employees as to the contents of those areas.
3. Authorized personnel may search a student whenever the student consents to such a search. However, consent obtained through threats or coercion is not considered to be freely and voluntarily given. Any searches of students will be conducted by an authorized person who is the same sex as the person being searched in the presence of a second adult (parent or employee). Strip searches are forbidden.
4. The extent of the search of a student's person or property and the measures used in conducting the search must be reasonably related to the objects of the search, and must not go beyond what is warranted by the nature of the suspected violation.
5. If a search produces evidence that a student has violated or is violating the School District's policies, school rules or the law, such evidence may be seized by school officials, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

9.2 Police Drug Interdiction Dog Searches

Recognizing the danger that contraband poses to society and students in particular, the School District reserves the right under reasonable suspicion to conduct unannounced random searches with the assistance of qualified law enforcement officers and trained canines. Qualified law enforcement officers and trained canines may be used periodically upon request of the Superintendent and the principals to sniff lockers, common areas, vacated classrooms, parking lots (vehicles) and school grounds. Qualified law enforcement officers will be directed not to have the canines sniff students or any other person.

9.3 Student Searches Procedures

In accordance with policy JIH, searches shall be conducted by the principal or his/her designee, if reasonable suspicion exists to warrant a search of a student's clothing, personal effects, vehicle, desk, locker, or assigned storage area. Searches shall be conducted according to Policy JIH-R Student Search Procedures.

9.4 Conducting the Search

If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.

If evidence of a violation of a school rule is suspected, and if that is confirmed by the search, the matter will be handled solely as a student discipline action. The principal or designee will proceed to search by asking the student to remove all items from his/her pocket(s), purse(s), handbag(s), backpack(s), gym bag(s), etc.

If the student refuses to cooperate in a personal search, the student should be held until the student's parent(s) or guardian(s) is/are available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent and in the presence of another adult.

Documentation: All searches resulting in disciplinary or remediation action must be documented.

[See Litchfield School District Policy JIH-R, Student Search Procedures](#)

9.5 Crisis Protocol

Staff members have been trained in proper responses during crises. In the event of a threat or crisis, students must follow the instructions of staff members in order to ensure their safety.

9.6 Emergency Drills & Procedures

Law requires periodic evacuation drills. You must be familiar with the procedures and exits for each classroom and area of the building. You are expected to consider evacuation drills as serious and important practices designed to save lives. When leaving a classroom, you are expected to be quiet, follow the teacher's directions and walk in a single-file line to the designated area. Evacuation drill procedures will be posted near the door in each classroom.

- **Secure Campus**

Activated when it is necessary to clear hallways and common areas of all students/staff and secure them in rooms in the event of a nearby threat, medical emergency or intervention.

- **Shelter in Place**

Activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear material. Shelter-In-Place may be activated when there isn't sufficient time to safely evacuate a school to an off-site location, or as a precautionary measure while awaiting transportation resources to arrive.

- **Active Threat (A.L.i.C.E.)**
Activated when it is necessary to protect students and staff from an armed intruder or other potentially dangerous threats. In these cases, schools will implement procedures that include Alerts and Information in real time to communicate what the threat is and the location of the threat to students/staff and emergency responders, Lockdown to secure doors/windows from the threat, Countermeasures (if feasible) to deter the threat, and Evacuation when it is safe to do so.
- **Lock Down**
Activated when it is necessary for staff and students to remain in the school in order to avoid a dangerous or potentially dangerous situation inside the school.
- **Evacuation**
Activated when it is necessary for staff and students to exit the school building when the fire alarm activates or an incident in the building poses an unsafe environment.
- **Reverse Evacuation**
Activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.
- **Drop, Cover & Hold**
Activated in order to protect students and staff from falling objects, or items that may become “projectiles”. Incidents that may require the activation of this response action include, but are not limited to; explosions, earthquakes, and unannounced severe weather events.
- **Tornado**
Activated in order to protect students and staff from a tornado, unannounced severe winds or severe weather events.
- **Scan in Place**
Activated when it is necessary for staff to look around the area for any item which doesn’t belong there. Scan will be activated primarily in the case of a Bomb Threat, but could be utilized for any situation that requires the staff to look for items or something which may cause harm.

9.7 Building Evacuation

Upon the sounding of the fire alarm or intercom announcement of an evacuation, students will exit the building through designated fire exits in a quiet and orderly line.

1. Students will report to grade-level meeting areas in first period classes. All students will report to the grassy area north of the portable classrooms.
2. Teachers will take attendance. Students are to remain orderly and quiet.
3. When signaled, teachers and students will re-enter the building in an orderly manner.

9.8 Security Camera

Security cameras are in use both inside and outside the LMS facility

9.9 School Visitors

Only those visitors who have come for the purpose of conducting some form of business with the school will be admitted to the school. These visitors will sign in at the Main Office and will be given an authorized pass from the Main Office. LMS has been established for the express purpose of educating the youth of this

district. Former LMS students wishing to visit with staff members may not enter the building until after 2:05 P.M.

SECTION 10 – Parent Information

10.1 Health, Personnel and Policies

Litchfield Middle School has a full-time nurse on duty throughout the school day. Any health related questions should be referred to her. Children should be in good physical health before they attend school.

All cold symptoms should be regarded as contagious (sneezing, sore throat, runny nose, cough, headache, temperature) and a child should remain at home. Any child with a rash, fever, vomiting, temperature, or general malaise should remain at home. Any child in school with a fever of 100 or above will be required to go home.

Children will remain home for any and all communicable diseases. If in doubt, check with the school nurse.

Medications: According to state law, prescription medications can only be administered if written permission is obtained from a doctor and the parent. Over the counter medications may be administered with written consent from the parent. Any pills brought in by the students without this documentation will be taken away. Students are not allowed to have medications on their person other than inhalers and EpiPens.

A parent, guardian or a parent/guardian-designated-responsible-adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:

1. The medication shall be in a pharmacy or manufacturer labeled container;
2. The school nurse or other responsible person receiving the medication shall document the quantity of the medication delivered; and
3. Other person(s) may deliver the medication, provided that the parent/guardian notifies the nurse in advance of the delivery. They should also specify the quantity of medication being delivered to the school.

10.2 Insurance

School insurance is made available to each student in September of each school year. This service is made available to the student at a reasonable cost and will provide accident/injury insurance in several plan options. This insurance is not required but does provide coverage for the student who may not have other kinds of family insurance coverage. ALL students who participate in athletics MUST prove proof of insurance protection. Insurance purchased through the school will meet this requirement. Students who are injured and have school insurance must report to the school nurse, who will assist in the completion of the claim forms.

10.3 Parent Conferences

If at any time during the year you would like a conference with your child's teacher(s), please contact the teacher. An appointment will be made for you.

10.4 PTO

Our Parent/Teacher group, which meets for approximately one hour every month. The purpose of this group is to enhance the educational program at Litchfield Middle School. Please join us.

10.5 School Volunteers

We encourage members of the community, parents/guardians, and grandparents to volunteer their time at Litchfield Middle School. We are in need of volunteers in the library and in the classroom. We hope you will consider helping us in our volunteer program. In order to volunteer in our schools, you will need to complete the paperwork on our website and meet with administration prior to your first engagement. Please contact the main office should you wish for further information.

10.6 School Board Meetings

The Litchfield School Board typically meets on the first and third Wednesday of the month. Meetings commence at 5:00 p.m. The public is encouraged to attend these meetings. Location and agendas are posted at all three schools.

10.7 Personal Property

Students are responsible for all their personal property. All electronic devices are not allowed to be used in school and are subject to confiscation when used. In the event that an item is confiscated, parents will be notified to pick up the item in the main office. Students should not bring large sums of money to school. If a valuable item is needed for a class project, the student should report immediately to the office at the beginning of the school day to place the item for safe keeping. Any item in possession of a student, which may be used as a weapon or deemed inappropriate for a school environment, will be confiscated and appropriate disciplinary action will be taken.

Section 11 – Transportation

11.1 School Bus Information

The Litchfield School District shall provide transportation for pupils to schools in the District consistent with the provisions of RSA 189:6, 189:9.

- All pupils in grades 1 – 4 shall be offered transportation to ensure the safety of arrival at and departure from the Griffin Memorial School, which is located on Route 3A.
- Pupils in grades 5 – 8 and 9 – 12 living at a walking distance more than one (1) mile from their assigned school shall be offered transportation.
- Students in grades 9 through 12 who use District transportation may be assessed a transportation fee, which will be approved by the School Board.

Bus routes shall be established by the Transportation Contractor and Business Administrator, subject to review by the School Board.

Authorized bus stops shall be located at convenient intervals in places where pupils may be safely loaded and unloaded. Crossing highways and awaiting arrivals of buses will be avoided, but if unavoidable will be established with the utmost safety permitted by highway conditions.

No child will be required to walk more than one (1) mile to a bus stop. Pupils residing in areas inaccessible by a school bus may be required to walk a distance of no more than one and one-half (1 ½) miles to a school bus stop.

A student who requires a related service of transportation because of the student's disability shall be provided with the necessary transportation accommodations. [See Litchfield School District Policy EEA, Student Transportation and Procedures.](#)

11.2 Student Conduct on School Buses

Students using District transportation must understand that they are under the jurisdiction of the school from the time they leave their house for the bus stop until the time they exit the school bus and return home. Parents are responsible for the safety and supervision of their children until they enter the school bus in the morning and after students exit the bus at the regular stops at the close of the school day.

Pupils transported in a school bus shall be under the authority of the District and under control of the bus driver. Disrespectful behavior or continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied the privilege of transportation in accordance with the regulations of the School Board. Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions from school transportation to continue beyond twenty (20) days must be approved by the Board.

11.3 Resolution of Conflicts

A parent who wishes to request a change to approved bus stops or an exemption from any of the Student Transportation policies shall direct that request first to the Transportation Contractor. If the parent is not satisfied by the ruling of the Transportation Contractor, he or she may appeal the ruling within five (5) days to the School Business Administrator. See Litchfield School District Policy EEA, Student Transportation and Procedures.

11.4 Bus Regulations

The bus driver and bus contractor are responsible for the safety, welfare, conduct and control of the pupils they are transporting. The following rules will be strictly enforced:

1. Obey the driver's instructions.
2. Stand away from the road while you are waiting to be picked up by your school bus.
3. Cross the street only when the bus driver signals.
4. Board the bus in an orderly fashion; go directly to a seat and remain seated until you reach your destination.
5. Leave the bus in an orderly manner. In some instances, the bus driver may assign you a seat.
6. Keep the aisle and exits clear. Never litter or damage any part of the bus.
7. Eating, shouting, profanity and roughhousing are not allowed on school buses.
8. Respect the rights of others.
9. Always keep your hands, arms, and head inside the bus.

11.5 Violations

In accordance with NH RSA 189:9A, the Superintendent has designated the building administrators as the officials having the authority to administer the policy dealing with bus conduct. Violations will be handled by the administration. The bus driver will report any violation on the Bus Conduct Report, and a copy will be forwarded to the building administrator. After investigation, the appropriate disciplinary actions will be given and communicated to the bus company and parents/guardians.

11.6 Late Bus

The late bus is made available for students who are involved in approved school related activities. The late bus runs Monday through Friday.

11.7 Bicycles

1. Parental permission is required for a student to ride to and from school.
2. All bicycles are to be parked in the bike racks and you should have a lock to secure it. The school is not responsible for your bicycle or equipment.
2. Bicycles are not allowed in the parking area on school days between 6:30 a.m. and 4:00 p.m.
3. If you do not handle your bicycle in a safe and responsible manner, you will not be allowed to ride it to school.
4. All bicyclists are expected to wear a protective helmet.

11.8 Audio and Video Surveillance on District Transportation

Monitoring student behavior on district transportation is paramount to maintaining order, safety and discipline, and protecting students, bus drivers, staff or others who may ride on district school buses.

The Litchfield School Board, in an effort to assist in providing a safe and secure environment for all who ride Litchfield School District transportation, authorizes the installation of audio/video surveillance equipment on all school district buses and vans. Video cameras will be used to monitor student behavior on district transportation. Audio recordings in conjunction with video recordings may also be captured in accordance with the provisions of RSA 570-A:2.

11.9 Management of Surveillance Media

Audio and video recordings from surveillance equipment installed on District-provided transportation shall be retained by the District's transportation contractor. Only in the event of a reported incident on district-provided transportation may an audio or video be reviewed. Any review must be authorized by the Superintendent of Schools or his/her designee. Only the following persons may review audio visual

recordings with the Superintendent's authorization: Superintendent's designee, Business Administrator, Building Administrator, Law Enforcement Officers, or Transportation Contractor Official.

Only recordings requested by the District for review will be considered District property. Recordings requested for review by District officials will be retained by the District for such time as is necessary to complete the appeal period for any disciplinary proceedings.

Should a recording be requested by law enforcement officers or be confiscated by prosecutorial authorities as evidence in a crime, the District will take reasonable steps to arrange for a copy to be retained by the District. [See Litchfield School District Policy ECAF, Audio/Video Surveillance on Buses and Procedures.](#)

11.10 Walking To/From School

Students must have written permission from a parent/guardian when walking from school. Use sidewalks whenever possible when you walk to and from school. If you must walk in the road, be sure to stay over to the side, facing traffic. Do not walk through the school parking lot.



STUDENT AND PARENT HANDBOOK

2021-2022

William D. Lonergan
Principal

Michael D. Perez
Assistant Principal

Jodi M. Callinan
Director of School Counseling

Joshua Knight
Athletic Director

1 Highlander Court
Litchfield, NH 03052

603-546-0300 (phone)
603-546-0310 (fax)

[https://www.litchfieldsd.org/
campbellhighschool_home.aspx](https://www.litchfieldsd.org/campbellhighschool_home.aspx)

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Dear CHS Parents, Students, and Community Members

On behalf of the Campbell staff, I welcome back the returning Classes of 2022, 2023, 2024, and our incoming 9th grade students, the Class of 2025. It is my sincerest hope that we can start this school year off in as “normal” routine as possible given the challenges of the last year and a half! I am sure all of you will collaborate with us in bringing that about for yourselves and for our staff and for the Litchfield community.

Please take time to review this student handbook. It is a valuable guide for understanding our expectations for students. These expectations are guided by our core values: Character, Courage, Respect, and Responsibility. We guide our actions by these principles at CHS, and we create a culture that strongly fosters student success in the classroom and beyond. We are hopeful that students share our commitment to that. We also have a new document guiding us as we work with students, the Litchfield School District Portrait of a Learner. This emphasizes four qualities we hope to foster in Litchfield students; Perseverance and Adaptability, Integrity, Communication, and Critical Thinking. Keep these in mind as well as you begin this next school year.

Our administrative team of Mike Perez, our soon to be Counseling Director who will be replacing Jodi Callinan, Josh Knight, and I are committed to continue the hard work at Campbell to offer a variety of academic programs and co-curricular activities fostering student success. And we have amazing teachers and staff supporting our students in the classrooms at CHS, in the CTE programs at partner schools, in the performing and fine arts, on the athletics fields, and in the tremendous spirit of volunteerism and community building fostered through sophomore projects and student groups like the National Art Honors Society and National Science Honor Society, among the many. We are hopeful we can inspire and motivate students to take advantage of these possibilities in creating exciting lifelong pathways for their own success in and out of the classroom.

Have a great year everyone!

William D. Lonergan
Principal

Campbell High School Mission Statement

CORE VALUES

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

BELIEFS

1. All students and staff are capable of engaging in rigorous and challenging educational opportunities in which individual talents, lifelong learning and full potential are fostered.
2. Faculty and staff are committed to encouraging all students to be self-directed learners who can achieve their personal best academically, socially and civically.
3. All students can develop an understanding of their own strengths and learning styles.
4. A safe, supportive and healthy learning environment promotes wellness in spirit and physical, mental, and emotional maturity.
5. All members of the school community promote Campbell pride, spirit and integrity.

LEARNING EXPECTATIONS

Campbell graduates will be college and career ready because they can:

Academic:

1. Read actively and critically for diverse purposes
2. Communicate effectively using a variety of mediums
3. Write effectively for a variety of purposes
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines

Social:

1. Exhibit personal responsibility and initiative
2. Understand, appreciate and respect diversity
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community
2. Demonstrate civic responsibilities

Approved

Student Council 4/19/2013

Leadership Committee 5/1/2013

Faculty 5/7/2013

Litchfield School Board Members

Christina Harrison, Chairperson

Brian Bourque, Vice Chairperson

Elizabeth MacDonald

Tara Hershberger

Heidi Ames

2021-2022 CALENDAR

SECTION 2 – COMMUNICATION

2.1 HOW TO CONTACT ADMINISTRATION, SCHOOL COUNSELORS AND FACULTY

Main Office: 546-0300 (Please report absences between 6:45 and 7:45 a.m.)

Athletic Director: 546-0300, Ext. 3118
Director of Counseling: 546-0300, Ext. 3255
Asst. Principal: 546-0300, Ext. 3102
Principal's Office: 546-0300, Ext. 3204

SCHOOL COUNSELORS:
A - D: Carrie Jurus, 546-0300 Ext. 3272
E – K: Jodi Callinan, 546-0300 Ext. 3255
L – Z: Jeff Parsons, 546-0300 Ext. 3256

Any questions for the Counseling office should be directed to Michelle Vecchiarello, Ext. 3257. Faculty may be reached through links to the CHS website:
https://www.litchfieldsd.org/campbellhighschool_home.aspx.

2.2 SCHOOL MESSENGER - SPONSORED BY POWERSHCOOL

School Messenger is a communication system that allows individual schools and the District to communicate information about emergencies and important school events to parents in a very rapid manner through telephone and e-mail systems. Parents may choose up to five contacts for emergency messages.

2.3 SCHOOL CANCELLATIONS AND DELAYS

If weather conditions are judged hazardous, school will be cancelled for the day or delayed for two hours. In this event, an announcement will be made using the School Messenger System and including but not limited to the following television and radio stations: WZID (95.7 FM), WGIR (610 AM) WMUR (Channel 9), WCVB (Channel 5), WBZ (Channel 4), WFXT (Channel 25)

2.4 ANNOUNCEMENTS

The Pledge of Allegiance is read over the intercom each morning. Students are encouraged to recite the Pledge of Allegiance. Students are encouraged to stand quietly during the recitation. Students in the hallway must stop and stand for the duration of the Pledge. If a student decides NOT to stand, he/she must sit quietly and respect others. School organizations wishing announcements to be delivered to the school community must have them approved by the organization's advisor and submitted to the Main Office before 7:05 a.m. in order to be included that day. General announcements are delivered as part of the attendance information and are read during the advisory block.

2.5 ADDRESS AND PHONE CHANGES

It is imperative that CHS is kept informed of correct home addresses, phone numbers, emergency phone numbers, and emergency contact persons. If there is a change, please provide information to the Main Office, as soon as possible. This information will be put into the PowerSchool system.

SECTION 3 – ACADEMICS

3.1 HIGH SCHOOL GRADUATION REQUIREMENTS

The Litchfield School Board believes students should be prepared for success in their post-secondary endeavors. To master this broad set of skills, all high school students will be required to earn 24 credits for a regular high school diploma.

All high school students must also successfully complete Sophomore and Senior Projects in order to graduate. Sophomore and Senior Projects may be eligible for credit based on the criteria that govern these projects.

Minimum graduation requirements are as follows:

English	4 credits
Social Studies	3 credits
Math	3.5 credits
(Must have a math or math embedded course in all 4 years of high school)	
Science	3 credits
Information Communications Technology	½ credit
ICT or Technology Elective	½ credit
Physical Education	1 credit
Visual & Performing Arts	1 credit
Health	½ credit
Electives	7 credits
Campbell Advisory Program (CAP)	4 years participation (No Credit)

The Board may approve other academic requirements for graduation.

Diploma with Distinction

A Diploma with Distinction will be awarded to eligible graduating students who meet the following criteria:

- 3.92 GPA
- 30 credits by graduation
- 15 semesters of Honors or AP classes by graduation.

The Diploma with Distinction shall be appropriately designated.

Awarding of Credit

A unit of credit or fraction thereof shall be awarded for each course successfully completed based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the building principal in awarding credit. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

Students may earn credit toward the number of units required for graduation through the successful completion of distance education courses or alternative credit options. Credit for such courses shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the district in compliance with Litchfield School District Distance Learning (IIMB) policy and procedures.

The principal shall evaluate the transcripts of students who transfer into this secondary school from another educational program, or school in or out of state, to determine previous educational experiences toward meeting CHS graduation requirements.

Students with Disabilities

All students with disabilities in the Litchfield School District shall have an equal opportunity to complete a course of studies leading to a regular high school diploma. Awarding of any diploma other than a regular high school diploma shall not terminate the student's eligibility for a free, appropriate public education. **See [Litchfield School District Policy IKE, High School Graduation Requirements](#).**

3.2 GRADING AND REPORTING

Competency-Based Assessment

In a Competency-Based Assessment structure, evaluations are based on performance levels of core competencies. A core competency is predefined knowledge or skills a student must

attain in order to pass the course. Final grades reflect the degree to which students have mastered the core competencies.

A Basic Tool and how it Works: Clear and Public Rubrics

A rubric is a tool that describes how achievement “looks” at each level of grading in terms of clear, commonly understood criteria. Teachers use rubrics regularly at the assignment level, so that students and their families understand expectations as well as final grading decisions. Each teacher will identify the assessment needs of particular courses, in relation to the general school-wide rubric.

Grading with Core Competencies

A core competency is a combination of skills, abilities, and knowledge needed to perform a specific task. Courses at CHS have between two - five competencies per course. Each competency must be successfully completed in order to gain credit in a course. The competencies are listed on the CHS website for each course and teachers include them on course syllabi distributed at the beginning of the school year. Core competencies for multiple section classes are the same, even when there are different teachers.

Multiple Opportunities

Students have multiple opportunities to demonstrate a competent performance level of core competencies. There are a minimum of four of these opportunities per competency/per semester. These are major assessments of learning, such as tests, certain quizzes and homework assignments, projects (including research papers), performances (including oral presentations) and/or products (including essays and labs). These are known as competency or summative assessments.

Formative & Summative Assessments

In order to measure student knowledge/skills, teachers often use formative assessments before summative assessments. Based on the results of the formative assessment, students who have not yet attained competency of the learning goal(s) are often engaged with learning activities to help them correct their errors and remedy their learning gaps. Teachers may use a certain percentage of formative work in the calculation of grades. Multiple teachers teaching the same course will use the same percentage system.

Summative assessments are larger assessments used in mastery learning to gather cumulative information on students' learning in order to certify competence and assign grades. Summative assessments tend to be broader in scope and usually cover a larger portion of the course than do the individual formative assessments.

Re-takes

Vision

We believe all students can learn. In the spirit of this philosophy, CHS faculty and staff have instituted policies that provide students multiple opportunities to reach their academic potential.

School Policy

- Retakes are available for a minimum of one summative assessment per competency per semester.
- Requests for re-takes must be initiated **by the student** within 3 school days after grades are posted on the student grade portal.
- Re-takes will occur within 10 school days after grades are posted on the student grade portal.
- At the conclusion of the re-take, the higher grade will stand.
- Student eligibility will be based upon completion of formative assessments.

- Re-take assessments will not duplicate the original assessment, as this would run contrary to the spirit of the re-take philosophy.
- Certain assessments such as labs or performances may be ineligible for re-takes
- Retakes will not be allowed in any courses during the 5 school days prior to the week of exams, nor during the exam period.

Student responsibility

- Initiate request for re-take
- Complete a plan of study or corrective action before re-taking assessment

Department Policy

Each course will include the details of the specific retake policy in the course syllabus.. Acknowledgement of the syllabus indicates students and parents have read the document.

Final Grade

A student must earn a grade of at least 65% in each competency in order to pass the course. Report cards show an overall course grade as well as individual competency averages. Athletic/Co-curricular eligibility is determined using overall course grade, not competency averages at the end of the first and third quarter.

Some courses are offered in summer school. In order to be eligible for summer school, a student must earn a final grade at least a 50% or have passed half of the core competencies of the course. Eligible students attending summer school are only required to master the core competencies they failed.

Student achievement will be recorded on transcripts in the form of letter grades:

Distinguished = A	Advanced = B	Competent = C	Limited = D	Failure = F
A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 65 – 69	F =Below 65
A = 93-96	B = 83-86	C = 73-76		
A- = 90-92	B- = 80-82	C- = 70-72		

Grade Point Average

G.P.A.'s will be printed on transcripts according to the following traditional scale:

A+ = 4.33	B+ = 3.33	C+ = 2.33	D = 1.0
A = 4.0	B = 3.0	C = 2.0	F = 0
A- = 3.67	B- = 2.67	C- = 1.67	

Courses taken through CHS, VLACS, college and CTE centers are eligible to be calculated into the Grade Point Average. Students earning the “honors option”, or passing “honors” level will have an additional .50 calculated into the Grade Point Average and AP classes will have an additional 1.0 calculated into the Grade Point Average.

Incomplete Grade: (I)

Students may be eligible for an Incomplete (I) grade for the following reasons:

1. Excessive absences during a marking period due to illness or other absences **excused** by an administrator, or
2. Specific considerations put forth in student’s IEP or 504 plan, or
3. The Child Assistance team (ChAT) may deem a student eligible for an incomplete.

Teachers giving a student an incomplete grade are responsible for setting appropriate limits and deadlines for missing assignments, projects and assessments and communicating these to parents and students. If the work is not completed within the agreed upon time period, a

grade of "F" will be applied. Generally, students will have 10 school days from the end date of a semester to make up incomplete work.

****Withdrawal Grading**

Students are expected to complete courses they begin so that they can receive the instruction and knowledge. However, if a student withdraws from a class with a failing grade, the student transcript will read **W-F**. If a student withdraws from a class with a passing grade or, in the case of a full year class, at the semester break, then the transcript will read **"W"**.

3.3 CREDIT REQUIREMENTS FOR GRADE LEVEL PROMOTION

Selection of Course and Schedules

Student schedules will be developed based on their choices during pre-enrollment. Further details will be made available to students as the course selection process continues. School counselors are available to help students choose courses.

Scheduling Responsibilities

It is expected that a student will give careful consideration to course selections so that s/he will discover and develop his/her special capabilities. Teachers, counselors and parents can assist students in making important final decisions affecting their program.

Freshmen, sophomores, and juniors are required to have at least 7 classes in their schedules each semester. Seniors are required to have at least 6 classes per semester. (Teacher Aide is not considered a class for this purpose).

Since a student who registers for a course has made a commitment to complete the course, s/he is expected to do so. Should the student encounter difficulty, teachers and counselors will be available to help explore the reasons for the problem and to consider alternatives other than dropping the course.

Freshmen who have not attained 6 credits at the end of the freshman school year:

- will be retained as freshmen and will not be promoted to sophomore status, and
- may be reassigned to a freshman and/or a transition advisory.

Sophomores who have not attained 12 credits at the end of the sophomore school year, regardless of sophomore project status:

- will be retained as sophomores and will not be promoted to junior status, and
- may be reassigned to a sophomore advisory/or a transition advisory.

Sophomores who have attained 12.0 credits at the end of the sophomore school year but have not completed their sophomore projects:

- will not be promoted to junior status, and
- must complete the sophomore project by the Friday before the first day of the school year.

Juniors who have not attained 18.0 credits at the end of the junior school year:

- will be retained as juniors and will not be promoted to senior status, and
- may be reassigned to a junior advisory/or a transition advisory, and
- will not be eligible for a parking permit.

Seniors who have not attained at least 24 credits by the Tuesday of Senior Week:

- will not be eligible to participate in the graduation ceremony.

Promotions in grade level will be made only at the end of each semester.

3.4 REPORTING SCHEDULE AND POWER SCHOOL

PowerSchool

PowerSchool allows parents and students Internet access to grades and other information. Both students and parents are assigned user names and passwords at the beginning of the school year and may use these to access their grades 24/7. All faculty members update their PowerSchool grade books at least every two weeks on designated dates.

Reporting Schedule

Grades will be electronically posted each quarter. Credit will be awarded on a semester basis when final grades are officially recorded on transcripts. If a student fails to earn credit in a given semester in a course required for graduation, he or she will be required to make up the course.

3.5 SOPHOMORE PROJECT

All students must successfully complete and present a project during their sophomore year in order to graduate from Campbell High School. The Sophomore Project is a minimum of 30 hours of community service chosen by the student and approved by the Sophomore Project Clearinghouse. Opportunities to gain up to one full credit for the project are based on documented hours, a log that states specifically what was accomplished, signatures from the clearinghouse, and submitting appropriate paperwork to Counseling (67.5 hours = ½ credit, 135+ hours=1 credit).

Note: Sophomores must complete the sophomore project by August during the sophomore year in order to be promoted to junior status.

The Sophomore Project packet will be available yearly and provided to you through the Sophomore Project Clearing House Advisors. If you have any specific questions please contact Mrs. Green (jgreen@litchfieldsd.org) and / or Mrs. Barry (pbarry@litchfieldsd.org).

3.6 HONOR ROLL

The Honor Roll is comprised of students whose grades reflect a B- or higher for all grades. The High Honor Roll is comprised of students whose grades reflect an A- or higher for all grades. Honor Roll list is officially released at the end of Semester 1.

3.7 HONORS OPTION

Our intention at Campbell High School is to challenge each student academically. Some students, however, may wish to challenge themselves beyond the general curriculum requirements. For these students, Campbell High School will offer an honors option. Students may choose to complete an honors option in most classes. Upon successful completion of honors option requirements, students will receive an honors designation on their academic transcript. All honors option paperwork must be turned into your teacher by September 15th (First Semester) and February 15th (Second Semester).

Honors Option Requirements

Students selecting the honors option must complete the following requirements at the beginning of the semester:

1. Develop an honors option plan with the classroom teacher, detailing a timeline of activities the student will engage in throughout the semester and as part of their honors option requirement;
2. Students and teachers will select one or more activities to complete from the following list:
 - a. selected readings,
 - b. interdisciplinary projects,
 - c. problem-solving or inquiry-based projects,
 - d. development and/or public presentation of one's work and/or

- e. in-depth and expanded study of specific curricular areas;
- 3. Complete a learning journal of outside reading assignments and other learning activities associated with the honors option;
- 4. Demonstrate leadership qualities in the classroom;
- 5. Demonstrate self-direction and motivation as a learner, as well as exemplary work habits;
- 6. Demonstrate mastery of fundamental concepts; and
- 7. Complete a self-evaluation
- 8. Work assignments that reflect 35-45 hours of additional coursework
- 9. The Honors Option is earned by fulfilling the Honors Option contract and receiving a final grade of B or better (not B-)

Process for Selecting the Honors Option

Students interested in the honors option should meet with teachers at the start of the semester to develop their honors option plan. Students are required to submit an “Honors Proposal” to the teacher in the course they seek to be considered for the Honors Program. They are also required to complete the “Honors Program Contract” and get the necessary signatures of teacher, student and parents on this contract. (Examples of the Program Proposal and Contract are available on the Campbell HS website). Students must hand in a copy of the completed signed contract to the Counseling Office as well as their teacher at the start of the Honors Option. At that time, students will discuss specific requirements, ideas, and a timeline with their instructors.

Students should continue to meet with their teachers a minimum of four times throughout the semester to keep teachers informed of progress. Students may choose at any time, to terminate their honors option study. Termination will have no impact on course grades; students will simply not receive the honors designation on their academic transcript. The teacher will evaluate and assess the student's progress and determine whether the student has successfully completed the honors option requirements outlined in the original plan.

Applications for Honors Option are available in the Campbell High School School Counseling Office. If you have any questions please contact the School Counseling Administrative Assistant. Students earning the “honors option” will have an additional .50 calculated into the G.P.A.

3.8 ADVANCED PLACEMENT COURSES

Advanced Placement courses are designed to challenge highly motivated students who have demonstrated exceptional academic ability and who wish to study at the college level while still in high school. AP courses demand skills that can lead to success in college. Taking rigorous AP courses demonstrates a student’s maturity and willingness to push their intellect and commitment to academic excellence.

AP Environmental Science, AP English Literature, AP US History, AP Spanish, AP Biology, AP Calculus, AP Statistics, AP Government, AP Chemistry, Programing 2 and Programing 3 are currently offered at CHS. Students are encouraged to discuss taking AP courses with their parents, school counselor, advisor, and teachers. An AP recommendation form must be completed with the proper signatures in order to be considered for an AP class. If applicable, registration preference is given to seniors.

The College Entrance Examination Board provides tests for all Advanced Placement courses. These tests are administered during the month of May. Satisfactory scores on AP Exams offer many benefits which may enhance applications for college admissions, placement, and scholarships. A student may receive college credit based on the AP score. Students enrolled in AP courses should check with the college of their choice to receive information concerning

the college's policy regarding Advanced Placement credit and/or standing. For more information go online to: www.collegeboard.com/ap/credit policy.

Students must register to take the AP exam in advance and pay the required fee. Information is available in the Counseling Department. If this fee will cause financial hardship, students should contact their school counselor for information about financial assistance.

New to 2020 exams, students will be required to register and pay a fee for the exam in October each year.

IF STUDENTS ELECT TO NOT TAKE THE AP EXAM, THEY WILL BE REQUIRED TO TAKE A FINAL EXAM AT THE END OF THE COURSE. THIS IS THE ONE EXCEPTION FOR SENIORS BEING EXEMPT FROM END OF YEAR FINAL EXAMS.

3.9 ACADEMIC EXCELLENCE BANQUET

In May of their graduation year, seniors with a **3.92 GPA** or higher will be honored at an academic banquet. The grade point average will be calculated at the end of the 7th semester.

3.10 NATIONAL HONOR SOCIETY

Campbell High School is the home of the Passaconaway Chapter of the National Honor Society. The National Honor Society is the leader among organizations and societies that promote appropriate recognition for students who reflect outstanding accomplishments in Four Principles of the National Honor Society: scholarship, character, leadership, and service.

The officers and members of the local chapter, along with the Chapter Advisor, determine the operation of the chapter as outlined in the chapter by-laws and national constitution. Selection and discipline of members and matters of governance are handled by a five-member Faculty Council. The school principal reserves the right to approve all activities and decisions of the Chapter including selection and discipline of members.

Criteria for Membership

Students eligible to be in the National Honor Society at CHS

- must be currently enrolled as a full-time junior or senior at CHS;
- must have a cumulative **GPA of 3.75** weighted or higher;
- must have successfully completed the Sophomore Project;
- must have attended CHS for at least one semester;
- must have held a leadership role in school or community organizations;
- must have been involved in public service activities for the school and/or community;
- must possess the following traits: character, courage, respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Students who are invited to join will receive selection procedure instructions.

Continuing Membership

Students who have been selected and inducted for membership in the Passaconaway Chapter of the NHS will be required to follow all chapter by-laws distributed to members at the first membership meeting. The by-laws outline all expectations of Chapter members, including participation, discipline, and dismissal procedures. Any behaviors that do not reflect the philosophy of the chapter or the National NHS constitution may result in probation and/or dismissal.

3.11 NEW HAMPSHIRE SCHOLARS

The New Hampshire Scholars Initiative is an effort by area business and school volunteers to encourage and motivate all high school students to complete a defined, rigorous academic course of study that prepares them for successful transition to college or university coursework or vocational and technical training necessary to enter today's competitive job market. For more information, see your School Counselor.

3.12 CLASS RANK

Class rank will be calculated at the end of sophomore year and every semester thereafter and are available upon request. The top ten is calculated after the first semester of senior year. Students must have attended Campbell for a minimum of two semesters to receive a class rank.

3.13 INDEPENDENT STUDY (1/2 credit – Grades 11 and 12)

Students who have special interests not available in a formal course may submit a proposal for an independent study. The Principal must approve an independent experience mentored and monitored by a staff member who volunteers to work with and oversee the curriculum. Teachers who oversee an independent study must be highly qualified (certified) in that specific content area. The requirements of such studies must meet the equivalent of a regular course in terms of time, expectations, and rigor. Students interested in this option should talk with their school counselors and the appropriate teachers. An approved plan must be on file prior to a student registering for the course. The principal will make the final decision as to the awarding of credit. Grades for Independent Study are awarded on a pass/fail basis.

3.14 EXTENDED LEARNING OPPORTUNITIES

School Board policy allows extended learning opportunities at the high school level as a means of meeting the diverse instructional needs of students with different talents, interests, and development beyond those addressed in the regular classroom. All such opportunities must be aligned with the school's educational goals and objectives. Such opportunities may provide high school credit (under provisions of Policy IMBC) or supplement regular academic courses. Credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study. Where credit is not granted, such experiences may be used to fulfill prerequisite requirements for advanced courses.

The granting of credit shall be based on a student's demonstration of mastery of core competencies, as approved by a certified District educator designated by the principal and free from conflict of interest, for courses included in the Campbell High School Course of Studies.

Extended learning opportunities can be used to earn a maximum of three credits, with no more than one credit counting toward non-elective graduation requirements, and no more than one credit per discipline/subject area. **See [Litchfield School District Policy IHBH, Extended Learning Opportunities](#).**

Students who request an alternative learning opportunity will need to complete appropriate paperwork and have administrative approval prior to commencing the course. **Grades earned through ELO's will not become part of a student's GPA. Student's receive a pass or fail only.**

3.15 WORK STUDY

Campbell High School offers students the opportunity to be involved in a work-study program. Students in this program would be allowed to leave before the end of the school

day to report to a job site. The focus of the program is to allow juniors and/or seniors to receive vocational and training skills in an area of future occupational interests to them. Employers must communicate regularly with the Transition Specialist to update the school on the students' progress.

Students must have their applications approved by the Principal and the Counseling Director. Students may receive one-half credit for completing 250 hours of work and a maximum of one credit for completing 500 hours of work in any given school year. Students will be allowed to take a maximum of two credits during their high school career.

If the job is terminated for any reason, the student will be placed into a study hall and may not have early release privileges. Applications are available in the Counseling Office.

3.16 SCHEDULE CHANGES

Students should choose their courses carefully with the assistance of their parents, advisors, school counselors, and CHS faculty. Every effort will be made for students to receive the courses they have chosen.

A student who is failing a class will not be dropped from that class. Withdrawal/Grading policy will be enforced.

3.17 COMPETENCY RECOVERY / SUMMER SCHOOL **(This will be reviewed and possibly revised moving into the 2022 Summer)**

3.18 VLACS

Virtual learning Academy Charter School is an accredited New Hampshire high school. Students may take online courses. Beginning in July 2020, grades earned on VLACS will be calculated into a student's GPA. For more information see your School Counselor.

3.19 STANDARDIZED TESTING

All students in grade 11 will participate in the SAT assessment and the SAS Science Summative Testing. These are nationally-normed tests of proficiency on grade level skills.

SECTION 4 – ATTENDANCE

4.1 ATTENDANCE POLICY

The entire process of education requires a regular continuity of instruction, classroom participation, learning experience, and study in order to reach the goal of maximum education benefit for each student. The call to develop the whole person in the school's Mission Statement includes the formation of responsible students who are dependable and caring and have a sense of community. Frequent absences from regular classroom learning experiences disturb the continuity of the instructional process, and the maximum benefit of regular classroom instruction is lost.

It is recognized that absence from school may be necessary at times, but every effort should be made by students and parents or guardians to keep absences and tardiness to a minimum.

Parents or guardians should notify the school at 546-0300 press **number 6** between 6:45 a.m. and 7:45 a.m. on the day the student is absent. Parents or guardians should provide written documentation as to the reason for the absence upon the student's return to school. This documentation will be kept on file in the Main Office.

The Board recognizes two types of absences:

- Excused absence – an absence that occurs as a result of illness, medical/dental appointments, college visits, bereavement, court appointments, religious holidays, or participation in school activities. (See No. 2 below.)
- Unexcused absence – an absence that occurs for any reason other than an excused absence.

The following attendance policy will be strictly enforced:

1. During any given semester, a student may accrue up to six unexcused absences in any class before he or she will receive an attendance failure. If the class meets every day, then a student may accrue up to twelve absences in that class before he or she will receive an attendance failure.
 - a. Missing thirty minutes or more of class time is considered an absence.
 - b. For the first block class of the day, three incidents of tardiness of less than thirty minutes each will count as one absence.
2. The following absences will not count against the student relative to the attendance policy:

<u>Reason</u>	<u>Required Documentation</u>
Court appointment	Court Documentation
Religious holidays	Parent/guardian note
Bereavement	Parent/guardian note
School-sponsored activity	Coach/teacher will provide roster
College visits*	Admissions Documentation
Job Shadows	Workplace Note
Illness/injury	Doctor's note
Field Trips / Athletic Dismissal	

***Juniors and seniors only. Limit three per year.**

Note: All college visits / job shadows must have documentation from the college or work place to be counted as an excused absence. After the allotted 3, all visits must be approved by Administration in writing prior to the visit. Please use the Planned Absence form available in the main office.

****IMPORTANT** Documentation must be presented within ten school days of returning to school for each absence, even if a student is not in danger of accumulating six absences.**

3. All absences, whether for an entire day or just a portion thereof, must be documented with appropriate notes / phone calls from parent / guardian.
4. Absences due to vacations or family trips will count toward the total number of unexcused absences.
5. Planned absence forms may be obtained in the Main Office. This form should be completed with signatures from all the student's teachers and parent(s) or guardian(s) and then submitted to the Principal two weeks prior to the absence. The attendance policy will be enforced.
6. If a student exceeds six unexcused absences in each class during the semester, he or she is able to appeal to a committee composed of the Assistant Principal, Director of School Counseling, Student's School Counselor to review the reasons for the absences. (See Attendance Appeal Procedure.)

7. After **7 EXCUSED** (parent notified Excused absences) **or UNEXCUSED absences** the school administration will have a parent / student contact. If written documentation is accompanied with the absences the CHS Administration and the ChAT - Child Assistant Team will evaluate if a meeting with the parents would be necessary.
8. Students should not arrive to school prior to 7 a.m unless they are there due to a school sponsored event or the school busses have dropped off early. Students may not leave school grounds once they have arrived at school. All students must be in their first period classes by 7:35 a.m. Students arriving to class after this time will be considered tardy and must sign in at the Main Office and obtain a tardy slip.

The School Administration will make the final determination as to whether or not an absence is excused.

See Athletic Code about Athletics Attendance Policy. If you have any questions, contact the Athletic Department.

Truancy: Truancy is defined by RSA 189:35- as “an unexcused absence from school or class ten half days of unexcused absence during a school year shall constitute habitual truancy.” Parents of students that have missed ten half days or more per year will receive a letter from administration. A meeting with the parents and administration may occur to develop a plan to address the child’s attendance issue. If the student’s attendance does not improve, then the Litchfield Police Department (SRO), Litchfield Truancy Officer and/or Division of Child, Youth, and Family (DCYF) will be notified of the truancy and/or educational neglect.

All cases will be dealt with individually and at the discretion of administration. Please refer to the Absence Policy in Section 4.1.

Cuts/Truancy: A student who is truant from a class will lose his or her right to appeal all absences from that class if his or her absences exceed six during the semester. Students who cut classes and/or leave school grounds will be subject to disciplinary consequences, including out-of-school suspension. Students who are truant will receive a zero for all class work.

Attendance Appeal Procedure: Any student who has been absent beyond the six-day limit and who has not been truant may appeal to have those absences excused. The reasons for the appeal must be reasonable and justifiable. The following procedure applies:

1. The student will complete paperwork for each class for which he or she is appealing his or her absences.
2. The student will then submit this paperwork to the Assistant Principal.
3. A decision will be made after review of the student’s attendance file and a potential meeting with the Attendance Appeal Committee. The decision is final and not subject to further appeal.

Note:

1. A student must have a complete record of his or her absences, including all documentation in his or her attendance file, before an appeal can be filed.
2. A student may only file an appeal in a class in which he or she is currently earning a passing grade.
3. If a student exceeds the six-day limit in a class and any of those absences include truancy, the appeal will be automatically denied, and the student will receive a failing grade.

4.2 TARDY TO CLASS

Students who have been in school but are tardy to a class need to report to their classes as soon as possible. The classroom teacher will record any unexcused tardiness of his or her students. Some of the disciplinary steps to be taken by the teacher to correct student tardiness to class are a conference, teacher detention, parent/guardian notification, counseling department referral, and discipline referral. **Missing thirty minutes or more of class time is considered an absence.**

4.3 TARDY TO SCHOOL

Students are to be in their A or E Block classrooms no later than 7:35 a.m. each day. Students entering school after 7:35 a.m. are tardy and must report to the Main Office for a tardy slip. A record of all tardy arrivals will be kept in the Main Office.

Any student who wishes to EXCUSE a tardy to school is required to bring in a written note signed. The EXCUSED Tardy reasons are the same as EXCUSED absences. This documentation shall be placed on file in the Main Office.

For the first block class of the day, three incidents of unexcused tardiness of less than thirty minutes each will count as one absence. Missing thirty minutes or more of any class is considered an absence.

Students will serve a half hour office detention if they are late five times. Seven incidents of tardiness will result in a 2 hour Extended Day Detention. 10 unexcused tardies will result in a four hour Saturday detention. If this behavior continues, more serious disciplinary consequences will result.

4.4 EARLY RELEASE/ LATE ARRIVAL / OPEN CAMPUS (SENIORS ONLY)

Early release/late arrival is a privilege available **for seniors and second semester juniors. Open Campus is a privilege for SENIORS ONLY.**

Eligibility and Procedures related to Early Release and Late Arrival include the following:

1. Students must have earned a grade of C or higher in **all** classes during the previous marking period.
2. The early release/late arrival/open campus application form is signed by student **and** parent or guardian and is on file with the school.
3. Students are to leave the building within a reasonable time after their last class. All students must sign out at the main office.
4. Students who arrive prior to a scheduled class or who need to stay after for additional work, must report to the Learning Commons and remain there until the end of the period.
5. A failing grade on a progress report will result in loss of the privilege.
6. Late arrival will be considered only for a first block class. Early release will be considered only for a last block class.
7. Students with Junior status must be signed up for a minimum of seven (7) credits (2nd semester) and students with Senior status must be signed up for a minimum of six (6) credits to qualify for the privilege.
8. Course changes will not be permitted simply to accommodate early release or late arrival.
9. Out-of-school suspensions or two major disciplinary infractions may result in loss of the privilege for the remainder of the semester.

10. Any student who loses his or her privilege due to disciplinary infractions during the last month of the first semester will be ineligible for early release or late arrival during the second semester.
11. Students may appeal the status of early release/late arrival privileges to Administration.

4.5 DISMISSALS

Campbell High School is not an open campus. Students should be in school every day for the entire day and attend every class. Study blocks are considered a valuable part of the school day, not free time for students.

In order to be dismissed from school:

- Students must bring a dismissal note signed by a parent or guardian to the Main Office by 7:35 a.m. The student will be issued a dismissal slip, which should be given to the teacher at the beginning of the class from which he or she is being dismissed. At the time of dismissal, students should proceed directly to the parking lot.
- In an emergency, a parent or guardian who wishes to dismiss a student during the day of the dismissal must contact the main office and send an email to the Assistant Principal and the Attendance Admin Assistant.
- Students who are ill must be dismissed through the Nurse's Office.

Phone dismissals will be permitted only in an emergency situation when a parent does not have access to a computer or fax machine and with approval of Administration.

If there are no classes at Alvirne or Pinkerton those students will be expected to attend all scheduled classes at CHS and have the opportunity to be dismissed during the scheduled CTE classes with written and / or verbal permission from the parent.

4.6 CLASSROOM SIGN OUT / IN LOGS

Students will be required to sign in and out of a class. Each teacher must keep a log recording a student's name, destination, and time of departure and time of return.

4.7 LEARNING COMMONS PASSES

Students must have a pass to come to the Library/Media Lab. There are two types of library passes: a library pass from the study hall teacher and a subject pass from the subject teacher. Priority is given to students who need to do assigned work and who have a subject pass from the teacher. Students requesting a pass to the Library from a study hall must abide by the regulations published in the Guidelines for Library Use posted in the Library.

4.8 ATTENDANCE AT CO-CURRICULAR EVENTS

Students must attend all their scheduled classes in order to be eligible to participate in that day's event. If a student is absent, he or she is ineligible to participate in that day's event or practice. A suspended student may not attend any CHS events and will be considered trespassing if they come to CHS during the suspension. A student who is absent unexcused on a Friday cannot participate in any event during the weekend unless an administrator approves the absence prior to the event. Students tardy after 8 a.m. will not be permitted to participate in any of that day's athletic or co-curricular events.

Certain activities that are sponsored by a class or by other organizations at Campbell High School require that those in attendance have the academic standing of a freshman, sophomore, junior or senior. Examples of this include, but are not limited to, the junior/senior prom, the semi-formal, and the senior class trip. In order to be considered a member of a certain class, a student must meet the following guidelines:

Sophomore : 6 credits or more

Junior: 12 credits or more and completion of the Sophomore Project

Senior: 18 credits or more and completion of the Sophomore Project

Students are reminded that privileges to attend after school activities may be suspended for a period of time or indefinitely based on acts of misbehavior in school or at dances, sporting events, or other school sponsored events.

4.9 CLASS DUES

All students must pay class dues in order to be eligible for any student activities and parking permits. Class dues are assessed each year and go toward class activities and expenses.

4.10 HOMEWORK REQUESTS

Parents or Guardians can phone or e-mail the counseling Office to request homework for their children due to illness only if the student will be out of school for three days or more. Parents must arrange to pick up these materials. The teaching staff requires 24-hour notice to organize assignments and turn them in to the Counseling Office. For absences of one or two days, students and/or parents may email the teachers for their assignments. Teacher email addresses are available on the CHS website:
https://www.litchfieldsd.org/campbellhighschool_home.aspx.

HOMEWORK GUIDELINES

Teachers shall consider the developmental level and academic needs of students, as well as other school activities that may impact student time and performance (such as state testing or special events) in designing assignments completed outside of school, in concert with school administrators. The quality, frequency, and quantity of homework shall be assessed regularly by teachers and administrators.

Teachers shall provide feedback of formative assignments completed outside the classroom regularly and indicate the student's level of understanding at that time, using various forms of indication/symbols (check marks, comments, numbers, percentages, etc.) Summative assessments completed outside the classroom shall receive grades. **See [Litchfield School District Policy IKB, Homework Guidelines](#).**

4.11 MAKE-UP WORK/LATE WORK

Students with excused absences from school, including suspensions, are able to make up missed work in accordance with the terms of this policy. Students who are truant or cut class will receive a **zero** for all class work or assessments.

Assignments Not Completed Due to Absence

A student who is absent from class is allotted two school days for every class day he or she is absent in order to make up missed homework, class work, projects, papers, or extensive assignments assigned during his or her absence. It is the student's responsibility to seek those assignments from the teacher and arrange for their completion.

A student who is absent on the day homework, a project, a paper, or an extensive assignment is due must submit that assignment either at the beginning of the next meeting of the class or the end of the school day upon which the student returns to school, whichever is the first to occur.

SECTION 5 - POLICIES AND PROCEDURES

5.1 DRESS CODE AND PERSONAL APPEARANCE POLICY

The Litchfield School Board expects that all individuals will dress in a way that is appropriate for a school setting. Dress choices respect the Litchfield School District's intent to guide students toward greater independence and empower students to examine the impact their actions have on themselves and others. Staff members are expected to model appropriate choices in appearance. Additionally, we support that individual self-expression is a natural

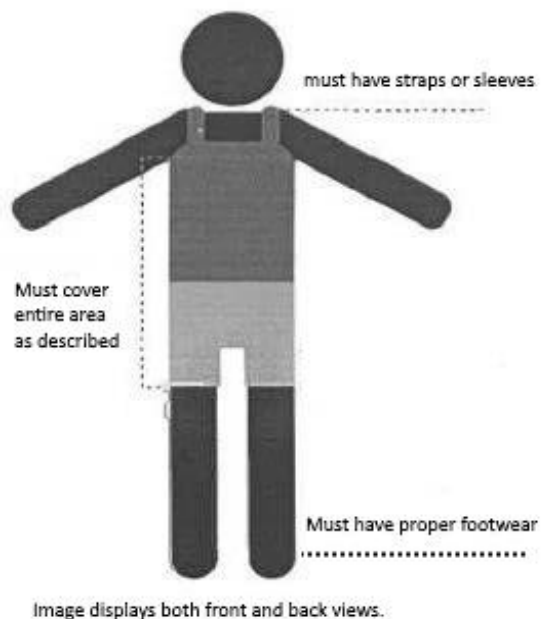
and important part of human development. Attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy affirms our belief that appropriate attire is not gender specific.

Core Values

- Individuals should be able to dress in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Individuals have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against anyone because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size or type, or body maturity;
- Nobody should face unnecessary barriers to school attendance;
- Everyone is entitled to be treated with dignity and respect when there is a potential concern about personal appearance.

Minimum Requirements:

1. Clothing must cover the area from one armpit across to the other armpit and extend low enough to fully cover private parts (including underwear, buttocks and genital area - see image).
2. Tops must have shoulder straps or sleeves. Rips, cut-outs or tears in clothing can't be in the "coverage area" defined above.
3. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
4. Headgear including hats, hoods, and caps are permitted for religious, medical or other reasons by school administrators. CHS staff may choose to permit hats in their classroom.
5. Special courses or co-curricular activities may require specialized attire, such as sports uniforms or safety gear.



Additional Requirements:

1. Clothing may not depict, imply, advertise or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory or obscene language or images.
4. Clothing may not state, imply or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
5. Sunglasses may not be worn inside the building unless approved by the school nurse for a documented medical reason.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming, that by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang or advocates illegal or disruptive behavior is prohibited.

Enforcement:

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.

Staff will use reasonable efforts to avoid dress-coding students in front of other students. Students who are suspected of a dress code violation will never be called out publicly. Instead, they will be discreetly spoken to by a staff member or referred to the appropriate office.

The administration at each school reserves the right to determine what constitutes appropriate dress. School staff will work with students to comply with these guidelines and to be able to attend class. As a last resort, parents will be called if appropriate clothing is not available or the student refuses dress code appropriate clothing.

5.2 CODE OF ETHICS – CHEATING AND PLAGIARISM

All homework, projects, tests, papers and assignments are expected to be original work created by the individual student unless quotations are used and sources cited or the assignment specifies group or collaborative work.

In the event a student is suspected of cheating or plagiarism for a first offense, a conference will be held between the student and the teacher and, when appropriate, an administrator and/or parent or guardian. The facts of the individual case will be weighed by the teacher, and consequences for infractions will entail a grade of zero on the work in question and possible disciplinary action. Subsequent violations will involve school administration and a meeting with parent / guardian.

Plagiarism encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement.
- Copying, downloading, or purchasing a paper from any Internet site or service.

Cheating encompasses, but is not limited to, the following:

- Intentionally using or attempting to use unauthorized materials, information or study aids to gain an advantage on a quiz, test, exam, report, or other class project.
- Using dishonest methods to aid others in gaining an advantage on a quiz, test, exam, report, or other class project.

Some examples are; using "cheat sheets" or electronically texting information about an exam, quiz, test, report, or other class project; using verbal communication or gestures during a quiz, test, or exam; copying homework; allowing homework to be copied; acquiring or receiving advanced copies of a quiz, test, or exam; accessing the teacher's answer key for a quiz, test, or exam; sharing information about a quiz, test, or exam; stealing the teacher's edition of the textbook.

5.3 TELEPHONE USAGE

Cell Phones / Personal Electronic Devices **CAN ONLY BE USED** with teacher permission within any classroom setting (i.e. academic class, study hall, café study, computer lab).

Students **WILL** be allowed to use cell phones / personal electronic devices in the café before school and during assigned lunch times.

Students will **NOT** be permitted to use cell phones / personal electronic devices and headphones / earbuds in the hallways during the school hours of 7:30 – 2:30 (cell phones / personal devices need to be stored away in bags, purses or pockets).

Students will **NOT** be permitted to use cell phones / personal electronic devices and headphones / earbuds in all CHS bathrooms, Locker Rooms and any other unauthorized areas.

Students who need to make a phone call upon arriving at school should come to the main office. The Main Office phone is not available for personal calls except for emergency situations Parents / Guardians **should avoid** calling their child's cell phone during school hours.

Cell phone / Electronic Devices disciplinary procedures:

First offense – Teacher has the right to confiscate and / or send the student with the phone to the main office. The phone will be confiscated until the end of the class block.

Second offense – The student may pick up the confiscated phone at the Main Office at the end of the school day and there will be parental notification and disciplinary action.

Third and subsequent offenses – Students will receive disciplinary action and a parental conference with CHS Administration will occur.

5.4 FOOD AND DRINK

Food and Drinks are not allowed in areas with computers, electronic equipment, lab areas, gym, or the auditorium. Teachers may have a classroom policy on food and drink that will be followed and supported by the building administration.

5.5 FIELD TRIPS

Attending field trips is considered a privilege. When evaluating a student's eligibility to go on a trip, the staff will consider various factors including academic standing and behavior. Any students failing one or more classes will lose this privilege. Any student failing one or more classes and attending a field trip with a large monetary amount attached will meet with administration to develop a plan for academic recovery. All field trips require written permission from a parent or guardian. Trip organizers will send out a list of students at least two weeks in advance so that all teachers may respond.

5.6 SIGNS AND POSTERS

Students wishing to display signs, posters, or other materials must have prior approval from either the Principal or Superintendent of Schools who will stamp it to show approval. It is the students' responsibility to remove signs, posters or other materials within twenty-four hours after the event.

5.7 TEXTBOOKS

Textbooks are loaned to students for use during the school year. A Textbook receipt card should be signed out at the beginning of the year. Books are to be kept clean, handled carefully. All texts will be returned or paid for before or at the time the final examination is taken. Students who have outstanding fees for lost textbooks, lost library books, parking tickets, athletic uniforms, class dues or lab fees will not be eligible for a parking sticker. Students must pay restitution for all outstanding fees or they may not participate in graduation ceremonies. Paying for missing textbooks before final exams end is requested.

5.8 COMPLAINT POLICY

Complaints should be handled at the lowest practical level. In matters concerning any area of disagreement, the employee, parent, vendor, and/or patron should take the complaint directly to the involved staff member. If unresolved, the complaint can be taken to the director or supervisor, building principal, then to the Superintendent. If the matter remains unresolved, the Superintendent shall inform the complainant that there is further right of

appeal to the School Board, and if it is their desire he/she shall refer the case to the Board for action. **See [Litchfield School Policy GBK/KE, Complaint Policy](#).**

5.9 STUDY HALLS

Students reporting for an assigned study hall must take their seats and be quiet before passes will be issued. Study halls will be quiet and orderly. See Section 4.7 for information about Learning Commons passes during study halls.

5.10 AGE OF MAJORITY

The rules and regulations at Campbell High School are for **all** students. Students continuing beyond the age of eighteen must comply with all rules and regulations.

Students who are eighteen years of age or older and who are living with their parent(s) or guardian(s) will be required to have all notes for excused absences, tardiness, dismissals, progress reports, field trip permission forms, and all requested forms signed by a parent or guardian.

Parents or guardians who would prefer the school to accept the signature of their eighteen-year-old son or daughter in lieu of their own signatures should contact the Principal in person or by telephone and submit a legally notarized authorization. Such an authorization releases the school from its obligation to contact the parent or guardian regarding grades, attendance, illness, or conduct of the eighteen-year-old. The school will deal directly with the student regarding these matters; however, the school will continue to furnish such information to parents or guardians upon request.

5.11 HETEROGENEITY/INCLUSION

It is our strong belief that all students can learn at high levels and that all students should be given the opportunity to stretch themselves academically. Heterogeneous grouping will be used in most classroom settings. This means that students who have been historically tracked into less demanding courses and students with learning disabilities are expected to meet high standards but are given adequate time and support to achieve those standards.

5.12 SPECIAL NEEDS REFERRAL PROCEDURES

Any parent or guardian, school personnel, medical or social worker, or the juvenile court may make a referral of a child who may need special education services, including student placement in private schools by their parents, without involving the School District. New Hampshire Special Education procedural Safeguards: Handbooks are available from Special Education teachers upon request. Information in this handbook will include Free and Appropriate education, evaluation and eligibility procedures. Referral procedures:

1. All referrals must be in writing. Students may be referred to the special education evaluation team for reasons including failure to pass a hearing or vision screening, unsatisfactory performance on group achievement tests or assessments, multiple academic and/or behavioral warnings, or repeated failure of one or more subjects. Forms for referral are also available in the Counseling and special education offices.
2. Either the student's teacher or School Counselor should complete the educational history section of the referral.
3. All referrals should be submitted to the District Special Educational Director.
4. All schools and social service agencies within the School District's jurisdiction shall be advised annually of the district's responsibility to identify and evaluate all students who may have an educational disability. Referrals from schools and agencies shall be forwarded to the special education evaluation team for further evaluation.

Process:

1. Upon receipt of a referral, the Special Services Team shall notify parents in writing of the referral. Within fifteen days of the receipt of the referral, the Special Services Team shall meet to determine the disposition of the referral.
2. Within fifteen days of the receipt of the referral, the parents shall be given written notice of the Team's disposition of the referral. If the student's parent or guardian disagrees with the Team's disposition of the referral, the parent or guardian may activate the due process procedures (Ed 1128). If parental consent for evaluation is not granted, the School District may activate the due process procedures (Ed 1128).

A CHS Special Education Case Manager must contact the parent or guardian to tell him or her about the referral and the reasons it has been made. They are to read the referral letter to the parent or guardian. The date and method of contact should be listed on the referral form. Please refer to Ed 1120-04.

5.13 STUDENT AND PARENTS' RIGHT TO EDUCATIONAL RECORDS

Notice is hereby given to all Parents and guardians of students attending the Litchfield School District and students 18 years of age and older. The following records are considered directory information and will not be treated as confidential information. Such information will be made available for publication through School District news releases.

- a. The student's name, address, telephone listing, date and place of birth;
- b. Major field of study;
- c. Participation in officially recognized activities and sports;
- d. Weight and height of members of athletic teams;
- e. Dates of attendance, grade level, enrollment status;
- f. Awards, degrees and honors received;
- g. Most recent educational agencies or institutions attended.

Parents or guardians of local students and students 18 years of age and older who desire such directory information not to be released for publications shall notify the Principal in writing by the third Monday following the opening day of school.

All other information contained in educational records cannot be released without the written consent of the parents or eligible students with certain exceptions:

- a. Release to intra-institutional officials such as teachers, counselors, and administrators.
- b. Release to other schools where the student is seeking to enroll.
- c. Release to federal and state officials for the purposes of evaluating or auditing a program receiving federal or state support.
- d. Release of information in connection with a student's application for financial aid.
- e. Release to official accrediting organizations in conjunction with the accreditation process.
- f. Release of necessary information in cases of health or safety emergencies.
- g. Release to state and local officials if statutes or regulations requiring release were adopted prior to November 19, 1974.
- h. Release to organizations or persons developing validation information or conducting predictive tests.
- i. Release of such information as tuition bills and grades to parents of dependent students.
- j. Release of information pursuant to judicial order or subpoena.

Parents or guardians wishing to have access to the records of their children should contact either the school Principal or the Counseling Department. Records pertaining to individual students may include standardized test scores, the permanent record card, achievement, and health records. If you think the School District is not in compliance with the law, you have the

right to file a complaint with the Family Rights and Privacy Act Office, Department of HEW, Washington, D.C. 20201. **See *Litchfield School District Policy JRA, Student Records.***

5.14 TITLE IX NOTICE

This information is made available in compliance with Section 86.9 of the Education Amendments of 1972. Inquiries, complaints, and other communications relative to this policy or to Title IX of the Education Amendments of 1972 and other public laws or federal regulations dealing with non-discrimination on the basis of sex should be addressed to the Director of Human Resources, Litchfield School District, 1 Highlander Court, Litchfield, NH 03052, (603) 578-3570.

Any alleged violation or areas of non-compliance with the federal statute, board policy, or state official regulations should adhere to the following procedure:

The grieved situation will be brought to the attention of the building principal or his/her representative within 30 days of the time the grievance occurred or s/he should have knowledge of the act resulting in the grievance. If after discussion and investigation, an agreement is not reached, the investigator will notify the Superintendent who will then respond to the complainant within 20 days of receiving the recommendation from the investigator.

Any victim or accused who is still not satisfied with the outcome of the School District investigations may file a request for review by the School Board by submitting a written appeal to the Superintendent of Schools within ten working days following receipt of the School District's findings.

5.15 NON-DISCRIMINATION

The Litchfield School District does not discriminate in any of its educational programs, activities or employment practices on the basis of race, color, religion, national origin, ethnic origin, age, gender, sexual orientation, or disability. Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee.

Any complaints or alleged infractions of the policy, law, or applicable regulations will be processed through the grievance procedure. **See [Litchfield School District Policy AC, Non-Discrimination.](#)**

5.16 SEXUAL HARASSMENT POLICY AND PROCEDURE GUIDELINES

Sexual harassment includes all unwanted, uninvited and non-reciprocal sexual attentions, as well as the creation of an intimidating, hostile and/or offensive school environment. Any form of sexual harassment or violence is prohibited and should be reported immediately to an administrator. Complaints of sexual harassment should be reported to an administrator and/or teacher representative. **See [Litchfield School District Policy JBAA, Sexual Harassment.](#)**

5.17 BULLYING

It is the policy of the School District that its students have an educational setting that is safe, secure, and free from student harassment, also known as bullying. The district will not tolerate unlawful harassment of any type. Conduct that constitutes bullying as defined herein is prohibited by this Policy, in accordance with RSA 193-F.

Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- a. Physically harms a pupil or damages the pupil's property;
- b. Causes emotional distress to a pupil;
- c. Interferes with a pupil's educational opportunities;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying is defined as any conduct defined as "bullying" that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

See [Litchfield School District Policy JICK, Pupil Safety & Violence Prevention](#).

5.18 HAZING

It is the policy of the District that no student or employee of the District shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing. Hazing is defined as an activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity. Students or employees who violate this policy will be subject to disciplinary action that may include expulsion for students and employment termination for employees.

See [Litchfield School District Policy JICFA, Hazing](#).

5.19 STAFF ANTI-FRATERNIZATION POLICY

Preamble

The Litchfield School District is committed to fostering a positive learning and working environment for all students and staff in order to promote educational excellence. The Litchfield School District's Anti-fraternization policy shall serve as a statement on appropriate conduct and relationships between students and staff of the Litchfield School District. The spirit and intent of this policy is meant to help both staff and students understand and appreciate the delicate balance that exists between them and to better define the boundaries that their respective roles dictate.

Staff must be cognizant of their appropriate roles and professional duties in the development of students. Similarly, staff must be cognizant of the imbalance of power that exists in relationships between staff and student. It is the School District's expectation that staff shall recognize and respect this vulnerability when interacting with students. Accordingly, it is the responsibility of staff not to take advantage of or otherwise exploit this imbalance of power to further any non-educational, personal, or inappropriate objective. In particular, staff members are prohibited from engaging in any romantic, sexual, or physical relationship with students.

Staff are responsible for appropriate and professional conduct in all settings and in all forms of communication, including, but not limited to, verbal communication/speech, written

communications, *electronic* communications (such as Facebook), physical gestures, motions or any other form of interaction. Personal relationships with students that are not related to legitimate educational purposes shall also violate this policy depending upon the circumstances. The policy does not preclude legitimate, non-sexual, physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct otherwise necessary to respond to, or otherwise address, legitimate educational situations or objectives. Staff shall not conduct activities, which are not directly related to school functions, in a group or one-on-one basis outside of school with students.

The staff of the Litchfield School District must understand that this Anti-fraternization Policy is a condition of employment. See [Litchfield School District Policy GBCC, Staff Anti-Fraternization](#).

5.20 NOTIFICATION OF ASBESTOS PLAN

The 1986 Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect, monitor and, when necessary, remove asbestos from school buildings. No asbestos was detected in the Litchfield Middle School/Campbell High School. The operation & maintenance plan is available for review in the school office during regular school hours. The Asbestos Program Manager is available at 578-3574 to answer any questions you may have about asbestos in school buildings.

SECTION 6 – DISCIPLINE

6.1 DISCIPLINE POLICIES AND PROCEDURES

While discipline at Campbell High School is intended to be corrective rather than punitive; students need to understand that the integrity of the classroom is paramount. Just as a student's individual rights will be protected so will those of his or her classmates. A student will be given due process, but actions that interfere with another individual's right to an education will not be tolerated.

It is considered a fundamental understanding by each student and his or her parents or guardians that any teacher or school official has not only the right but also the duty to insist on good behavior, which extends to all areas of the school program. It is a fundamental requirement of an orderly school that student respect for the faculty, staff, and administration will be accompanied by an equal respect for the students on the part of the faculty, staff, and administration.

Student Behavior Standards

Parents

1. Read policy and sign acknowledgement of Code of Conduct;
2. Support faculty in endorsing conduct code.

It is the responsibility of the student to:

- be in charge of his/her own behavior,
- comply with school rules at all times,
- arrive at school and class on time,
- be prepared to learn,
- honor the teacher's duty to teach and other students' right to learn.

Forms of Student Discipline

When students violate the rules and policies of the school, they will be subject to disciplinary consequences. The severity of the consequence will be designed to match the severity of the infraction. It is important to note that student discipline is designed to change disruptive behavior, and continued infractions will result in more severe consequences.

Students are expected to follow all safety instructions in science labs and other classes. Inappropriate behavior may result in a warning, detention, or removal from the lab or class. Dangerous behavior may result in more severe disciplinary consequences.

Behavioral Contracts

Behavioral contracts are designed individually for students and list behaviors that need to be changed and the consequences for failure to do so.

Mediation

If students are having a conflict with each other, the Assistant Principal may direct that mediation take place with the students involved and signing a behavior norms contract.

Teacher Detention

Teacher detention is assigned by individual teachers, it is served at a place and time designated by that teacher, and it is generally one-half hour in length but may be longer at teacher discretion. Students will be provided with a minimum of twenty-four hours notice before being required to serve the detention.

Office Detention

Office detention is assigned by the Principal or Assistant Principal in half-hour sessions and is served from 7:00 – 7:30 a.m. or 2:30 p.m. to 3:30 p.m. Students will be provided with a minimum twenty-four hours notice before being required to serve the detention.

EDD – Extended Day Detention

Extended Day Detentions are held from 2:30 to 4:30 every Thursday. Students are expected to bring two hours of work, to remain silent during the detention, and must be attentive and alert throughout the detention period. Another option would be to do a community service of 1 hour labor such as cleaning the school or recycling. Failure to attend EDD will result in a Saturday Detention or a one-day out-of-school suspension.

Saturday Detention

Saturday detentions are regularly assigned in two- to four-hour blocks and are held from 8 a.m. to 10 a.m. or 8 a.m. to noon. Failure to attend Saturday Detention will result in a one-day out-of-school suspension. Students are expected to bring work to do during detention and must be attentive and alert throughout the detention period. Students must arrive on time and must stay for the entire assigned time period.

Athletic/Co-Curricular Probation and Suspension

Students who are involved in athletic/ co-curricular activities are considered student leaders and our behavior expectations are reflective of that. In accordance with the CHS Mission Statement, students attending athletic/co-curricular events are expected to conduct themselves in accordance with the core values of character, courage, respect and responsibility. If a student misbehaves at an athletic/co-curricular event or outside of the school day during a school-sponsored event or on school grounds, the administration will follow the discipline policy. Disrespectful behavior in these circumstances may result in responses including probationary status, letters of apology, and loss of privileges related to the attendance at co-curricular activities including the graduation ceremony.

If a student is placed on probationary status for co-curricular activities, part of the consequence may result in the loss of privileges to attend co-curricular activities or be involved in the club for an indefinite period of time. The time and extent of the probationary status will be

determined by the administration and will be communicated to the student at the time of the due process hearing related to the misconduct.

SUSPENSION OF STUDENTS

The Litchfield School Board recognizes the following in accordance with RSA 193:13:

Suspension of students

The Superintendent or designee (principals, assistant principals) is authorized to suspend pupils from school for a period not to exceed ten (10) school days for gross misconduct, or neglect, or refusal to conform to the reasonable rules of the school or district.

Suspension of a student in excess of ten (10) days

The Superintendent of the School District, following a hearing, is authorized to continue the suspension of a pupil for a period in excess of ten (10) school days to ensure the hearing and extended suspension is not made by the individual who suspended the pupil for the first ten (10) days. Any suspension shall be valid throughout the school districts of the state, subject to modification by the Superintendent of the school district in which the pupil seeks to enroll. Appeals to the School Board may be granted provided that the Superintendent received an appeal in writing within ten (10) days after the issuance of the decision being appealed. The School Board shall hold a hearing on the appeal, but shall have discretion to hear evidence or to rely upon the record of a hearing conducted under the preceding paragraph. The suspension under the preceding paragraph shall be enforced while that appeal is pending, unless the School Board stays the suspension.

Expulsions

Following a hearing, any pupil may be expelled from school by the School Board for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school, or for an act of theft, destruction, or violence as defined in RSA 193-D:1; or for possession of a pellet or BB gun, rifle, or paintball gun, and the pupil shall not attend school until restored by the School Board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the School Board to the NH State Board of Education. Any expulsion shall be valid throughout the school districts of the state.

Any pupil who brings or possesses a firearm as defined in 921 of Title 18 of the United States Code in a Safe School Zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the School Board for a period of not less than twelve months. The Superintendent is authorized by members of the Litchfield School Board to modify the expulsion requirements that are aforementioned on a case-by-case basis. The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students. (See Procedures JICD-R).

Any pupil expelled by the School Board under the provisions of the Gun-Free Schools Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of such expulsion. Students who are suspended or expelled from school are prohibited from being on school grounds and from attending or participating in any school sponsored activities from the time of the notification of the expulsion through the time of their return to school. Those violating this rule will be subject to arrest for trespassing. Students who are expelled from school for extended periods of time may not be eligible to make up missed work. **See [Litchfield School District Policy JKD, Suspension & Expulsion of Students.](#)**

Per current administrative procedure, there is a mandatory re-entry meeting with parents and administration for students suspended for two or more days.

LITCHFIELD SCHOOL DISTRICT SAFE SCHOOL ZONE AND RSA 193:13 NOTIFICATION

It is the policy of the Litchfield School District that the provisions of RSA 193-D:2, the so called "Safe School Zone Act", be carried out in all respects. It is the intent of the Safe School Zones Act and this Policy that school buildings, school property, school transportation, and

school-sponsored activities be safe environments for students and staff, free of danger posed by the presence of weapons or conduct which threatens harm or causes injury.

No person shall carry a firearm or any other weapon on school premises, school buses, or a school sponsored activities, except for law enforcement personnel in the performance of their official duties. Students who engage in or commit the following acts of theft, destruction or violence shall be subject to discipline including, but not limited to, suspension and expulsion from school in accordance with the procedures set forth in RSA 193:13, Ed. 317, Ed. 1109, and Litchfield School Board Policy JICD-R:

1. Homicide under RSA 630;
2. Any first or second degree assault under RSA 631; Any simple assault under RSA 631:2-a;
3. Any felonious or aggravated felonious sexual assault under RSA 632-A;
4. Criminal mischief under RSA 634:2;
5. Unlawful possession or sale of a firearm or other dangerous weapon under RSA 159, 18 U.S.C. § 921, or 18 U.S.C. § 930;
6. Arson under RSA 634:1;
7. Burglary under RSA 635;
8. Robbery under RSA 636;
9. Theft under RSA 637;
10. Illegal sale or possession of a controlled drug under RSA 318-B;
11. Gross misconduct or neglect or refusal to conform to the reasonable rules of the school under RSA 193:13,II;
12. Possession of a pellet or BB gun or rifle under RSA 193:13,III.

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the School Board for a period of not less than twelve months. Parents or guardians have the right to request a review by the School Board prior to the start of each school year. Any parent or guardian shall have the right to appeal any such expulsion by the Board to the State Board of Education (RSA 193:13,III). Please refer to Policy JFCJ for reporting procedures. [See Litchfield School Board Policy JFCJ, Safe School Zone.](#)

ADMINISTRATIVE PROCEDURE TO ACCOMPANY STUDENT CONDUCT, DISCIPLINE, DUE PROCESS, AND PUPIL SAFETY AND VIOLENCE PREVENTION POLICIES

The Litchfield School District will follow the procedures set forth in Ed. 317 and RSA 193:13 for the discipline of students. The District will also comply with federal and state laws and regulations for the discipline of educationally disabled students.

I. Discipline Authority/RSA 193:13, I Designations

- A. The Superintendent designates the building principal and assistant principal as having authority to suspend a student for a period not to exceed ten (10) school days.
- B. The School Board designates that the Superintendent shall have authority to continue the suspension of a student for a period in excess of ten (10) school days, not to exceed twenty (20) days.

[See Litchfield School District Policy JICD-R, Administrative Procedure to Accompany Student Conduct, Discipline, Due Process and Pupil Safety & Violence Prevention policies.](#)

6.2 LEVELS AND EXAMPLES OF CONSEQUENCES

Depending upon the circumstances and/or repetitive nature of a student's misbehavior, the final determination of the appropriate level of consequences will rest with the Principal. Offenses and disciplinary actions may include, but are not limited to, the following

<u>LEVEL I</u>	<u>Examples</u>	<u>Consequences</u>
Minor misbehavior which interferes with established school or classroom rules and procedures.	Tardiness to class Classroom disturbances Inappropriate language/behavior Failure to complete assignments Multi dress code violations Littering of buildings or grounds Swearing or negative language	Teacher or Office detention EDD Phone call home Teacher/Admin. Conference Parent/guard. conference Behavior contract Withdrawal of privileges
<u>LEVEL II</u>	<u>Examples</u>	<u>Consequences</u>
Misbehavior with educational consequences serious enough to require immediate corrective action.	Unmodified Level I behavior Abusive language/behavior Being in an prohibited area Disrespectful/offensive behavior Cutting teacher detention Unexcused absence from class Forged parental note Roughhousing/horseplay Failure to follow a reasonable request Academic dishonesty Truant first time Inappropriate display of affection Cell phones, headphones & all other electronic devices when not allowed.	Office Detention EDD Saturday Detention A grade of zero on an assignment
<u>LEVEL III</u>	<u>Examples</u>	<u>Consequences</u>
Any action which threatens the safety or well being of persons in the school or damages school or personal property. Behavior that causes significant disruption to the learning process Any other behavior that the Principal considers reasonable to fall within this category.	Unmodified Level II behavior Fighting Stealing Pushing and shoving Refusing to identify oneself to staff Deceiving or lying to a staff member Failure to follow a reasonable request Inflammatory and offensive language Abusive language/behavior (aggravated) Smoking/possession of tobacco Insubordination, first offense Missing Saturday Detention or EDD Forged documentation Leaving school grounds, first offense Harassment of an ethnic, racial, sexual, or religious nature, Conduct or comments that threaten physical violence Offensive and/or unsolicited remarks, Unwelcome gestures or physical contact including unsolicited propositions, verbal abuse Insults directed at staff, faculty, or students Threats to employees, volunteers, or students Harassment (first offense)	EDD Behavioral contract Saturday detention Out-of-school suspension plus an additional 10 days per the Superintendent Police Involvement

<u>LEVEL IV</u>	<u>Examples</u>	<u>Consequences</u>
Behaviors which directly endanger or result in harm to others or property.	Unmodified Level III behavior	Out of School Suspension
	Bomb threats False fire alarms/false 911 calls Physical assault	Expulsion Police Involvement Consult Principal, case manager, school counselor
Behaviors that are in violation of the law.	Possession/use or being under the influence of drugs or alcohol	concerning future strategies
	Possession of drug paraphernalia	Ref. to CHAT Team
	Distribution, exchange, or selling of drugs/alcohol	
	ALL Electronic Smoking devices	
	Possession of weapons/fireworks	
	Possession of any dangerous object, weapon, or device or any other instrument that is capable of inflicting bodily injury.	
	Possession of a pellet gun or BB gun on school grounds or within the "Safe School Zone" as def. in RSA 193-D:1.	
	Arson	
	Opening a locked door for someone to enter	
	Vandalism Leaving school grounds, second offense	

Alcohol or Drug Use: Unauthorized use or possession of alcohol and drugs is prohibited. A student shall not buy, sell, possess on his or her person or any place on school property / at school-related and approved functions*, use, transmit, or be under the influence of any type of alcohol or narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any counterfeit drug that is used as a control drug. Students are prohibited from taking prescribed drugs or over-the-counter drugs while in school, except as administered by the school nurse or a designee. Students are further prohibited from using over-the-counter drugs such as caffeine pills or other mood or performance enhancing drugs or from being under the influence of these drugs while on school grounds or while attending school activities*. Any violation of this policy will result in a minimum of ten days out-of-school suspension. Law enforcement officials will be notified, with the potential for expulsion.

***School Related and Approved Functions**

***School Activities:**

- These functions and activities include CHS / Litchfield functions and activities as well as other school activities and functions that CHS Administration approves students to attend (i.e. School Dances and trips).

Contraband: Water guns, lighters, laser pointers, stink bombs, smoke bombs and any other items the CHS administration deems inappropriate are prohibited in school and will be taken from students. Except for any illegal materials, contraband items will be returned to parents/guardians.

Disrespectful Treatment: Students shall refrain from intentionally inflicting or attempting to inflict injury or discomfort on another person through words, actions, or other methods such as obscene gestures.

Students shall also refrain from verbally encouraging another student to fight or to injure another person. Violations of this will result in disciplinary action.

Forgery of any school forms (passes, notes, etc.) will result in disciplinary action.

Gambling is not permitted on school property.

Gum Chewing – Students may choose to chew gum in school as long as it is disposed of properly and chewing is not obtrusive, overt, loud, or disruptive. Classroom teachers may revoke this privilege.

Insubordination and Profanity – Insubordination and profanity will not be tolerated at Campbell High School. Students being insubordinate or using profanity will be referred to Administration for disciplinary action, which will result in an Out of School suspension. Insubordination is defined as refusal to follow a staff member's or administrator's request such as refusing to identify oneself, not changing seats when directed by a staff member, refusing to leave a classroom when directed to leave.

Lying - Encompasses, but is not limited to the following:

- Intentionally telling an untruth in an oral or written statement.
- Attempting to use deception or fraud in an oral or written statement.

Some examples are: lying to a teacher or an administrator; failing to give complete information to a teacher or an administrator; feigning illness to gain extra preparation time for a quiz, test, exam, report, or other class project; inventing citations for sources of information in research papers.

Stealing - Encompasses, but is not limited to, the following:

- Taking or appropriating without the right or permission to do so and with the intent to keep or make use of wrongfully, the school work or materials of another student or the instructional materials of a teacher.

Some examples are: stealing personal items from the school, staff members and fellow students. Stealing also involves taking copies of tests or quizzes, illegitimately accessing the teacher's answer key, stealing the teacher's edition of the textbook; stealing another student's homework, notes, tests, or handouts.

Vandalism/Misuse of School Property – Willful destruction or misuse of school property (books, walls, desks, chairs, computers, etc.) is prohibited. Those apprehended will pay for the damage and face serious consequences for their actions. Pulling a fire alarm and causing a false fire alarm is a criminal offense and will be referred to Administration for disciplinary action and to the Litchfield Police Department.

6.3 DISPLAYS OF AFFECTION

Public displays of affection are not acceptable and will not be tolerated in the school environment. This behavior creates a poor image of the school and student body. School is not the place to engage in affectionate gestures other than holding hands or an occasional hug. Sitting on another's lap, long embraces, or "making out" is unacceptable. Staff will confront the students and direct them to cease the behavior. Continued infractions will result in parent/guardian notification and additional disciplinary action.

6.4 TECHNOLOGY

The purpose of the Campbell High School network is to enhance established school curriculum by serving as a resource for improving, extending, and enriching the teaching and learning at Campbell High School.

As the use of social networking sites becomes more prevalent, students who use social networking sites should be aware anything posted online is available to anyone in the world. Any text or photo placed online becomes the property of the site(s) and is completely out of your control the moment it is placed online even if you limit access to your site. Responsible and respectful use is an expectation of all students at CHS.

The use of the Campbell High School network is a privilege and not a right. Inappropriate use will result in restriction or cancellation of access privileges and may lead to additional disciplinary actions based on the events of the misuse. The Student Network and Internet Acceptable Use Policy, Policy Code IJNDB can be found on the District website under the School Board tab. Behaviors that can result in suspension/revocation of access privileges and additional disciplinary actions include, but are not limited to:

- the use of the system to access, store, or distribute illegal, dangerous, or restricted information,
- the use of obscene language,
- sending or displaying offensive or sexually explicit material,
- harassing, insulting, or attacking others,
- damaging, abusing, or modifying computers, software, or systems and networks,
- intentionally creating or distributing computer viruses,
- violating copyright laws,
- attempting to use the accounts, passwords, and/or files of another computer user,
- misrepresentation of oneself as another,
- intentional wasting of the network's limited resources,
- use of network for commercial or profit making purposes,
- use of the network for any illegal purpose,
- failure to follow directives related to computer or internet use.

Each student will receive a copy of the Litchfield School District's Internet Use Policy at the beginning of his or her tenure at Campbell High School. The policy form must be read and signed by the student and the parent or guardian and returned to school before Internet access is given. Use of personal e-mail is not permitted at school. It is the responsibility of each student to familiarize himself or herself with, and abide by, the rules and guidelines for using the CHS network and the Internet and to make appropriate use of the resources available at Campbell High School. See [Litchfield School District Policy IJNDB, Student Acceptable Use](#).

1:1 CHROMEBOOK POLICY AND PROCEDURES:

Chromebook Guidelines:

- Chromebooks are Campbell High School / Litchfield School District issued devices and are loaned to students as an educational tool and are only authorized for use consistent with the school's mission.
- The Chromebook may only be used by the student to whom it is assigned.
- The Chromebook should be secured/locked when in locker rooms or near playing fields, basketball courts, etc.
- It is recommended when at home, the Chromebook should be used in a common family location with adult supervision.
- Campbell High School reserves the right to demand immediate return of the Chromebook at any time.
- Students transferring schools or exiting CHS are expected to turn in the Chromebook immediately.
- An Internet filtering system is used within the school's network but is not available for home /outside of district building use.
- Parents/guardians have the right to their child's login password. This can be requested/ changed at school by contacting Jason Pelletier , Litchfield School District Technology Director, at jpelletier@litchfieldsd.org
- Charging the Chromebook is the responsibility of the student. Students should plan on charging their Chromebook while at home for use the next day at school.
- The Chromebooks are on loan to students until they are eligible for graduation. CHS and the district reserves the right to conduct periodic checks of the equipment.

- Making changes in the configuration of the Chromebook is prohibited and could result in revocation of privileges in accordance with Student Computer and Internet Use Policies and Rules.
- If the Chromebook is lost or stolen while in the student's possession, a report must be filed immediately with the local police authorities and school administration.
- Failure to fully comply with these guidelines and the student acceptable use policy may result in revocation of the privilege to use the Chromebook and/or other disciplinary action.
- The Board's policy and rules concerning computer and Internet use and all other policies and rules apply to use of Chromebooks at any time or place, on or off school property.
- Students are responsible for obeying any additional rules concerning care of Chromebooks issued by school staff. (refer to CHS Student Handbook)

Damage:

- If damage to a Chromebook is deemed to be accidental, CHS and the district will cover the cost of repair/ replacement under the following conditions per academic school year::
 - 1st Accidental / Total Loss claim will be 100% funded by CHS and the District
 - 2nd Accidental / Total Loss claim will be 50% funded by CHS and the District
 - 3rd Accidental / Total Loss claim possible 0% funded by CHS and the District (this will be determined by the CHS Administration and IT Department)
- Multiple incidences per year will be characterized as non-accidental.
- In cases of neglect/multiple instances of damage, students will lose their right to take home a device and/or face disciplinary action.
- Any questions regarding cost of repairs/warranty coverage may be addressed by contacting Jason Pelletier , Litchfield School District Technology Director, at jpelletier@litchfieldsd.org

Summer Use:

- Chromebooks must be returned in acceptable working order whenever requested by school staff.
- Chromebook summer use will be subject to the guidelines outlined in this document.
- Parents/guardians are responsible for supervising their child's use of the Chromebook and Internet access when in use at home.
- IT Department will have set dates and times during the summer for 1:1 Technology questions and repairs.

Student Usage Fee Explained:

- Students are responsible for the proper care of Chromebooks at all times, whether on or off school property, including costs associated with repairing or replacing the Chromebook (see Damages).
- There is a usage fee of \$20 (\$10 for free & reduced lunch). This is meant to provide a shared risk for damage. Furthermore, it increases the sense of ownership of the device for students.
- Parents/guardians who choose not to participate should be aware that they are responsible for ALL costs associated with loss, theft or damage to a Chromebook loaned to their child.
- At the end of four years, assuming the student is eligible for graduation, he/she may be allowed to assume ownership of his/her device for a depreciated price. (Starting with Class of 2020)
- Computer and Internet - Acceptable Use Policy

6.5 PERSONAL PROPERTY

Students are responsible for personal property. Students are urged to lock their personal items in their lockers and keep their combinations confidential in order to minimize the risk of theft. The school is not responsible for student property that is lost, stolen, or damaged.

SECTION 7 – STUDENT SERVICES

7.1 CAMPBELL ADVISORY PROGRAM (CHS Administration and the CAP Task Force are looking at revamping the program - Potential Start dates: Quarter 1 or Semester 2)

All students at CHS participate in the Campbell Advisory Program. Advisory personalized education for all students. Students meet with their advisors on a regular basis in groups of ten to fifteen. The CAP advisor is a contact person and a resource for his or her advisees. It is hoped that a lasting relationship can develop in this context so each student feels he or she has a spokesperson that is approachable and works on his or her behalf. CAP also serves to encourage trust, responsibility, and mutual respect among a diverse group of students. Students will remain with the same advisory for all four years unless there are exceptional circumstances that necessitate a transfer. If a student wishes to change Advisories, they need to meet with their counselor and fill out the appropriate paperwork.

7.2 CHS LEARNING COMMONS / MEDIA LAB

The Campbell High Learning Commons/Media Lab provides resources and services to advance the teaching and learning experience for students, faculty, and staff. The Learning Commons is open from 7:30 a.m. to 3:30 p.m., Monday through Friday, except when the Library / Media Specialist is not available or when Faculty meetings are scheduled. The Learning Commons has print and media resources that include books, periodicals, videos, and books on tape and subscribes to several online databases and an online encyclopedia and supports access to the Internet.

The CHS Learning Commons provides an environment for quiet study. It is a privilege to use the Learning Commons. Students have access through a Learning Commons pass system. Students who do not follow the rules and guidelines in the Learning Commons/Media Lab will have this privilege revoked.

All members of the school community may use the Learning Commons and borrow resources. Most materials may be checked out. The borrower assumes full responsibility for proper care and treatment of any resource borrowed. Borrowers will be charged for materials that are lost or damaged.

7.3 CAFETERIA

All students are responsible for disposing of their table refuse at the end of their lunch blocks. Throwing things is strictly prohibited. Students who are uncooperative may be denied cafeteria privileges for a specified amount of time. Students may use the bathrooms across the lobby from the cafeteria without the need of a pass. Students are not permitted to go to any other area of the building during their lunch blocks without a signed passbook. Juniors and Seniors are permitted to eat outside at the picnic tables during nice weather. The outside area must be kept free of litter.

7.4 SOCIAL WORKER/PSYCHOLOGIST

The school social worker/psychologist is available to provide confidential school based counseling based on school counselor or ChAT team referrals.

7.5 LOCKERS

Each student is assigned a locker. Students are to use only the locker issued to them. Lockers are the property of Campbell High School. They are subject to inspection by school

authorities for such purposes as checking cleanliness, inspection for damage, and assuring that contraband and/or items that present a health or safety hazard are not present. Students are responsible to lock their lockers. CHS is not responsible for property stolen from unlocked lockers.

7.6 HEALTH SERVICES

The school nurse is at school each day to serve the needs of the students in case of sudden illness or injury. Immediate first aid will be given with further treatment being the responsibility of parents and/or guardians. Parents or guardians are contacted only if the nature of the illness or injury appears to require further attention. If a parent or guardian cannot be contacted, the person designated by the parent or guardian on the emergency information card will be called. It is essential, then, for parents to notify the Main Office of any changes in contact information.

Immunizations are required by the New Hampshire state regulations. The school nurse will provide needed immunization information upon request. All immunizations need documentation to determine that they have been properly dispensed. Without documentation of these vaccines, the student will be excluded from attending school. A record of acceptable immunization must be submitted to enroll a child in school, unless there is a notarized exemption for religious reasons.

All communicable diseases should be reported to the nurse in order that the school may respond as needed to the situation. In addition, the nurse shall be informed of any prescription medications or diagnoses.

The school nurse offers the following services: medical referrals and follow up, vision and hearing screens on a referral basis, first aid, immunization review and referral, administration of medications, and special procedures directed by a physician.

Administration of Prescribed Medication in School (Ed. 311.02)

1. Any pupil required to take a medication prescribed by a licensed physician, nurse practitioner, or licensed physician's assistant during the school day shall be supervised in taking medication by the school nurse who shall be responsible for administering the medication.
2. If the school nurse is not available, the principal or designee may assist students in taking required medications.
3. A parent, guardian or parent/guardian-designated responsible adult shall deliver all prescribed medication to be administered by school personnel to the school nurse.

Medication authorization forms are available in the Campbell High School nurse's office for any student needing to use a prescribed or over the counter medication during the school day. Forms are available and required for the use of inhalers by students as well. The taking of non-prescribed medication in school is discouraged. Administration of such medications is a parental responsibility and should be done at home.

7.7 STUDENTS AT RISK

The safety and well-being of our students is our highest priority. While our primary focus is education, we must also consider the needs of the whole child. Campbell High School Counseling Department and CHS Health Services work closely with faculty to monitor medical, emotional, behavioral, and social needs. If you suspect personal circumstances may be impacting your child's functioning, we will provide whatever supports we have at our disposal. However, some situations may indicate that a student's needs exceed our resources. In these cases, we will follow district policy or procedure by seeking consultation with community providers. We will always inform you of these extenuating circumstances and guide you through school procedure. If, for example, your child's emotional and behavioral functioning appears to meet criteria for a safety risk, we will follow safety protocol

by requiring a medical or psychological consult to assess the level of risk to your child's safety. In extreme situations, we may utilize Litchfield Emergency Services and ambulance services. For additional information regarding safety interventions, you are invited to contact a school administrator, nurse, or Counseling staff member. You can also view the Campbell High School Crisis Intervention Protocols by contacting the front office to arrange a time to review safety procedures. The Litchfield School District follows federal and state guidelines protecting one's right to privacy through FERPA and HIPAA laws.

7.8 PREVENTION OF DRUG AND ALCOHOL USE BY STUDENTS

The Litchfield School Board is concerned with the health, welfare and safety of all students. Therefore, the Litchfield School Board **will not tolerate** the use, sale, transfer, distribution, possession of, or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, illegal drugs, or drug-related paraphernalia on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities.

This prohibition also applies to any district-sponsored or district-approved activity, event or function at any location*. It is the intent of the School Board to control the use of alcoholic beverages or drugs by students during school and at any district sponsored activity regardless of whether the use or consumption of the alcoholic beverage or drug occurred on or off school property.

If conditions exist to suspect a student is under such influence, the student(s) will be reported to the school administration immediately. The administrator will make an initial assessment. The student(s) will then be brought to the nurse's office where a full assessment will be made. If the situation is deemed an emergency, law enforcement officials will be called immediately. During the assessment phase, if there is reasonable suspicion the student is impaired, the school nurse may decide to administer a saliva test and will attempt to notify the student's parent/guardian. Proper training will be required and provided for administration and interpretation of the test. If the test results are positive for the detection of alcohol or a controlled substance, the student(s) shall be subject to disciplinary action up to and including suspension, expulsion from school and/or school district sponsored activities or other discipline in accordance with the district's disciplinary policy and referred for prosecution.

Students have the right to refuse the saliva test. Upon refusal of the saliva test by a student under age 18, consent to administer the test to the student will be requested from the student's parent/guardian.

This policy does not apply to students who are administered prescribed drugs at school in accordance with Ed. 311.02 and Board policy. Students may only be in possession of medication as detailed in Board Policy JLCD (e.g. epinephrine auto-injector, asthma inhaler, insulin auto-injector) with notification to school nurse and/or principal of such possession. Searches of students reasonably suspected to be in violation of this policy will be conducted in accordance with Board Policy JIH.

Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion from school and/or school district sponsored activities or other discipline in accordance with the district's disciplinary policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the Superintendent, the parents/guardians, and to the appropriate local law enforcement agency in keeping with the investigation of the incident. All controlled substances shall be turned over to local law enforcement.

Students with disabilities who violate this policy will be disciplined in accordance with the federal and state laws and regulations for students with disabilities. **See [Litchfield School District Policy JICH, Prevention of Drug and Alcohol Use by Students](#).**

***District-sponsored or district-approved activity, event or function at any location**

- These functions and activities include CHS / Litchfield functions and activities as well as other school activities and functions that CHS Administration approves students to attend (i.e. School Dances and trips).

7.9 WORKING PAPERS

Students under 16 years of age planning to work or volunteer must obtain working papers, available in the Campbell High School Main Office. They need to bring their birth certificate and the Employer's Request for Child Labor from their prospective employer. Their parent/guardian needs to fill out and sign a short health statement, and sign the working paper along with their student. Students 16 & 17 years old need to provide their prospective employer with a completed and signed parental consent form only.

7.10 SCHOOL ACCIDENT INSURANCE

All students at Campbell High School are eligible for group accident insurance. Every student is given the chance to enroll in the approved plan at the beginning of each school year. Students transferring to the school may apply for insurance when they transfer. This plan is provided by the school district for all students participating in the interscholastic athletic program but covers those individuals only during the hours of participation. All injuries must be reported immediately to the teacher in charge and to the school nurse.

SECTION 8 - CO-CURRICULAR ACTIVITIES and ATHLETIC ELIGIBILITY

8.1 CO-CURRICULAR AND ATHLETICS ACTIVITIES

A wide range of co-curricular and athletic activities are offered at Campbell High School. Each student is urged to participate in the total school program that includes involvement in some of the activities without interfering with their academic studies. (See Attendance Policy for attendance requirements.) Please refer to Litchfield School District Policy Code: JJ as amended February 1, 2012.

The Campbell Athletic program offers students a wide variety of opportunities to represent Campbell High School in competition with other schools. The athletic program conforms to the requirements of the New Hampshire Interscholastic Athletic Association (NHIAA). The Athletic Director has mandatory meetings with the parents and athletes prior to the start of the fall and spring Athletics to clearly communicate the high expectations for academics/behavior for all student athletes. The basic eligibility rules include the following:

1. The student must earn or be passing three academic credits during the previous marking period. Summer school recovery will count toward eligibility.
2. A student must have a physical on file (within the meaning of NH RSA 329) in the Nurse's Office prior to try-outs. For in-coming freshmen, the physical must have been conducted within a year prior to the start of the freshmen year. Any non-freshman or transfer student must have the physical within three months prior to the first tryout of that sport. The Litchfield School District requires a physical every two years as part of the eligibility for interscholastic sports at Campbell High School; however, an annual physical is recommended for all athletes.
3. A student is eligible for four successive years (8 semesters) after completing the eighth grade
4. A student may compete in interscholastic athletics during the school year if his or her nineteenth birthday is on or after September 1 of the current school year.

- A student transferring from one member school to another member school shall be ineligible to participate in interscholastic athletics for a period of one year after he or she becomes a student in the school to which transfer has been made, unless such transfer has been accompanied by the permanent change of address on the part of the parents or guardians or legal guardian to the area serviced by the school to which transfer has been made or a Transfer Rule Affidavit has been completed by the receiving school Principal and the sending school Principal verifying that the transfer was not for athletic reasons.

A student transferring from a non-member school to a member school shall be declared immediately eligible by the eligibility committee through the executive director, if the student meets all the conditions outlined in the NHIAA Handbook. The Campbell High School Athletic Program includes

<u>Season</u>	<u>Boys</u>	<u>Girls</u>
Fall	Soccer (JV&V) Golf (V) Cross Country (V) Football (JV&V) Bass Fishing-self funded	Soccer (JV&V) Volleyball (JV&V) Golf (V) Cross Country (V) Spirit (V)
Winter	Basketball (JV&V) Indoor Track (V) Hockey self-funded** Wrestling (V) Swimming (V)* self-funded	Basketball (JV&V) Spirit (JV&V) Indoor Track (V) Gymnastics (V)* self-funded Swimming (V)* self-funded
Spring	Baseball (JV&V) Track (V) Lacrosse (JV&V)	Softball (JV&V) Track (V) Lacrosse (JV&V)

All student athletes must sign an Athletic Conduct Code contract with their coaches declaring they shall abide by all rules in the Student Athletic Handbook.

*CHS Independent Sport hosted by Londonderry High School **CHS combines with Pembroke Academy for a co-op team in hockey

Activities, Clubs and Organizations

The following list indicates the various clubs and activities that are planned to be included in the co-curricular program. Student interest and participation, as well as availability and interest of faculty members, will be considered in the offering of these activities. Students who desire to initiate an activity not listed are encouraged to contact the administration.

Student Council	Class Officers
Drama	Musical
Key Club	S.A.D.D.
Yearbook	Tri-M Music Honor Society
Future Business Leaders of America (FBLA)	National Honor Society
Weight Room	Environmental Club
FIRST Robotics	Campbell Athletic Leaders (C.A.L.)
Alliance Club	Debate Club
WATS Club	

8.2 CO-CURRICULAR ELIGIBILITY

Student Co-Curricular Activities

Students who participate in co-curricular activities do so with the understanding that it is a privilege, not a right, to participate and that academics come first. Participation in a co-curricular activity is completely voluntary. Due to the high public visibility of the co-curricular participant, his/her behavior is held to a higher standard than the general student body. The Litchfield School Board believes that participation in co-curricular and athletic activities is beneficial and contributes to a comprehensive education.

Co-curricular activities in the Litchfield School District include the following middle school and high school programs:

- All interscholastic athletic teams;
- The performing arts program (non-credit bearing);
- Student government bodies, organizations, and Class Officers;
- All clubs.

Any student organization must be approved by the Principal or his/her designee.

Participation

The Litchfield School District allows students enrolled in other schools – including charter schools, non-public schools, and home schools - to participate on an equal basis in any activity offered by the District that is not offered at a student's school of attendance, provided they meet the eligibility requirements for participation. This applies to:

- Students who are residents of the Litchfield School District, but who are being educated in a home school, may participate provided they comply with all laws governing non-public home-based education.
- Students who are residents of the Litchfield School District, but who are educated in an independent or parochial school, if the school in which the student is enrolled does not sponsor the activity.

The Principal, or his/her designee, is directed to establish procedures for application and appeal to implement this participation allowance.

Participation Fees

Non-enrolled students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity. Non-enrolled students are children of Litchfield residents who may not be enrolled in the Litchfield District schools, but who the District would be otherwise required to educate. These types of students include: home educated, out of district placements, and Litchfield youth enrolled in private school.

Co-Curricular & Athletic Activities Expectations

It is expected that students who participate in Litchfield School District co-curricular activities do not attend gatherings at which alcohol or drugs are being illegally consumed or other illegal activities are taking place. If a student is aware of illegal activity, such as the consumption of alcohol or drugs, it is expected that the student will leave the premises immediately.

If Litchfield School officials receive information that a student has attended a gathering that violates these expectations, the student and his/her parent or legal guardian may be asked to meet with the administration to review the health, safety, legal and social risks associated with the harmful or illegal activities. It is expected the student and his/her parent or legal guardian will work cooperatively with the administration to investigate the situation. In addition, the student shall be subject to the consequences and corrective action set out in Section V of this policy.

Students who use social networking sites should be aware anything posted online is available to anyone in the world. Any text or photo placed online becomes the property of the site(s)

and is completely out of your control the moment it is placed online, even if you limit access to your site. Responsible and respectful use is an expectation of all students at CHS and LMS.

Students participating in athletic programs are also subject to NHIAA guidelines and regulations. Coaches, advisors, and other supervisors of co-curricular activities may adopt and enforce additional behavioral expectations that are not addressed in this policy to meet the goals and purpose of those particular co-curricular activities. Such additional behavioral expectations must be reviewed and approved by the school principal, then distributed in writing to students and acknowledged in writing by the student and his or her parent or guardian.

II. CHS Academic Eligibility

Academic performance is a priority. A high school student shall make adequate progress toward graduation to participate. Freshmen, Sophomores, and Juniors shall pass at least 3.0 academic credits in the high school quarter prior to participation in co-curricular activities. Seniors shall pass sufficient academic credits in the quarter prior to participation in co-curricular activities to graduate with their class* and/or meet NHIAA guidelines for academic performance, whichever is higher.**

Eligibility status is determined on the day quarterly grades are distributed. An incomplete is not considered a passing grade for purposes of eligibility. A student may regain eligibility by making up academic deficiencies, failures, or incompletes of the regular school year through academic/credit recovery programs completed prior to the first date to play in a sport as listed in the By-Law Article XXXVI of the NHIAA Handbook.**

For athletics, a student may petition for reinstatement in accordance with NHIAA criteria. For non-athletic activities, a student may file a petition for reinstatement with the principal; however, the principal's decision on the petition is at his or her sole discretion and is final.

** Need to pass required academic classes for graduation requirements.*

*** Refer to administration and counseling for specific credit recovery dates and opportunities.*

III. Attendance Requirements for CHS & LMS

Students must attend all their scheduled classes in order to be eligible to participate in that day's co-curricular activities. If a student is absent, he or she shall be ineligible to participate in that day's co-curricular activities unless the absence is approved prior to the activity by an administrator. A student who is absent on a Friday cannot participate in any co-curricular activities during the weekend unless the absence is approved prior to the activity by an administrator. **Students tardy after 30 minutes shall not be permitted to participate in that day's co-curricular activities** unless the tardiness is approved prior to the activity by an administrator.

IV. Behavioral Expectations for CHS & LMS

Students who participate in Litchfield School District co-curricular programs are expected to adhere to high standards, both physically and socially. The Principal or designee has the authority to handle extraordinary matters not otherwise covered by this policy in a way that s/he believes will be in the best interest of the school and the individuals who may be involved. These expectations shall be in effect 365 days per year. Once a student begins his/her first co-curricular activity for the school year, s/he is subject to the provisions of this policy.

The following behaviors constitute violations of these expectations:

- Use or possession of tobacco in any form;
- Use or possession of alcoholic beverages;

- Use or possession of drugs, mood-altering substances and/or paraphernalia as defined in New Hampshire RSA 318-B:1, X-a;
- Gambling on any Litchfield School property or at any school sponsored event;
- Criminal mischief / vandalism;
- Theft;
- Bullying as defined by New Hampshire RSA 193-F;
- Harassing others as defined by New Hampshire RSA 644:4;
- Hazing or an initiation activity involving hazing as defined by New Hampshire RSA 631:7;
- Being convicted of, pleading guilty to, or pleading no contest to any misdemeanor or felony as defined by New Hampshire law, other than a minor traffic violation;
- Gross misconduct including, but not limited to: verbal or physical assault on an advisor, coach, judge, official, participant, opponent or spectator taunts and vulgar gestures are also prohibited;
- Any behaviors including, but not limited to those listed above, that the administration deems to be gross misconduct and reflects poorly on the Litchfield School District that occur in the community or elsewhere that comes to the attention of the administration at any time during the calendar year.
- The administration shall take appropriate action when such behaviors are substantiated.

Students are reminded that postings on social networking sites and the internet, which demonstrate or depict conduct by a student that is a violation of this policy may be the basis of discipline under this policy.

V. Conduct Review

The CHS Disciplinary Board/LMS Administration shall be responsible for determining the penalty and consequences for violations of this policy depending on the circumstances and seriousness of the violation, as well as the repetitive nature of a student's misbehavior. The consequences listed in the procedures following this policy for the violations are minimum and may be increased by the CHS Disciplinary Board/LMS Administration to a full range of consequences depending on the circumstances of the violation, including but not limited to permanent suspension from participation in co-curricular activities, suspension from school, expulsion from school, and referral to the police for criminal prosecution. Consequences may continue into the next school year if appropriate. In addition, student athletes may be subject to sanctions by the NHIAA that are outside the scope of this policy.

All meetings of the CHS Disciplinary Board/LMS Administration are strictly confidential. Students who appear in front of the CHS Disciplinary Board/LMS Administration learn and reflect on their behaviors.

For purposes of this provision, the violations shall be deemed to have occurred on the date the action was committed. See [**Litchfield School District Policy JJ, Student Co-Curricular Activities.**](#)

STUDENT CO-CURRICULAR ACTIVITIES PROCEDURES

Violations of the behavioral expectations set forth in this policy shall result in the following consequences for participation in the co-curricular activity. All of the consequences listed are in addition to and do not take the place of any additional consequences for violations of the District's discipline code:

First offense: The student shall be suspended from the co-curricular activity for not less than (i) 10% of all co-curricular activities and (ii) 25% of any interscholastic athletic activity. In addition, the student shall not participate in co-curricular activities or events including but not limited to practicing, traveling, rehearsing, attending meetings, or fund raising. If

less than 10% of the co-curricular activity or 25% of the interscholastic activity remain, then the student shall be suspended for the remainder of the activity. A student may be reinstated if they meet and follow the rehabilitation plan set forth through the CHS Disciplinary Board/LMS Administration.

CHS Rehabilitation Plan: The rehabilitation plan must include all three components below:

- Counseling designed to address the behavior,
- Community service project of not less than 10 hours,
- A 500 word reflective paper addressing the dangers and consequences of the student's behavior.

The CHS Disciplinary Board/LMS Administration decision is final.*

Second offense: If a student, within a calendar year of the first violation, commits a second violation regardless of whether or not the student is participating in a co-curricular activity at the time of the violation, the student becomes ineligible to participate in any co-curricular activity for a period of not less than sixty (60) days. A student may be reinstated if they meet and follow the rehabilitation plan set forth through the CHS Disciplinary Board/LMS Administration.

CHS Rehabilitation Plan:

- Counseling designed to address the behavior,
- Community Service project of not less than 25 hours,
- A 500 word reflective paper addressing the dangers and consequences of the student's behavior,
- The student must meet with the Disciplinary Board to seek eligibility to participate in further co-curricular/athletic activities.

The CHS Disciplinary Board/LMS Administration decision is final.*

Third offense: If a student within a calendar year of the second violation commits a third violation, regardless of whether or not the student is participating in a co-curricular activity, the student becomes ineligible to participate in any co-curricular activity for one year. A student may be reinstated if they meet and follow the rehabilitation plan set forth through the CHS Disciplinary Board/LMS Administration.

CHS Rehabilitation Plan:

- Serve one-year suspension from participation in co-curricular activities,
- Demonstrate a significant change in behavior and show that steps have been taken to address the behaviors that led to the suspension,
- The student must meet with the Disciplinary Board to seek eligibility to participate in further co-curricular/athletic activities.

The CHS Disciplinary Board finding may be appealed to the Principal in writing within five (5) days of the notice of the decision being given to the student.

*However, in the event that a first offense or second offense is considered serious enough for the CHS Disciplinary Board to increase the consequences to include a one-year suspension, then that finding may also be appealed to the Principal in writing within five (5) days of the notice of the decision being given to the student.

The proper channels for appeal are as follows:

- Step One: appeal to the appropriate staff member.
- Step Two: If unresolved, appeal to the Principal.
- Step Three: If unresolved, appeal to the Superintendent.
- Step Four: If unresolved, appeal to the School Board through the Superintendent.

See [Litchfield School District Policy JJ, Student Co-Curricular Activities – Procedures.](#)

8.3 SPORTSMANSHIP

Campbell High School students are asked to strive to always be their best and strive to continue exhibiting behavior that reflects the goals of our Mission Statement: Character, Courage, Respect and Responsibility in our sports. In the spirit of good sportsmanship, all spectators, athletes and managers are expected to abide by the following rules:

1. Only positive cheering; no booing of players or officials.
2. No noisemakers or distractions.
3. No throwing objects on the court or field.
4. No use of profanity or displays of anger.

Students and community members who do not display appropriate behavior or good sportsmanship will be subject to disciplinary action, such as removal from the event and /or school disciplinary consequences.

8.4 STUDENT ATHLETES

Students who plan to participate in athletics at the college level need to see their School Counselors for information on the NCAA Clearinghouse or go to www.ncaaclearinghouse.net.

8.5 DANCES and PROMS

1. All dances must have prior administrative approval, and all paperwork must be completed according to school procedures. All dances must be approved and scheduled at least two weeks in advance.
2. A minimum of five chaperones and one administrator must be in attendance during the entire dance.
3. A police officer must be in attendance at all dances and is to be paid by the sponsoring group.
4. Dance hours are 7 p.m. to 10 p.m. unless otherwise specified.
5. Students may request friends from other schools to attend our dances with proper paperwork completed. CHS administration will make contact with guest students administration. Student's guest must be in good standing at their school or they will be denied access. The administration has the authority to not accept a guest into a Campbell event.

Students should arrange transportation after events and leave the CHS premises.

School Dance and Prom Protocols

1. Students who are a disciplinary concern or suspended are not allowed to attend any weekend events.
2. Students may not loiter outside the school upon arrival to the event. They must attend the event or leave school grounds.
3. Students who come to the event and then leave may not return to the event at a later time. Students are able to go to their personal vehicles with staff supervision only.
4. All school rules apply during events including the dress code. Themed dances may allow some leeway in a strict interpretation of the dress code. Please check with administrators before the event if you have questions on costume suitability.
5. Students who are under suspension or were absent on the day of the event are not permitted to attend the event. No student may attend the event who has not attended the entire school day unless excused in writing by a school administrator.
6. Students must bring their school ID's to events. A student wishing to bring a guest from another school to a dance or prom must complete the appropriate paperwork and return it to the Assistant Principal for approval a week in advance of the event as references are checked for guests. No middle school students or students over the age of 20 years old are permitted to attend as guests. No more than one guest per CHS student is permitted. Guests are required to show ID when checking in to the dance.

7. Students may have their privileges to attend school-sponsored dances and other after-school activities revoked due to misbehavior at school, on school grounds, or at other school-sponsored events.
8. Students suspected of being impaired by drug or alcohol use or who consume, possess, use, or distribute drugs or alcohol will have their parents or guardians contacted along with the police. School suspension may follow.
9. Students are not permitted to bring food or drink to dances except as directed by the sponsoring advisor.
10. Appropriate school behavior is expected at dances.

8.6 DRIVER EDUCATION

Driver Education **may** be provided by an independent company. Driver's Education is offered after-school and during summer programs to students who are sixteen years of age or older by the completion of the course And are in good academic standing. Information about Driver's Education can be found in the Main Office. Sessions will be limited to thirty students or fewer with oldest students receiving first placement.

SECTION 9 – SECURITY

9.1 STUDENT ID CARDS

All students must carry current school ID cards at all times and are required to show their ID's upon request and correctly identify themselves. The first ID will be issued free of charge; there will be a charge of \$5 to replace lost, stolen, or damaged ID's. Failure to have an ID in possession will result in disciplinary action. School ID's are required for access to school facilities and functions.

9.2 STUDENT SEARCHES

A student is subject to be searched by district staff if reasonable suspicion exists to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the school administration prior to administration initiating a search, except in emergency situations. The Principal or his/her designee of the District may detain and search any student(s) in the presence of a second adult (parent or employee) on the school(s) premises, or while attending, or while in district transit to, any event or function sponsored or authorized by the school under the following conditions:

- 1 When any authorized person has reasonable suspicion that the student may have on his/her person or property
 - alcohol
 - tobacco, tobacco products and ALL types of electronic smoking devices
 - dangerous weapon(s) or components
 - controlled dangerous substances as defined by law (i.e. drugs, etc.)
 - stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
 - any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook, school rules or the law.
- 2 Lockers and other school storage areas/compartments may be subjected to searches at any time for any reason without consent or without reasonable suspicion, during which the student(s) need not be present. School lockers are the property of the school/district, not the student. The users of lockers, and other school storage areas/compartments have no reasonable expectation of privacy from school employees as to the contents of those areas.
- 3 Authorized personnel may search a student whenever the student consents to such a search. However, consent obtained through threats or coercion is not considered to be freely and voluntarily given. Any searches of students will be conducted by an authorized person

who is the same sex as the person being searched in the presence of a second adult (parent or employee). Strip searches are forbidden.

4 The extent of the search of a student's person or property and the measures used in conducting the search must be reasonably related to the objects of the search, and must not go beyond what is warranted by the nature of the suspected violation.

5 If a search produces evidence that a student has violated or is violating the School District's policies, school rules or the law, such evidence may be seized by school officials, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Police Drug Interdiction Dog Searches

Recognizing the danger that contraband poses to society and students in particular, the School District reserves the right under reasonable suspicion to conduct unannounced random searches with the assistance of qualified law enforcement officers and trained canines. Qualified law enforcement officers and trained canines may be used periodically upon request of the Superintendent and the principals to sniff lockers, common areas, vacated classrooms, parking lots (vehicles) and school grounds. Qualified law enforcement officers will be directed not to have the canines sniff students or any other person.

Searches of Student Automobiles on School Property

Students recognize that parking their automobiles on school property is a privilege and not a right. As part of this privilege, the District may search students' automobiles while parked on school property if the District has reasonable suspicion that a violation of school rules, policies, or the law has occurred. Students consent to having their automobiles searched by parking in school parking lots. Any student who refuses to allow a school official to search the student's vehicle will have their parking privileges revoked and be subject to other disciplinary action, which may include suspension or expulsion.

In the event an employee of the District has reason to believe that drugs, drug paraphernalia, or weapons are present in a student's vehicle, that employee will inform the school administration, who will then conduct a search of the automobile following the administrative procedures (JIH-R). See [Litchfield School District Policy JIH, Student Searches](#).

STUDENT SEARCHES PROCEDURES

In accordance with policy JIH, searches shall be conducted by the principal or his/her designee, if reasonable suspicion exists to warrant a search of a student's clothing, personal effects, vehicle, locker, or school storage area. Searches shall be conducted according to Policy JIH-R Student Search Procedures.

Conducting the search.

If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.

If evidence of a violation of a school rule is suspected, and if that is confirmed by the search, the matter will be handled solely as a student discipline action. The principal or designee will proceed to search by asking the student to remove all items from his/her pocket(s), purse(s), handbag(s), backpack(s), gym bag(s), etc.

If the student refuses to cooperate in a personal search, the student should be held until the student's parent(s) or guardian(s) is/are available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the school administration may conduct the search without the student's consent and in the presence of another adult.

Documentation

All searches resulting in disciplinary or remediation action must be documented. **See [Litchfield School District Policy J1H-R, Student Search Procedures](#).**

9.3 CRISIS PROTOCOL

Staff members have been trained in proper responses during crises. In the event of a threat or crisis, students must follow the instructions of staff members in order to ensure their safety.

*****THIS SECTION APPEARS ONLINE BUT NOT ON THIS DOC*****

Secure Campus

Activated when it is necessary to clear hallways and common areas of all students/staff and secure them in rooms in the event of a nearby threat, medical emergency or intervention.

Shelter in Place

Activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear materials. Shelter-in-Place may be activated when there isn't sufficient time to safely evacuate a school to an off-site location, or as a precautionary measure while awaiting transportation resources to arrive.

Active Threat (A.L.i.C.E.)

Activated when it is necessary to protect students and staff from an armed intruder or other potentially dangerous threats. In these cases, schools will implement procedures that include Alerts and Information in real time to communicate what the threat is and the location of the threat to students/staff and emergency responders, Lockdown to secure doors/windows from the threat, Countermeasures (if feasible) to deter the threat, and Evacuation when it is safe to do so.

Evacuation

Activated when it is necessary for staff and students to exit the school building when the fire alarm activates or an incident in the building poses an unsafe environment.

Reverse Evacuation

Activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.

Drop, Cover & Hold

Activated in order to protect students and staff from falling objects or items that may become "projectiles". Incidents that may require the activation of this response action include, but are not limited to; explosions, earthquakes, and unannounced severe weather events.

Tornado

Activated in order to protect students and staff from a tornado, unannounced severe winds or severe weather events.

Scan in Place

Activated when it is necessary for staff to look around the area for any item which doesn't belong there. Scan will be activated primarily in the case of a bomb threat, but could be utilized for any situation that requires the staff to look for an item or something which may cause harm.

9.4 FIRE DRILL PROCEDURES

1. Students and staff are to leave the building by the nearest exit when the fire alarm sounds

2. Students should move quickly but not run.
3. Students and staff are to move to the designated CENTRAL LOCATION (Assigned Advisory Location #)
4. Attendance will be taken.
5. Students will wait with their ADVISORIES until the signal to return to the building is given.
6. Attendance will be taken upon return to class.
7. Students who fail to follow all fire drill procedures will face immediate disciplinary action.
8. If evacuation from CHS Central Location is needed, students will report to Talent Hall.

9.5 SECURITY CAMERAS

Security cameras are in use both inside and outside the CHS facility.

9.6 VISITORS

Only those visitors who have come for the purpose of conducting some form of business with the school will be admitted to the school. These visitors will sign in at the Main Office and will be given an authorized pass from the Main Office. CHS has been established for the express purpose of educating the youth of this district. Former CHS students wishing to visit with staff members may not enter the building until after **2:23 p.m.**

SECTION 10 – TRANSPORTATION

10.1 AUTOMOBILES/PARKING

A **\$100** fee will be charged to each student wishing to receive a school permit to park his or her vehicle in the CHS parking lot. This permit may be rescinded as stated below in rules 5 through 8.

1. The car registration, student's driver's license, and proof of insurance are required for a permit.
2. Cars must be parked in designated **numbered** spots in the front parking lot of CHS.
3. Drivers illegally parked will be fined \$25.
4. No student may remain in a car or be in the parking area at any time except for a few minutes upon arrival and departure.
5. Students must follow the traffic pattern or be subject to suspension of parking privileges.
6. Any reckless driving, speed in excess of 10 mph, carelessness, or lack of courtesy in driving on school grounds may result in permanent loss of the driving privilege and legal action.
7. Any students who use their eligible status to provide a parking sticker to a non-eligible student will be disciplined and will have their parking privileges revoked. Any students using a parking permit that was not issued to them and/or their vehicles by the school will have their parking privileges revoked and will be disciplined.
8. Students parking at Campbell High School who are not eligible for driving privileges or students who are eligible but are driving non-registered vehicles will lose parking privileges for the next academic year.
9. Student access to automobiles during the school day is limited to emergency situations and requires administration approval.
10. Juniors and seniors are not eligible to receive parking permits unless they have completed their sophomore projects.
11. Sophomores may receive a parking sticker if space permits.
12. The operator of a vehicle that is illegally parked or does not have a valid school permit to park on school grounds will be given a ticket. If a second infraction occurs, the car may be towed at the owner/driver's expense.
13. All outstanding fees, including lost book costs, class dues and athletic fees must be paid in order to receive a parking sticker.

14. Cars parked at CHS will be subject to searches if reasonable cause for suspicion is determined.
15. Parking permits are not transferable.
16. If you drive a different vehicle other than the one that has a sticker, report to the main office immediately upon arrival to school to receive a temporary parking permit for the day.
17. In order for a student to drive a vehicle to a school sponsored event, a Litchfield School District student self transportation permit form must be approved by the Superintendent.

10.2 BICYCLES

Students are extended the privilege of bringing bikes to the school as long as they respect the safety and rights of others and obey school and safety rules. Students may not bring bicycles on the athletic fields or into the school building. Students should lock their bikes to the bike racks provided.

10.3 STUDENT TRANSPORTATION TO CTE Centers

Campbell High School will provide bus transportation for CHS students who are enrolled in course offerings at Alvirne and **Pinkerton CTE Centers**. **(Please see School Counseling Office for details.)** For liability and attendance reasons, students are recommended to ride the buses **(when provided)** to and from their CTE schools. Parents or guardians who wish to drop off or pick up their student at the beginning or end of their programs have the flexibility to do so. A student who is participating in athletics or other extracurricular activities and is unable to get back to CHS in time for a team bus or co-curricular field trip is required to submit a self-transportation waiver form permitting the student to drive to and from the CTE school that day and provide proof of insurance to the school administration. This is permitted only under circumstances in which the student is already eligible to drive and park at CHS.

Students who opt not to use bus transportation to CTE schools are required to submit a self-transportation waiver form and provide proof of insurance to the school administration no later than the end of the first week of school. Opportunities for parking at CTE Centers may be limited due to available parking spaces.

10.4 BUS INFORMATION

The Litchfield School District shall provide transportation for pupils to schools in the District consistent with provisions of RSA 189:6, 189:9.

- All pupils in grades 1 – 4 shall be offered transportation to ensure the safety of arrival at and departure from the Griffin Memorial School, which is located on Route 3A.
- Pupils in grades 5 – 8 and 9 – 12 living at a walking distance more than one (1) mile from their assigned school shall be offered transportation.
- Students in grades 9 through 12 who use District transportation may be assessed a transportation fee, which will be approved by the School Board.

Bus routes shall be established by the Transportation Contractor and Business Administrator, subject to review by the School Board.

Authorized bus stops shall be located at convenient intervals in places where pupils may be safely loaded and unloaded. Crossing highways and awaiting arrivals of buses will be avoided, but if unavoidable will be established with the utmost safety permitted by highway conditions.

No child will be required to walk more than one (1) mile to a bus stop. Pupils residing in areas inaccessible by a school bus may be required to walk a distance of no more than one and one-half (1 ½) miles to a school bus stop.

A student who requires a related service of transportation because of the student's disability shall be provided with the necessary transportation accommodations. **See [Litchfield School District Policy EEA, Student Transportation and Procedures](#).**

Student Conduct on School Buses

Students using District transportation must understand that they are under the jurisdiction of the school from the time they leave their house for the bus stop until the time they exit the school bus and return home. Parents are responsible for the safety and supervision of their children until they enter the school bus in the morning and after students exit the bus at the regular stops at the close of the school day.

Pupils transported in a school bus shall be under the authority of the District and under control of the bus driver. Disrespectful behavior or continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a pupil to be denied the privilege of transportation in accordance with the regulations of the School Board. Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions from school transportation to continue beyond twenty (20) days must be approved by the Board.

Resolution of Conflicts

A parent who wishes to request a change to approved bus stops or an exemption from any of the Student Transportation policies shall direct that request first to the Transportation Contractor. If the parent is not satisfied by the ruling of the Transportation Contractor, he or she may appeal the ruling within five (5) days to the School Business Administrator.

See [Litchfield School District Policy EEA, Student Transportation and Procedures](#).

Bus Regulations

The bus driver and bus contractor are responsible for the safety, welfare, conduct and control of the pupils they are transporting. The following rules will be strictly enforced:

1. Obey the driver's instructions.
2. Stand away from the road while you are waiting to be picked up by your school bus.
3. Cross the street only when the bus driver signals.
4. Board the bus in an orderly fashion; go directly to a seat and remain seated until you reach your destination. Leave the bus in an orderly manner. In some instances, the bus driver may assign you a seat.
5. Keep the aisle and exits clear. Never litter or damage any part of the bus.
6. Eating, shouting, profanity and roughhousing are not allowed on school buses.
7. Respect the rights of others.
8. Always keep your hands, arms, and head inside the bus.

Violations

In accordance with NH RSA 189:9A, the Superintendent has designated the building administrators as the officials having the authority to administer the policy dealing with bus conduct. Violations will be handled by the administration. The bus driver will report any violation on the Bus Conduct Report, and a copy will be forwarded to the building administrator. After investigation, the following guidelines will be followed:

1. First Offense: Warning – Contact parents by phone or mail.
2. Second Offense: Three days suspension from bus – Contact parents by phone or mail.
3. Third Offense: Five days suspension from bus – Contact parents by phone or mail.
4. Fourth Offense: Ten days suspension from bus – Contact parents by phone or mail. Parent conference may be required.

5. Fifth Offense: Recommendation for suspension from bus for remainder of school year. Notification in writing to parents by certified mail. Board of Education approval required.

If the offense is serious the student may be immediately removed from the bus.

Note: Actions under paragraphs 2-5 require 24 hours notice. In some cases, the administration reserves the right to take action that differs from the consequences above, provided that allowing the student to continue to ride the bus does not present a danger to the driver and/or other passengers. The administration also reserves the right to move immediately to any level above should the offense dictate such corrective measures.

Late Bus

The late bus is made available for students who are involved in approved school related activities. The late bus runs Monday through Friday. Students must be in the Lobby by 3:30.

10.5 AUDIO AND VIDEO SURVEILLANCE ON DISTRICT TRANSPORTATION

Monitoring student behavior on district transportation is paramount to maintaining order, safety and discipline, and protecting students, bus drivers, staff or others who may ride on district school buses.

The Litchfield School Board, in an effort to assist in providing a safe and secure environment for all who ride Litchfield School District transportation, authorizes the installation of audio/video surveillance equipment on all school district buses and vans. Video cameras will be used to monitor student behavior on district transportation. Audio recordings in conjunction with video recordings may also be captured in accordance with the provisions of RSA 570-A:2.

Management of Surveillance Media

Audio and video recordings from surveillance equipment installed on District-provided transportation shall be retained by the District's transportation contractor. Only in the event of a reported incident on district-provided transportation may an audio or video be reviewed. Any review must be authorized by the Superintendent of Schools or his/her designee. Only the following persons may review audio visual recordings with the Superintendent's authorization: Superintendent's designee, Business Administrator, Building Administrator, Law Enforcement Officers, or Transportation Contractor Official.

Only recordings requested by the District for review will be considered District property. Recordings requested for review by District officials will be retained by the District for such time as is necessary to complete the appeal period for any disciplinary proceedings.

Should a recording be requested by law enforcement officers or be confiscated by prosecutorial authorities as evidence in a crime, the District will take reasonable steps to arrange for a copy to be retained by the District. **See [Litchfield School District Policy ECAF, Audio/Video Surveillance on Buses and Procedures](#)**.

SECTION 11 – SENIORS ONLY

11.1 SENIOR PROJECT

The Senior Project is a requirement for graduation at Campbell High School for all seniors, as well as any students considering early graduation. The Senior Project is designed by each student and approved by the senior project clearinghouse, and must reflect at least forty hours of work. These projects develop individual skills and knowledge in an area that the student chooses. Opportunities to gain credit for the project will be based on documented

hours: 67.5 plus hours can earn one-half credit and 135 plus hours can earn one credit. Additional information may be obtained through the clearinghouse personnel and the yearly Senior Class Google Classroom. Attendance at Senior Project Exhibition Night is mandatory for all graduates, including early graduates.

11.2 EARLY RELEASE/LATE ARRIVAL / OPEN CAMPUS (SENIORS ONLY)

Eligibility and Procedures related to Early Release and Late Arrival include the following:

1. Students must have earned a grade of C or higher in all classes during the previous marking period.
2. The early release application form is signed by student and parent or guardian and is on file with the school.
3. Students must leave the building within a reasonable time after their last class.
4. Students who arrive prior to a scheduled class or who need to stay after for additional work, must report to an assigned study hall, follow all study hall rules, and remain there until the end of the period.
5. A failing grade on a progress report will result in loss of the privilege.
6. Late arrival will be considered only for a first block class. Early release will be considered only for a last block class.
7. Students must be signed up for a minimum of six credits to qualify for the privilege.
8. Course changes will not be permitted simply to accommodate early release or late arrival.
9. One out-of-school suspension or two disciplinary infractions (determined by administration) will result in loss of the privilege for the remainder of the semester.
10. Any student who loses his or her privilege due to disciplinary infractions (determined by administration) during the last month of the first semester will be ineligible for early release or late arrival during the second semester.
11. Students may appeal the status of early release/late arrival privileges to Administration.

11.3 ATTENDANCE AT CO-CURRICULAR EVENTS

Students must attend all their scheduled classes in order to be eligible to participate in that day's event. If a student is absent, he or she is ineligible to participate in that day's event or practice. A student who is absent on a Friday cannot participate in any event during the weekend unless the absence is approved prior to the event by an administrator. Students tardy after 8:05 am will not be permitted to participate in any of that day's athletic or co-curricular events without administration approval. **Suspended students are not allowed on school property during the suspension and are not allowed to attend any school sponsored event.**

11.4 EARLY GRADUATION

The Litchfield School board recognizes that a student may complete all graduation requirements prior to the last semester of the senior year. Students may be eligible for early graduation after six semesters of high school enrollment under the following conditions:

1. All graduation requirements are completed including, but not limited to, course and elective requirements, sophomore project, and senior project.
2. An application for early graduation is completed on or before May 1 of the student's junior year. This application must include all required paperwork and signatures.
3. Parent/guardian approval is received.
4. The student's school counselor is involved and has had a chance to discuss future plans, academic goals and the student's rationale for making the request.
5. There is a direct relationship between the request for early graduation and the career goals of the student.
6. A committee including the Director of School Counseling, Assistant Principal, and at least one teacher will meet with the student during the month of May to carefully assess the student's application for early graduation. This committee will then either recommend or

not recommend early graduation. Appeals from this committee's decision may be made to the Principal of Campbell High School based on the express guidelines for early graduation.

Some of the criteria that will be taken into consideration in granting or denying the student's request for early graduation is based on the following information:

- a. The student's plans for the second semester are consistent with career goals.
- b. There are no courses available that the student has not taken that will better prepare him or her for post-graduate plans.
- c. Work plans are consistent with the long-term skills the student is looking to gain.
- d. The student is older than most of his or her peers.
- e. The student plans to join a branch of the military during the normal time of the second semester offerings.
- f. Students needing to make money for college or for any financial hardship.

It is very important that the student, parent/guardian and/or employer furnish Campbell High School with sufficient information so that an appropriate decision can be made. All applications for early graduation need to be submitted to the School Counseling Department with all signatures and all backup material by September 15 or May 1 of the student's junior year. **NO APPLICATIONS WILL BE CONSIDERED FOR EARLY GRADUATION AFTER THE MAY 1ST DATE.**

In order to be eligible for early graduation:

- a student must complete all graduation requirements and 24 credits earned at the end of junior year.
- or have 20.5 credits by the end of junior year and meet all graduation requirements and 24 credits to graduate at the end of first semester during their senior year.

If the early graduation application is approved, an early graduation contract will be signed by the student, the student's parent or guardian, the student's school counselor, and the Director of Counseling . If a student fails to meet the early graduation requirements that student must return the following semester with a full course load. The student may be required to re-apply for early graduation. There are **NO EXCEPTIONS** to this policy.

11.5 TEXTBOOKS

Textbooks are loaned to students for use during the school year. Books are to be kept clean, handled carefully, and must be covered. Students may use your own covers or get one from the school office. All texts will be returned or paid for before or at the time the final examination is taken. **Students who have outstanding fees for lost textbooks, lost library books, or lab fees will be excluded from participating in senior events, parking privileges, and graduation ceremonies.**

11.6 TRANSCRIPTS/COLLEGE PROTOCOLS

College applications, scholarship applications, and many summer programs often require students to provide a copy of their official transcripts. Official transcripts can only be mailed directly from the Counseling Office to the receiving institution.

Students must send their completed portion of the application to the post-secondary institution through the mail or online. Next, students must complete and sign a Request Form in the Counseling Office to request the transcript and supporting materials (letters of recommendation, school profile) be sent. The Counseling Office will then send out the requested materials to complete the application. The same procedure applies when a student requests a transcript be mailed for a scholarship application.

It is the responsibility of the student to be aware of all deadlines.

11.7 VALEDICTORIAN, SALUTATORIAN, CLASS ESSAYIST

The Valedictorian and Salutatorian will be recognized at graduation, and each will have an opportunity to address his or her class and the audience. In addition, any student in the graduating class is eligible to be Class Essayist. A committee of faculty members will read all submitted speeches and choose one. The author of the speech will read his or her speech at graduation.

11.8 GRADUATION

The Campbell High School Administration reserves the right to revoke the student privilege of participating in graduation exercises as part of a disciplinary measure. Participation is a student privilege, not a right. Students who owe money for lab fees, lost books, sports uniforms/equipment, library materials, vandalism, or other incurred costs will not be permitted to participate in graduation exercises. Students, who have not completed all requirements for the Campbell High School diploma or certificate of completion, including credit requirements and sophomore and senior projects, will not be permitted to participate in graduation exercises.

The Litchfield School District policy states that participation in the graduation ceremony is reserved for students who meet all requirements for a high school diploma on the date that Senior Grades CLOSE for the semester. Requirements for the diploma include all credit requirements established by the Litchfield School Board and the State of New Hampshire, and the completion of the sophomore and senior projects. Students must also agree to follow guidelines presented by the administration related to dress code, rehearsals, and appropriate behavior in order to participate in the graduation ceremony.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JIC

APPROVAL:

STUDENT CODE OF CONDUCT

A. General Policy

The Litchfield School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To that end, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Student Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Student Code of Conduct, or classroom rules is prohibited. Response to violations of the Student Student Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness ("MTSS-B") as the framework for the Student Code of Conduct. MTSS-B was endorsed by the Legislature specifically through 2020 amendments to RSA 135-F, and the supports required under RSA 193:3, XI(a).

District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Student Student Code of Conduct and Board policy JICD.

B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Student Code of Conduct for each school shall be submitted to the School Board for review each year with the student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Student Code of Conduct.



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The Student Code of Conduct shall include:

1. *A graduated and age-appropriate system of supports and intervention strategies, such as:*
 - *parent conferences,*
 - *counseling,*
 - *peer mediation,*
 - *instruction in conflict resolution and anger management,*
 - *~~parent counseling and training,~~ provide parents with counseling, support & resources,*
 - *community service, and*
 - *rearranging class schedules.*

2. *Graduated and age-appropriate disciplinary consequences such as:*
 - *restriction from ~~extra~~ co-curricular activities,*
 - *temporary (same day) removal from class or activity,*
 - *detention,*
 - *temporary reassignment/in-school suspension,*
 - *out-of-school suspension, and*
 - *expulsion.*

3. *Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:*
 - *the nature and degree of disruption caused to the school environment;*
 - *the threat to the health and safety of pupils and school personnel, volunteers or visitors;*
 - *whether the conduct or behavior is isolated or repeated.*

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.

4. *Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Student Code of Conduct should include age appropriate language.*

C. Implementation and Notice

The Superintendent shall assure that the Student Code of Conduct, complete with the information set out in section B.4, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school or District website. Additionally, building Principals shall assure student awareness of the Student Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent may also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).



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APPROVAL:

D. Parental Notification of Simple Assaults

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day to be notified, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Student Code of Conduct.

For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a: a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon.

E. Disciplinary Removal of Students with Disabilities

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Legal References:

RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education

RSA 193:13, Suspension and Expulsion of Pupils

RSA 193-D:4, Written Report Required

RSA 631:2-a, Simple Assault

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

Approval:

Revised:

Reviewed:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JICD

APPROVAL:

STUDENT CONDUCT, DISCIPLINE & DUE PROCESS

A. Policy Statement

The Litchfield School Board believes that the school is a community with rules and regulations, and those who enjoy the rights and privileges it provides must also accept the responsibilities that membership demands, including respect for and obedience to school rules. *This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsions.* Disciplinary actions should also be articulate; they should be measured responses and established at a level of severity which corresponds to the level of the offense, *while maximizing student academic, emotional and social success and assuring the safety of all students, staff and school visitors.*

Members of the Litchfield School Board expect student conduct to contribute to a productive learning climate and to abide by the following principles:

1. All student behavior must be based on respect and consideration for the rights of others.
2. Respect for law and those given authority to administer it is expected of all students, including conformity to school rules as well as to general provisions of the law regarding minors.
3. A responsibility to know and respect the rules and regulations of the school. Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere.
4. Respect for the real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty, and wholesome attitudes.

Individual rights are to be honored and protected in all instances; however, the rights of one individual shall not take precedence over those of another individual or of the group itself, and all students shall have equal rights and equal responsibilities in the classroom or at any school-sponsored activity.

Establishment of Policies and Regulations:

~~The School Board may establish written policies, rules and regulations of general application governing student conduct in all schools. In addition, each principal within the school may establish certain written rules and regulations not inconsistent with those established by the Board and the Superintendent.~~

Areas of Prohibited Student Conduct:

~~Any conduct which causes or which creates a reasonable likelihood that it will cause a disruption in or material interference with any school function, activity or purpose, or interferes with the health, safety or well-being or the rights of other students is prohibited.~~

~~The Board further recognizes the right of each school to establish disciplinary procedures in accordance with administrative procedures which are approved by the Litchfield School Board. A hearing shall be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. This policy does not define all types and aspects of a student behavior; however, the Litchfield School Board has the responsibility to set forth policies, rules and regulations to help each student conduct himself or herself in a proper manner as a good citizen of the community.~~



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B. Standards & Procedures Relative to Disciplinary Consequences

- I. **"Removal from the classroom"** means a student is sent to the building Principal's office or other designated area during the same school day.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules (see Code of Conduct) or otherwise impedes the educational purpose of the class after warning the student of the infraction and allowing the student to respond.

- II. **"Restriction from school activities"** means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

The student shall first be given a warning of the infraction and provided an opportunity to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian. Restrictions under this policy are not appealable.

- III. **"Detention"** means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules (see Code of Conduct), or otherwise impedes the educational purpose of the class, after warning the student of the infraction and allowing the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school. Detentions are not appealable.

- IV. **"Temporary Reassignment" or "in-school suspension"** means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the rules and regulations of the school (see Code of Conduct), classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.



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V. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence are satisfied.

VI. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

- The Superintendent or his/her written designees (principals, assistant principals) are authorized to suspend a student for ten (10) school days or less.
- A short term suspension may be imposed only for:
 - Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
 - Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in Policy JIC and Student Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students (See JICD-R, Section 6).

b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.

- The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.
- A long-term suspension may only be imposed for:
 - an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;
 - bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
 - possession of a firearm, BB gun, or paintball gun.



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Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.

- c. Appeal of long-term suspension.** Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and section B, 6, b. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- d. Educational Assignments.** As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long term suspensions.
- e. Alternative Educational Services.** The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.
- f. Re-entry Meetings and Intervention Plans.** Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. Attendance Safe Harbor.** A student may not be penalized academically solely by virtue of missing class due to a suspension.

VII. "Expulsion" means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV. An expulsion may be for either a stated duration or permanent.

- a. Grounds for Expulsion.** Any pupil may only be expelled by the School Board, and only for the following grounds:
- i.** A repetition of an act that warranted long term suspension under B, 6, b;
 - ii.** Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii.** Any act of violence pursuant to RSA 651:5, XIII ;
 - iv.** Criminal threatening pursuant to RSA 631:4, II(a) ; or



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- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1 , or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- o The pupil's age.
- o The pupil's disciplinary history.
- o Whether the pupil is a student with a disability.
- o The seriousness of the violation or behavior committed by the pupil.
- o Whether the school district has implemented positive behavioral interventions under paragraph V.
- o Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

b. **Due Process to Be Afforded Prior to Expulsion.** Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.

c. **Duration of Expulsion.** An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.

d. **Educational Services.** The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. **Modification or Reinstatement After Suspension or Expulsion.**

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. **Modification by Superintendent.** Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.

2. **Review and reinstatement by Board.** A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.



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3. Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to State Board of Education.

Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

E. Sub-committee of Board.

For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

F. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in Board policy JIC.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.



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Legal Reference:

18 U.S.C. § 921, Et seq., Firearms

20 U.S.C. § 7151, Gun-Free Schools Act

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D, Safe Schools Zones

RSA 631:4, Criminal Threatening

RSA 651:5, XIII "Act of Violence"

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

*NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils Assuring Due
Process Disciplinary Procedures*

In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

Approved:

Reviewed:

Revised:

Approved: January 31, 2007 (original policy JICD/JICD-R)



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POLICY CODE: JICDD

APPROVAL:

STUDENT CONDUCT: CYBER-BULLYING **STUDENT DISCIPLINE: OUT OF SCHOOL ACTIONS**

The Litchfield School Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the schools, school property, school staff, or school district.

Therefore, it shall be the policy of this Board that the Board or school administrators shall impose disciplinary measures against students for some out-of-school or off-campus conduct.

Discipline shall be imposed if the Principal determines such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations shall also be met with appropriate disciplinary actions by the Board, Superintendent, or school administrators.

Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. *Damaging school property;*
2. *Violence at or near the school's bus stop, either before or after the school day;*
3. *Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;*
4. *Damaging the private property of school staff or employees; or*
5. *Any other activity the Board or administration determines impedes the general welfare of scholastic activities.*

Cyber-bullying and Internet Threats

Reports and/or allegations of cyberbullying will be addressed in accordance with the provisions of Board policy JICK.

Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account.

However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

The Litchfield School Board also recognizes that there are growing occurrences of "cyber-bullying" and threatening language being used by students on the internet when out of school and off campus.



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~~It shall be the policy of this Board to impose disciplinary measures against any student who is found to have engaged in such behavior, provided the cyber bullying and/or internet threats:~~

~~Violate any school district rules or regulations;~~

~~Contains threats of violence against staff members or students;~~

~~Threatens vandalism to school property;~~

~~Suggests or advocates physical harm to staff members or students;~~

~~Creates a disruption to the school's educational mission, purpose, and objectives.~~

~~Any staff member who learns of an occurrence of cyber bullying and/or internet threats shall report such actions to the Principal, who shall then conduct an investigation into the alleged bullying and/or threat.~~

~~Any discipline imposed by virtue of this policy shall be in accordance and consistent with the Litchfield School Board's policy regarding student conduct and discipline.~~

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Approved:

Reviewed:

Revised: June 28, 2021

Approved: September 10, 2008



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POLICY CODE: JICK

APPROVAL:

PUPIL SAFETY & VIOLENCE PREVENTION POLICY - Bullying

Statement of Purpose, Intent and Scope

It is the intent of this policy to protect all children on district grounds, regardless of their enrollment status in the District, from physical, emotional and psychological harm by addressing bullying and cyberbullying of any kind in our district/school, and to prevent the creation of a hostile educational environment. All pupils are protected under this policy, regardless of their legal status. The district will not tolerate unlawful harassment of any type and conduct that constitutes bullying **and cyberbullying** as defined herein is prohibited by this Policy, in accordance with RSA 193-F.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or*
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.*

The Superintendent of Schools ~~or designee~~ is responsible for ensuring that this policy is implemented.

I. Definitions: RSA 193-F:3

Bullying: Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- Physically harms a pupil or damages the pupil's property;
- Causes emotional distress to a pupil;
- Interferes with a pupil's educational opportunities;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying: Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

Electronic devices: Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

Perpetrator: Perpetrator means a pupil who engages in bullying or cyberbullying.



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School property: School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Victim: Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

Parent: Any reference in this policy to “parent” shall include parents or legal guardians.

II. **Statement Prohibiting Retaliation or False Accusations (RSA 193-F:4, II(b))**

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.:

The consequences and appropriate remedial action for a student, *teacher, school administrator/staff, volunteer or other employee*, who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies *and applicable collective bargaining agreements*.

Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal, designee, or other staff member that he/she believes he/she may be retaliated against, the Principal or designee shall develop a process or plan to protect that student from possible retaliation.

Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Each process or plan shall be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, severe warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.



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III. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

IV. Disciplinary Consequences For Violations of This Policy

The District reserves the right to impose disciplinary measures and apply corrective measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

V. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

- 1. Report bullying when it occurs;*
- 2. Take advantage of opportunities to talk to their children about bullying;*
- 3. Inform the school immediately if they think their child is being bullied or is bullying other students;*
- 4. Cooperate fully with school personnel in identifying and resolving incidents.*



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Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

~~The Superintendent or designee shall annually inform parents, legal guardians, or other persons responsible for the welfare of a pupil of the District's pupil safety and violence prevention policy and procedures in writing.~~

~~Each District school shall provide notice to students and staff of this policy through appropriate references in the student and employee handbooks, on the District website, or through other reasonable means. The Superintendent or designee shall also make all vendors contracting with the District aware of this policy.~~

~~The Superintendent or designee shall ensure that all school employees, contracted personnel, and volunteers receive annual training on bullying and related District policies.~~

VI. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal or other designee shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal or designee. If the student is more comfortable reporting the alleged act to a person other than the Principal or designee, the student may tell any school district employee or volunteer about the alleged bullying.

Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.

Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.

The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of this policy.



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Parent Reporting

Any parent or other individual who has witnessed or has reliable information that a student has been the victim of bullying should report the incident to the student's principal or a designee.

Staff Reporting

An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.

Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal or designee as soon as possible, but no later than the end of that school day.

Upon receipt ~~(by student, staff, or volunteer)~~ of a report of bullying, the Principal or designee shall commence an investigation consistent with the provisions of this policy.

VII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

The Principal ~~or designee~~ shall promptly report all substantiated incidents of bullying or cyberbullying to the Superintendent ~~or designee~~.

The Principal shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. The forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal shall retain a copy for himself/herself and shall forward one copy to the Superintendent.

~~Within ten (10) school days of completion of an investigation of alleged bullying or cyberbullying, the Principal or designee shall provide a written communication to the parents of the victim and perpetrator regarding the school's remedies and assistance, within the boundaries of applicable law.~~

~~The District shall annually report substantiated incidents of bullying or cyberbullying to the Department of Education using the Department's standard form. Such reports shall not contain any personally identifiable information pertaining to the pupil.~~

VIII. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall, by telephone and in writing ~~by first-class mail,~~ **or by conference,** report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all pupils involved within 48 hours of the occurrence of **receiving such report** ~~such incident, unless this requirement is waived by the Superintendent when such a waiver is deemed to be in the best interests of the student. Any waiver granted shall be in writing and any such~~ **All** notifications must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). ~~The notice shall advise the individuals involved of their due process rights including the right to appeal to the State Board of Education.~~



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IX. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

X. Investigative Procedures (RSA 193-F:4, II(j))

Upon receipt of a report of bullying or cyberbullying, the Principal or designee shall initiate an investigation of the alleged act within five (5) school days of the reported incident of bullying or cyberbullying. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.

The investigation shall be completed within ten (10) school days of the reported incident, and shall may include documented interviews speaking with the alleged victim, alleged perpetrator, known and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. At no time will the alleged victim and perpetrator be interviewed together during the investigation. and reviewing other evidence available through reasonable good faith efforts. The results of the investigation shall be documented in writing and preserved in accordance with laws governing retention of educational records.

If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of emails, text messages, website pages, or other similar electronic communications.

The Superintendent or designee may grant in writing an extension of the time period for the investigation and documentation of reports for up to an additional seven (7) school days, if necessary. The Principal Superintendent or designee shall notify in writing all parties involved of the granting of an extension.

Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

XI. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.



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Consequences for a student who commits an act of bullying or retaliation shall be varied according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Any such disciplinary action shall be taken in accord with applicable School Board policy and legal requirements. *However, in support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.*

XII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(I))

The Principal shall forward all substantiated reports of bullying to the Superintendent or designee upon completion of the Principal's investigation.

XIII. Communication With Students & Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

Within two (2) school days of completing an investigation, the Principal ~~or designee~~ shall notify the students involved in person of his/her findings and the result of the investigation.

The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.

In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

~~Within ten (10) school days of completion of an investigation of alleged bullying or cyberbullying, the Principal or designee shall provide a written communication to the parents or guardians of the victim and perpetrator regarding the school's remedies and assistance, within the boundaries of applicable law.~~

XIV. Appeal

A parent or legal guardian *who is aggrieved by the investigative determination letter of the Principal* may appeal the *determination* ~~principal's decision~~ to the Superintendent ~~or designee~~ within 10 days of notification. *The appeal shall be in writing, addressed to the Superintendent, state the reason(s) for the appeal and the nature of the relief sought. (The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate.) The Superintendent shall issue his/her decision in writing.*

If the parent or legal guardian is not satisfied with the Superintendent's ~~or designee's~~ decision, they may appeal in writing within 10 days *of receipt of the Superintendent's decision* to the School Board. *An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board.*



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If the parent or legal guardian is not satisfied with the local school board's decision, they may appeal to the State Board of Education *within 30 calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set for in ED 200 pursuant to 193-F. The State Board may waive the 30 day requirement for good cause shown, including, but not limited to, illness, accident or death of a family member.* ~~Such an appeal shall be in writing and filed with the Commissioner of Education with a copy to the Superintendent of Schools and mailed to the NH Department of Education, 101 Pleasant Street, Concord, NH 033012. The State Board of Education shall notify in writing all parties involved of its decision.~~

XV. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVI. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of related Board policies.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

Approved:

Reviewed:

Revised: June 30, 2021

Approved: December 1, 2010