

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

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

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

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

We are utilizing Google Meet for this electronic meeting.¹ All members of the Litchfield School Board have the ability to communicate contemporaneously during this meeting through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting through dialing the following **phone # 1-877-568-4106, password 637-867-285**, or by clicking on the following website address: [Litchfield Community TV](#).

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

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

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

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

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

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

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

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

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

FY21 Anticipated Enrollment			As of 8/6/2020			
School	Grade	From Previous Yr	Incoming	Outgoing	Total	80%
GMS	PK		32		32	25.6
	K		71		71	56.8
	1	78	3		81	64.8
	2	92			92	73.6
	3	97		-1	96	76.8
	4	77			77	61.6
	TOTAL					449
LMS	5	91		-1	90	72
	6	94	2	-2	94	75.2
	7	94	2	-5	91	72.8
	8	95		-4	91	72.8
	TOTAL				366	292.8
CHS	9	114			114	91.2
	10	118			118	94.4
	11	100			100	80
	12	110			110	88
TOTAL				442	353.6	
					1255	

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 15, 2020

Location: Town Hall & Remote Locations

B. Bourque, Chair

C. Harrison, Vice Chair

School Board Edition

In an effort to help slow down or stop the spread of the Novel Coronavirus (COVID-19), the School Board has implemented social distancing. We are following Governor Sununu's [Emergency Order #12](#) related to public meetings. Therefore, the town hall will be closed to the public and only 3 people will be in the physical presence. The meeting will be broadcast live on Litchfield TV, and a phone number will be provided for the public to call and listen to the meeting. Public comments, including concerns about accessing the meeting, must be sent via email to Christina Harrison, School Board Vice-Chair, at charrison@litchfieldsd.org, and Michele E. Flynn, Administrative Assistant, at meflynn@litchfieldsd.org.

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

PUBLIC CALL IN NUMBER: 1-877-309-2073

ACCESS CODE: 958-652-973

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

4:00 p.m.

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

The School Board entered non-public session at 4:20 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting.

Non-Public session ended at 5:05 p.m.

II. **PUBLIC SESSION**

A. Call to Order - Board Chair's Statement

Mr. Bourque called the meeting to order at 5:10 p.m. Mr. Bourque took attendance by roll call: Mr. Bourque, present; Mrs. Harrison, present; Mrs. MacDonald, present; Mr. Meyers, present; Mrs. Hershberger, present.

B. Pledge of Allegiance

C. Review & Revision of Agenda

There were no revisions to the agenda.

D. Summary of Non-Public Actions from June 17, 2020:

Mr. Meyers made a motion to approve the public minutes of June 3, 2020. Mrs. Hershberger seconded.

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

Mrs. MacDonald made a motion to accept the nomination of Kimberly Hatch as a Special Education teacher at CHS at a salary of \$72,481 for the 2020-2021 year. Mr. Bourque seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. MacDonald made a motion to accept the nomination of Sabrina Noury as a CHS English teacher at a salary of \$41,789 for the 2020-2021 year. Mrs. Hershberger seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

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Mr. Bourque made a motion not to accept the resignation of Magdala Johnson, CHS Math teacher, until a suitable replacement can be found. Mrs. Hershberger seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, no; Mrs. Hershberger, yes.

Mr. Bourque made a motion not to accept the resignation of Justin Ballou, CHS Social Studies teacher, until a suitable replacement can be found. Mrs. Hershberger seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, no; Mrs. Hershberger, yes.

E. Presentations and Recognitions

There were no presentations or recognitions.

F. Correspondence

There was no correspondence.

G. Comments:

- **Superintendent's Comments**

Dr. Jette updated the Board on various topics and provided responses to Board inquiries:

- **Teacher Attrition**

Dr. Jette provided an update on teacher resignations to the Board. He explained that there were concerns last year that many teachers were leaving the district. He indicated historical research shows on average 7 to 8 teachers leave per year. He noted some teachers made career moves to administration positions. Dr. Jette reported this year 10 teachers resigned, which is not out of the ordinary. He commented some teachers took positions closer to home. He indicated two teachers resigned mid-year, which are included in the total. He indicated the total does not include teacher retirements.

- **ELL Increase Request**

Dr. Jette reported ELL numbers increased last year and in response the Board increased the teacher position from .50 to .75. He indicated that ELL number have increased again this year and Mrs. Bandurski is requesting to increase the teacher position to a full time (1.0) position. He noted there will be an increase in salary and the teacher will become benefit eligible, which could result in a total increase of \$27,066.50. He deferred to Mr. Izbicki to explain how the District plans to pay for the increase.

Mr. Izbicki indicated while he did not have a discussion with Mrs. Bandurski, he believes attrition monies from other areas can be transferred to that salary line to pay for the increase.

Dr. Jette also pointed out that the teachers hired for the high school math and social studies positions resulted in a cost savings.

Mr. Bourque mentioned this is the second time this position has been increased and suggested the district budget the position for full time. He indicated the position can be decreased in the event the ELL numbers decrease in the future.

Mrs. Harrison made a motion to increase the ELL teaching position to full time at an additional cost of \$27,066.50 for salary and benefits. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

- **Pre-School Contract**

Dr. Jette reported to the Board that some families have run late on preschool tuition payments this past year. He spoke with Mr. Izbicki and Ann Inamorati, Accountant, regarding revising the tuition contract to address late payments and families that are in arrears. He indicated that the language would make clear when payments are due and if payments are not received by the 20th of the month, the district can suspend their child's participation from the program. Dr. Jette noted that there will be late fees for payments that are 10 days late, but if a family calls with a hardship, the district will work with them.

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Mr. Meyers made a motion to approve the revised District Pre-Kindergarten Tuition Agreement. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

o School District One-Time Funding

Dr. Jette reported that he, Mr. Izbicki and Mrs. Flynn met with Attorney Gorrow on Monday to discuss the one-time funding from the State. He indicated there is a procedural piece the district has to follow. He deferred to Mr. Izbicki for further explanation.

Mr. Izbicki explained that the one-time disparity funding from the State in the amount of \$666,738 was not placed into the gross appropriation and the district cannot spend it. He indicated that the Board can hold a special meeting to revisit Warrant Article 5 from March 2020 to appropriate that money into the Capital Improvement Expendable Trust Fund. He reported the RSA (197:3) states that the district must notify the Budget Committee of the intent to hold a public hearing and special meeting to appropriate the funds, which can be done at the August 27 Budget Committee meeting. Mr. Izbicki explained further that, per the RSA, this consideration can be done in a single session, much like a traditional Town Meeting, and is not subject to the Use of Official Ballot provisions of RSA 40:13. According to Attorney Gorrow, the full process would take three weeks, with a public hearing held two weeks prior to the special meeting. He provided a tentative schedule of dates for the meeting process.

Mrs. Harrison asked if this would be held in the CHS Auditorium, as she is concerned about social distancing.

Dr. Jette commented that, according to legal counsel, this can be done outdoors with drive in voting. He indicated if there is inclement weather on that evening, we can move the meeting to the Gym with social distancing.

Mr. Bourque asked why the funds were not appropriated in March.

Mr. Izbicki indicated there was a miscommunication from the State and he did not follow up with it. He was under the impression the funds could be encumbered toward the projects that were planned, such as the ventilation system.

Dr. Jette asked if the Board should make a motion to approve the meeting dates. Mrs. Flynn suggested that since the Board has not yet consulted with the Budget Committee, the Board may want to make a motion to move forward with the preparations and discussion for a special meeting.

Mrs. Hershberger made a motion for the district to move forward in the special meeting process to appropriate one-time disparity funds from the State of NH and to consult with the Budget Committee regarding the process. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

o School Board Audit Questionnaire

Dr. Jette provided the Board Chair with an annual questionnaire from the district's auditor. He reviewed the questions with Board members and signed the questionnaire.

o Food Services - Breakfast Proposal

Dr. Jette commented that a proposal to offer breakfast in all schools was presented at the previous meeting, but not yet approved by the Board. He asked the Board for direction going forward.

Mr. Bourque asked if breakfast would be offered for free or for a cost.

Mr. Izbicki indicated that it has not yet been determined if the waiver to charge for the meal has been extended to this year.

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Mr. Bourque noted at the end of the school year we were giving away free meals to anyone who wanted them.

Mr. Izbicki pointed out the district was being reimbursed for free meals from the Federal level.

Dr. Jette added it is important to understand the free meals were reimbursed on the Federal level at an increased rate.

Mr. Izbicki commented in light of the situation we are in, it is important to be able to offer a morning meal to children, as parents have obligations to fulfill.

Mr. Bourque made a motion to approve the proposal for Food Services to offer breakfast in all schools. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Mrs. MacDonald inquired if sports will be running in the upcoming year.

Dr. Jette commented that NHIAA took the position to allow sports to any district who wants to run them. He expressed he does not believe this is a reasonable goal. He indicated when it comes to safety, we are struggling with how to open buildings and maintain safety. He noted contact sports would be a challenge, at best.

Mr. Izbicki mentioned that Director Knight met with the NHIAA and informed the Operations Reopening Committee that Campbell teams have to travel to rural areas with schools in our division, which would be a challenge.

Mrs. MacDonald commented there are recreational sports teams that are playing now. She indicated that she is not sure what the right answer would be.

Mr. Bourque indicated to travel to games we would have to change the policy to allow athletes who drive to carpool.

Mr. Meyers indicated athletes have to take school transportation to the games.

- **School Board Comments**

Mrs. Hershberger indicated she is in favor of recording all task force committee meetings. She asked for minutes to be taken and distributed to all groups.

Mrs. Harrison was in support of publishing the minutes from the committee meetings.

Dr. Jette indicated that he would discuss it with the Administrative Team and put all the notes or minutes into a shared folder to have available on the website. He mentioned that Mrs. Flynn has been prompt about getting recordings posted on the website. He explained that once the meetings are recorded we have to wait for Google to process the recording and send it to us to publish.

Mrs. Hershberger commented the problem with the Wellness group is that notes are taken long hand and we never see them.

Dr. Jette explained we discussed not having official minutes, but a summary of what transpires. He believes the documents exist, but need to be coordinated to get them published.

Mr. Bourque commented that reports from the subcommittees go to the oversight committee; the updates from those subcommittees are part of the oversight meetings and those meetings are recorded and published.

Mrs. Hershberger believes the public would appreciate having the subcommittee meetings recorded.

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Mrs. Harrison mentioned there has been much discussion and questions on Facebook. She suggested putting a comment box on the district website and direct questions back to each group or committee.

Mr. Bourque commented that it is a large group of people and suggested people sign up to get the information.

Mr. Izbicki commented that is something that should have been implemented last month and not with two weeks left until the plan is presented to the Board.

Dr. Jette believes that there is merit in Mrs. Harrison's suggestion. He indicated once the plan is presented there will be many questions and much flexibility will be needed in the next year. He believes the district should take a stance on face masks as that is what the research recommends.

Tina - if people see we are having these discussions and working on a plan -

Dr. Jette indicated these are draft plans and we have to see what other districts are doing and determine what is right for Litchfield.

Mrs. MacDonald commented that "hybrid" models have so many variations and suggested different terminology is necessary.

Tara - email from someone who works for the school wondering if SB for general public about substitute position - before the

Mr. Bourque indicated that the Board does not discuss personal emails sent to only one Board member. He recommended that the person email the School Board as a whole for a response.

Dr. Jette commented that there is public participation at every meeting. He indicated the July 29 meeting will be open to public comment.

Mrs. Hershberger suggested the meeting be live at the school and allow the public to attend in person.

Dr. Jette commented that this can be discussed and determined.

H. Community Forum

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There was no public input.

III. GENERAL BUSINESS

A. Public Minutes:

- **June 17, 2020**

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

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IV. REPORTS

A. Business Administrators Update

- **FY20 End of Year Financials**
- **FY20 Encumbrances**
- **Year to Year Expenditure Comparison**

Mr. Izbicki provided unaudited financial statements for the FY20 General Fund, Food Service Fund and Grants Fund, as well as trial balances for all three funds. He reported the auditors will be in at the end of July to complete their field work. He mentioned they came in at the beginning of July, following all the protocols for pandemic requirements for safety to do a preliminary audit.

Mr. Izbicki reported the unassigned fund balance is just under \$600,000, which is lower than what was anticipated to be returned to the taxpayers. He indicated \$597,399 will be returned to offset taxes and it is anticipated there will be a \$0.13 increase (or 0.85%) in the local education tax rate, which will result in an impact ranging from \$26.08 on a home valued at \$200,000 to \$58.68 on a home valued at \$450,000. He commented that if we were not returning any money it would have resulted in a significant impact on taxpayers.

Mr. Izbicki reported that an encumbrance list for FY20 is included in his report. He indicated that the following projects were completed: walkway down to the stadium field; walkway to SAU entrance; walkway to IT entrance (walkways were paved for safety so people can exit the building more safely). Mr. Izbicki reported that he, Dr. Jette and Dave Ross have met with Dave Ely, Windy Hill Associates, and Dick Henry, Energy Consulting, regarding bringing ventilation systems up to code in light of COVID-19 with respect to the disease being airborne. He indicated a mechanical engineer will be coming in to see what it will take to bring the systems up to code.

Mr. Bourque commented that the general fund balance was reported at approximately \$1.3M at the last Board meeting.

Mr. Izbicki explained that the lower fund balance was calculated after posting the final items and payroll, final purchases and unencumbered items.

V. OLD BUSINESS

A. High School Credits: VLACS / CTE

Dr. Jette reported that Mrs. MacDonald sent an email regarding adding credits from VLACS and CTE to student GPAs. He explained that a communication was sent to CHS families about the application of those credits to student GPAs that did not reflect the direction of the School Board. He noted that the transition from Infinite Campus to PowerSchool may also create an issue.

Mr. Pelletier, Director of IT, commented once all the data is scanned Ms. Stern can go back and coordinate the data.

Dr. Jette indicated that an update will be provided at the next Board meeting.

B. Coronavirus Review and Update

- **Fall School Reopening Plans Update**

Information regarding the District Reopening Taskforce and Taskforce Committees that met over the last two weeks was shared with the School Board. Updates on the status of the coronavirus were provided to the School Board.

Dr. Jette reported that a Coronavirus cluster has broken out in Goffstown and we will monitor the information. He noted the taskforce meetings are being held and we are making information available for people. He indicated the Governor's plans will be coming out and will provide guidance going forward at a fast pace.

Mr. Bourque commented that the School Board needs to dissect the information.

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C. Policies:

● **2nd Reading:**

In an attempt to update the District Policy Manual, policies are being reviewed and vetted for presentation to the School Board at future meetings. A schedule has been developed to review and track the progress of each Section. Policies will be scheduled on a monthly basis for reapproval, revision and review/approval by the School Board..

- **AC/AC-R, Non-Discrimination**
- **ADB/GBEC, Drug Free Workplace & Drug Free Schools**
- **ADC, Prohibition of the Use & Possession of Tobacco Products In/On School Facilities & Grounds**

Mr. Bourque made a motion to approve policies AC/AC-R, Non-Discrimination; ADB/GBEC, Drug Free Workplace/Drug Free Schools; and ADC, Prohibition of the Use / Possession of Tobacco Products In/On School Facilities and Grounds. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

VI. NEW BUSINESS

6:45 p.m.

● **Policies: Review:**

Dr. Jette indicated based on the results of the NH Department of Education Fiscal Federal Funds Review, the NH DOE is requiring the district to update its policies and procedures to include the requirements of Federal rules and laws for those transactions or activities that include Federal grant funds.

Board members were concerned about the depth of Policy DAF and the effect of the changes in the subsequent policies. Dr. Jette indicated the Board should have ample time to further review the policies before the second reading.

Mrs. Flynn noted that these policies have been vetted by legal counsel and there is a deadline of August 11, 2020 to approve the policies and suggested that the Board consider holding a meeting on August 5 to further discuss and approve the policies for submission to the State.

- **BCB, Board Member Conflict of Interest**
- **DAF, Administration of Federal Funds**
- **DI, Financial Management & Reporting**
- **DJ/DJB, Purchasing**
- **DJE, Bidding Requirements**
- **DKCA/R, Travel Reimbursements**
- **DN, School Equipment & Supplies Disposal**

Mr. Bourque made a motion to approve policies BCB, DAF, DI, DJ/DJB, DJE, DKCA/R, and DN for a 1st Reading. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, abstain; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, abstain.

● **Policies: Rewrite:**

Dr. Jette indicated due to a change in the Title IX law requirements, the District has rewritten the Sexual Harassment policy to include Title IX requirements.

- **GBAA, Sexual Harassment & Title IX (Employees)**
- **JBAA, Sexual Harassment & Title IX (Students)**
- **Title IX Legal Counsel Notice to District**

Ms. Falzone explained the US DOE changed the law regarding Title IX, which was originally for students, but was expanded to include employees. She reported she attended a conference for Title IX administrators during which it was explained that there is now a very narrow definition about sexual harassment in regard of staff to students, students to students, and staff to staff. Under the new law the definition has been narrowed, but there are now significant procedures for districts to follow.

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Ms. Falzone indicated that districts are expected to designate a Title IX officer and an investigator, as well as a decision maker and an appeal process. She noted that it was recommended those assignments be designated to different individuals. She commented that there are many layers to the law and the procedures, which will require training of staff, checklists, notifications to both complainant and respondent and timelines. Ms. Falzone indicated that the policy was duly revised.

Mrs. Flynn noted that the policy, which was originally one policy for both students and staff, is now separated into two policies: one for staff and one for students. She indicated the policies are being vetted by legal counsel and any revisions will be forwarded to the district tomorrow.

Mr. Meyers made a motion to approve policies GBAA and JBAA for a 1st Reading. Mrs. Hershberger seconded.

Mrs. Hershberger commented that sexual harassment was well defined, but there is no explanation for discrimination. She noted the process is defined for reporting of sexual harassment, but not on the others.

Mrs. Harrison indicated she had the same reaction and added discrimination comes under harassment.

Mrs. Hershberger commented the policy states someone can report an incident, but it does not become a formal report until a form is completed and triggers an investigation. Dr. Jette explained that the district has to complete the form and then has the responsibility to follow up.

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

Dr. Jette asked Ms. Falzone to define training. Ms. Falzone indicated that we have Power Point and website training, but are hoping to get more formal training. Dr. Jette recommended having legal counsel provide the training.

VII. MANIFEST

The manifest was circulated and signed by the Board.

VIII. PUBLIC INPUT

A. Community Forum

Mrs. Harrison commented that a community member was concerned about the mascot at LMS.

Mr. Bourque indicated the Board will discuss mascots at the next meeting.

Dr. Jette commented there may be a need for a meeting on August 5 to address time sensitive items.

The Board discussed moving the July 29 meeting to July 30 at 3:00 p.m. to present the District's Reopening Plan to the School Board and to invite the public to attend and provide input. The Board also discussed moving the tentative August 5 meeting to August 6 to address time sensitive items and reopening plans that may need to be revisited.

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

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

Upon a motion made by Mr. Bourque, the School Board entered into non-public session at 7:33 p.m. under RSA 91-A:3II (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted. (b) The hiring of any person as a public employee. (c) Matters, which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

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X. RETURN TO PUBLIC SESSION

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

Upon a motion made by Mr. Bourque, the Board returned to public session at 8:10 p.m. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

XI. ADJOURN

Mr. Bourque made a motion to adjourn the meeting at 8:11 p.m. Mrs. MacDonald seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board

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LITCHFIELD SCHOOL BOARD

Litchfield, New Hampshire 03052

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

Draft Minutes for July 23, 2020

Location: Virtual Meeting

In Attendance:

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

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PUBLIC CALL IN NUMBER: 1-413-471-0813

ACCESS CODE: 468-220-994#

I. PUBLIC SESSION

9:30 a.m.

A. Call to Order - Board Chair’s Statement

Mr. Bourque called the meeting to order at 9:30 a.m. and took roll call attendance.

B. Pledge of Allegiance

C. Review & Revision of Agenda

There were no revisions to the agenda.

D. Awarding of Bid

Dr. Jette and Mr. Izbicki, along with David Ely from Windy Hill Associates, will present bids that were received from JM on the Level and Solid Roots for the construction of the LMS secure entrance and canopy project.

Mr. Bourque asked if the vendor, Solid Roots, understands the whole scope of the project. He commented that the two bids are very far apart in price.

Mr. Meyers asked if the equipment rates include rentals. He was concerned about the 30% labor rate listed in the lower bid.

Mr. Ely commented that he was concerned when he saw the large difference between bids. He indicated that he investigated Solid Roots and they are a vendor that specializes in smaller projects, but they have the experience needed for this project.

Dr. Jette commented that the project was budgeted at \$325,000 and allows for Mr. Ely to have more oversight of the project. He indicated at the budgeted cost if there is a change order, we can absorb it. He mentioned that Solid Roots completed a similar project in Raymond.

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

Dr. Jette spoke with the Facility Director in Raymond who informed him that the vendor delivered the project on time and on budget. He mentioned that they had to frame out the timelines with Solid Roots because they subcontract out some services, but it was managed closely. Dr. Jette noted he received a similar response from the Facility Director in Hudson, for whom Solid Roots completed a construction project.

Mr. Ely added to keep in mind that the security windows typically have a longer lead time. He commented the construction management portion will be critical, as well as making sure all the contractors and supplies are there when ready to go.

Mrs. Harrison asked Mr. Ely for his impressions of the vendor. Mr. Ely commented that he has not worked with either vendor. He indicated he was a little concerned about the size of the project in comparison to the smaller projects the vendors have taken on.

Mr. Bourque asked if there is a possibility to have a pre-meeting with the vendor.

Mr. Ely indicated it would be more than one pre-meeting to go through the supplier list, contract list, and materials and labor list, which is all pre-construction management.

Mrs. MacDonald asked if the Board can approve the contract contingent on the pre-construction meeting.

Mr. Ely indicated that is an appropriate motion and will provide a letter once everything works out correctly and they are hired as the vendor.

Mr. Meyers asked Mr. Ely if he felt it was a mistake to hire Solid Roots.

Mr. Ely commented that he does not feel it is a mistake. He indicated they are a small company, but as long as they have the contractors that will give them the allegiance they need, everything should work out fine.

Mrs. Harrison made a motion to award the bid to Solid Roots. Mr. Meyers seconded.

Dr. Jette commented he is not sure that is the correct motion since the awarding of the bid is contingent on the pre-construction meeting.

Mrs. Harrison withdrew her motion and Mr. Meyers withdrew the second.

Mrs. Harrison made a motion to hire Solid Roots and authorize the Business Administrator to work with the David Ely, Windy Hill Associates, to finalize the LMS Secure Entrance/Canopy project with a cost that is less than was budgeted. Mr. Meyers seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

E. Community Forum

In an effort to help slow down or stop the spread of the Novel Coronavirus (COVID-19), the School Board has implemented social distancing. We are following Governor Sununu's [Emergency Order #12](#) related to public meetings. Therefore, the town hall will be closed to the public and only 3 people will be in the physical presence. The meeting will be broadcast live on Litchfield TV, and a phone number will be provided for the public to call and listen to the meeting. Public comments, including concerns about accessing the meeting, must be sent via email to Christina Harrison, School Board Vice-Chair, at charrison@litchfieldsd.org, and Michele E. Flynn, Administrative Assistant, at meflynn@litchfieldsd.org.

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There was no public input.

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II. ADJOURN

Mrs. Hershberger made a motion to adjourn the meeting at 10:00 a.m. Mrs. Harrison seconded. The motion carried by roll call vote: Mr. Bourque, yes; Mrs. Harrison, yes; Mrs. MacDonald, yes; Mr. Meyers, yes; Mrs. Hershberger, yes.

Respectfully submitted,

Michele E. Flynn
Administrative Assistant to the School Board

Peer Cohort	Elementary School:		Middle School:		High School:	
	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Bedford	\$2.00	\$2.65	\$2.00	\$3.25	\$2.00	\$3.25
Bow	\$1.50	\$2.25	\$1.75	\$2.75	\$2.25	\$2.75
Hopkinton	\$1.40	\$3.00	No Info - MS/HS		\$1.60	\$3.50
Hudson	\$1.75	\$2.75	\$1.75	\$2.85	\$2.25	\$3.25
LITCHFIELD	\$1.50	\$2.25	\$1.50	\$2.50	\$1.50	\$2.50
LITCHFIELD Proposed	\$1.60	\$2.35	\$1.60	\$2.60	\$1.60	\$2.60
Londonderry	\$1.75	\$2.20	\$1.75	\$2.45	\$1.75	\$2.95
Merrimack	--	\$2.75	--	\$3.00	--	\$3.25/\$3.50
Moultonborough						
Pelham	\$1.30	\$2.65	\$1.50	\$2.75	\$1.50	\$3.00
Sunapee	\$1.70	\$2.90	\$1.70	\$2.90	\$1.70	\$2.90
Windham	\$1.55	\$2.55	\$1.55	\$2.65	\$1.80	\$3.05

Some items like pre-cooked brought in foods like Papa Gino's or Sals sell for a higher cost. Looks like cafe services runs Moultonborough, no information was provided/available

Total Lunches Sold 19/20	60340 w \$.05 increase	\$3017 extra revenue
	60340 w \$.10 increase	\$6034 extra revenue
Total Breakfasts Sold 19/20**	7334 w \$.05 increase	\$366.7 extra revenue
	7334 w \$.10 increase	\$733.4 extra revenue

** Breakfast only served at CHS for SY 19/20. Increased significantly due to COVID-19 closure. SY 20/21 breakfast will be available and served at all three schools in district so it will potentially earn more.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BCB

APPROVAL:

BOARD MEMBER CONFLICT OF INTEREST

A Board member shall not have any direct personal and pecuniary interest in a contract with the District, nor shall he or she furnish directly any labor, equipment, supplies or services to the District.

In the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the District, the Board member shall declare his interest and refrain from debating, discussing or voting upon the question of contracting with the company.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his interest in the public schools and his interest in his place of employment (or other indirect interest) might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

Nepotism

The Board will not employ any teacher or other employee if such teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law or brother-in-law of the Superintendent or any member of the Board. If a conflict exists, the Board member shall declare his/her interest and refrain from debating, discussing or voting on a nomination or other issue.

This shall not apply to any person within such relationship or relationships who has been regularly employed by the Board prior to the inception of the relationship, the adopting of this policy or a Board member's election.

Procurements with Federal Funds

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: BCB

APPROVAL:

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

Statutory-Regulatory References:

2 CFR 200.318(c)(1)

Marsh v. Hanover, 113 NH 667 (1973) and

Atherton v. Concord, 109 NH 164 (1968)

RSA 671:18 (School District Elections: Qualifications)

See Also: DAF: DAF-5, Administration of Federal Funds, Conflicts of Interest

Approval:

Reviewed: 1st Reading, July 15, 2020

Revised: July 15, 2020

Approval: 2nd Reading June 23, 2004

ADMINISTRATION OF FEDERAL FUNDS

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

DAF-1 ALLOWABILITY (pg 2)

DAF-2 CASH MANAGEMENT AND FUND CONTROL (pg 6)

DAF-3 PROCUREMENT (pg 7)

DAF-4 PROCUREMENT: ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM (pg 13)

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURE (pg 15)

***DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES
PURCHASED WITH FEDERAL FUNDS (pg 15)***

DAF-7 TRAVEL REIMBURSEMENT: FEDERAL FUND (pg 16)

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS (pg 17)

DAF-9 TIME AND EFFORT REPORTING / OVERSIGHT (pg 17)

DAF-10 GRANT BUDGET RECONCILIATION (pg 18)

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT (pg 18)

NOTICE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy, and any administrative procedures adopted implementing this Policy.

The Litchfield School Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

This Policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Litchfield School Board directs the Superintendent and Business Administrator to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal and/or law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DAF

APPROVAL:

Page 2 of 21

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

- identification of all federal funds received and expended and their program source;
- accurate, current, and complete disclosure of financial data in accordance with federal requirements;
- records sufficient to track the receipt and use of funds;
- effective control and accountability over assets to assure they are used only for authorized purposes and
- comparison of expenditures against budget.

Sub-Policies

DAF-1 ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

- A. Cost Principles:** Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:
- a. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - b. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;
 - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
 - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
 - c. When determining whether a cost is “necessary”, consideration may be given to whether:
 - i. the cost is needed for the proper and efficient performance of the grant program;

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: *DAF*

APPROVAL:

Page 3 of 21

- ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
- d. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
 - e. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
 - f. Be consistent with policies and procedures that apply uniformly to both Federally financed and other activities of the District.
 - g. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 - h. Be determined in accordance with generally accepted accounting principles.
 - i. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

- j. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
- k. Be adequately documented:
 - i. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - ii. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect

- a. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

- b. "Indirect costs" are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all the following conditions are met:

- i. Administrative or clerical services are integral to a project or activity.
- ii. Individuals involved can be specifically identified with the project or activity.
- iii. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- iv. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

- E. Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

- a. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
 - b. Personal services by an employee of the District – when the services are performed.
 - c. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
 - d. Public utility services – when the District received the services.
 - e. Travel – when the travel is taken.
 - f. Rental of property – when the District uses the property.
 - g. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles – on the first day of the project period.
- F. Period of Performance:** All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is substantially approved, unless an agreement exists with NHDOE or the pass-through entity to reimburse for pre-approval expenses.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through entities.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent or Business Administrator is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 - a. The District receives less than \$120,000 in Federal awards per year.
 - b. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 - c. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 - d. A foreign government or banking system prohibits or precludes interest bearing accounts.

- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System (“PMS”) through an electronic medium using either Automated Clearing House (“ACH”) network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as “addenda records” by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

DAF-3 PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District’s written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District’s documented general purchase **Policy DJ**.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

- A. **Competition:** All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

- a. unreasonable requirements on firms in order for them to qualify to do business;
- b. unnecessary experience and excessive bonding requirements;
- c. noncompetitive contracts to consultants that are on retainer contracts;
- d. organizational conflicts of interest;
- e. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; and/or
- f. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; or (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

- B. **Solicitation Language:** The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

C. Procurement Methods: The District shall utilize the following methods of procurement:**a. Micro-purchases**

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

b. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

c. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000. In order for sealed bidding to be feasible, the following conditions shall be present:

- i. a complete, adequate, and realistic specification or purchase description is available;
- ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

- i. Bids shall be solicited in accordance with the provisions of State law and Policy **DJE**. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- v. The Board reserves the right to reject any and all bids for sound documented reason.
- vi. Bid protests shall be handled pursuant to the process set forth in **DAF-3.1**.

D. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method. If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. after solicitation of a number of sources, competition is determined to be inadequate.

F. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms:

The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

- a. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- b. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- c. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- d. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

- e. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- f. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (a) through (e) of this section.

G. Contract/Price Analysis:

The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 Small Purchase (Simplified Acquisition) limit, including contract modifications. (See 2 CFR 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

H. Time and Materials Contracts:

The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiently. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

I. Suspension and Disbarment:

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

“Suspension” is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensure. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

“Debarment” is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government’s System for Award Management (“SAM”), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

J. Additional Requirements for Procurement Contracts Using Federal Funds:

- a. For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3, C, b), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
- b. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District’s authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
- c. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
- d. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
- e. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of the contractor’s past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).

K. Bid Protest:

The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts. Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

L. Maintenance of Procurement Records:

The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding disbarment/suspension queries or actions. Such records shall be retained consistent with **District Policy EHB and District Administrative Procedures EHB-R**.

DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

A. Mandatory Contract Clauses:

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:

- a. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
- b. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
- c. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;

- d. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
- e. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
- f. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
- g. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

B. Contracts with Food Service Management Companies: Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

C. "Buy American" Requirement:

Under the "Buy American" provision of the National School Lunch Act (the "NSLA"), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, domestic commodity or product. As an SFA, the District is required to comply with the "Buy American" procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, "domestic commodity or product" is defined as an agricultural commodity or product that is produced or processed in the United States using "substantial" agricultural commodities that are produced in the United States. For purposes of the act, "substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

- a. Exceptions: The two main exceptions to the Buy American requirements are:
 - i. The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - ii. Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
- b. Steps to Comply with Buy American Requirements: In order to help assure that the District remains in compliance with the Buy American requirement, the Food Service Director, shall:

- i. Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
- ii. Monitor contractor performance;
- iii. Require suppliers to certify the origin of the product;
- iv. Examine product packaging for identification of the country of origin; and
- v. Require suppliers to provide specific information about the percentage of U.S. content in food products at all times.

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., applicable disciplinary action).

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this Policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. **“Equipment” and “Pilferable Items” Defined:** For purposes of this Policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, regardless of cost, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.

- B. Records:** The Superintendent shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. Inventory:** No less than once every two years, the Superintendent shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy, inventories shall be conducted consistent with **Board Policy DID.**
- D. Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:
- a. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
 - b. to maintain the property and keep it in good condition; and
 - c. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the Business Administrator.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement. In addition, for any costs that are charged directly to the federal award, the Superintendent and/or Business Administrator shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the Business Administrator who can attest that the expenditure is allowable and approved under the federal program. The Superintendent submits all required certifications.

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. 2 CFR 200.430 requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

- A. **Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:
 - a. is reasonable for the services rendered, conforms to the District’s established written policy, and is consistently applied to both Federal and non-Federal activities; and
 - b. follows an appointment made in accordance with the District’s written policies and meets the requirements of Federal statute, where applicable.
- B. **Time and Effort Reports:** Time and effort reports shall:
 - a. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
 - b. be incorporated into the official records of the District;
 - c. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
 - d. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
 - e. comply with the District’s established accounting policies and practices;

- f. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 GRANT BUDGET RECONCILIATION

Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a "contractor" or "subrecipient", as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330

"Subrecipient and contractor determinations". Generally, "subrecipients" are instrumental in implementing the applicable work program whereas a "contractor" provides goods and services for the District's own use. Contractors will be subject to the District's procurement and purchasing policies (e.g., **DAF-3** relative to federal grant funds; **DJE** relative to bidding requirements for non-federal money projects, etc.). Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication.

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

- a. Every sub-award will be clearly identified and include the following Federal award identification:
 - i. Subrecipient name
 - ii. Subrecipient's unique ID number (DUNS)
 - iii. Federal Award ID Number (FAIN)

- iv. Federal award date
 - v. Period of performance start and end date
 - vi. Amount of federal funds obligated
 - vii. Amount of federal funds obligated to the subrecipient
 - viii. Total amount of the Federal award
 - ix. Total approved cost sharing or match required where applicable
 - x. Project description responsive to FFATA
 - xi. Name of Federal awarding agency, pass through entity and contact information
 - xii. CFDA number and name
 - xiii. Identification of the award is R&D
 - xiv. Indirect cost rate for the Federal award
- b. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
 - c. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
 - d. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
 - e. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
 - f. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures.

The Superintendent is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Subrecipient monitoring procedures include:

- a. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.
- b. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
 - i. Prior experience with the same or similar sub-awards.
 - ii. Results of previous audits and single audit (if applicable).
 - iii. New personnel or new or substantially changed systems.
 - iv. The extent and results of Federal awarding agency monitoring.
- c. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
- d. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.

- e. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
- f. In conducting regular oversight and monitoring, the District project managers will:
 - i. Verify invoices that include progress reports.
 - ii. Review progress reports to ensure project is progressing appropriately and on schedule.
 - iii. Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
 - iv. Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - v. Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
 - vi. Review subrecipient match tasks for eligibility.
 - vii. Initial the progress report and invoice confirming review and approval prior to payment.
 - viii. Raise any concerns to the Business Administrator.
- g. The Business Administrator, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
- h. Payments will be withheld from subrecipients for the following reasons:
 - i. Insufficient detail to support the costs billed;
 - ii. Unallowable costs;
 - iii. Ineligible costs; and/or
 - iv. Incomplete work or work not completed in accordance with required specifications.
- i. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

C. Subrecipient Project Files.

Subrecipient project files will contain, at a minimum, the following:

- a. Project proposal
- b. Project scope
- c. Progress reports
- d. Interim and final products
- e. Copies of other applicable project documents as required, such as copies of contracts or MOUs

D. Audit Requirements.

All subrecipients are required to annually submit their audit and Single Audit report to the District for review to ensure the subrecipient has complied with good accounting practices and federal regulations.

If a deficiency is identified, the District will:

- a. Issue a management decision on audit findings pertaining to the Federal award.
- b. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.338 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

- a. Temporarily withhold cash payments pending correction of the deficiency
- b. Disallow all or part of the cost of the activity or action not in compliance.
- c. Wholly or partly suspend or terminate the sub-award.
- d. Initiate suspension or debarment proceedings.
- e. Withhold further Federal awards for the project or program.
- f. Take other remedies that may be legally available.

Legal References:

42 USC 1751 – 66 National School Lunch Act
2 C.F.R. Part 180
2 C.F.R. Part 200; 200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406;
200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b); 200 Appendix II
7 CFR Part 210; 210.16; 210.19; 210.21; 215.14a; 220.16

Related Policies:

DI, Financial Management & Reporting
DID, Capital Assets
DJ, Purchasing
DJB, Purchasing Procedures
DJC, Petty Cash
DJE, Bidding Requirements
DJF, Local Purchasing
DK, Payment Procedures
DKC, Expense Reimbursements
DKCA/R, District Travel Reimbursements

See Also: EFAA, Meal Charging; EHB/R, Data & Record Retention

Approval:

Reviewed: 1st Reading, July 15, 2020



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DI

APPROVAL:

FINANCIAL MANAGEMENT & REPORTING

The Litchfield School District's financial management system shall be in conformance with the New Hampshire Financial Accounting Handbook published by the State Department of Education. An adequate system of encumbrance accounting shall be maintained.

A system shall be implemented to allow for the financial management of all District operations including the integration of human resource data that has a financial impact on the District's operations. The District shall develop a chart of accounts and reporting structure that shall be in conformance with the New Hampshire Financial Accounting Handbook published by the State Department of Education.

Requirements

The following requirements must be satisfied by the financial management system:

Administrative Control: The financial records shall guide the making or deferring of purchases, the expanding or curtailing of programs, the hiring or replacement of staff positions, and the controlling of expenses. Current data shall be available and in such form that periodic summaries can be readily made from the data.

Cash management and fund control for the use of federal funds are conducted in accordance with all applicable Federal and State laws and regulations, the Uniform Grant Guidance, and the District's written policies and procedures. See Board Policy DAF: DAF-2 and DAF-10.

Budget Preparation: The financial records shall serve as a guide to budget estimates of subsequent years, hold expenditures to the amounts appropriated, and the monitoring of revenues to the budget. Accounts shall be kept for each item for which separate budget or revenue estimates must be made. An adequate chart of accounts shall be used.

Accounting for Stewardship: The financial records of the District shall show that those in charge have handled the funds within the framework of the law and in accordance with Board policy.

The Litchfield School District's financial records shall provide the following information:

For each budgetary account: the appropriation, appropriation transfers, expenditures, encumbrances, and unencumbered balance.

For each purchase order: the name of vendor, description of the item involved, the amounts and any call for bids, and an abstract of the bids received, (if bids are required). Purchase orders covering procurement or credit card purchases that do not itemize purchases must have copies of each charge slip as documentary back-up.

For each purchase: the purchase order information above, plus the record of receipt and condition of goods (if applicable), or the authorization to pay the invoice, and the record of payment.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DI

APPROVAL:

For each revenue account: the budget estimate, the estimates as revised periodically, the receipts to date, and the balance anticipated.

Reporting

The Litchfield School Board shall receive monthly financial management reports and statements showing the financial condition of the School District. These reports shall contain estimates to project cost for the full year, including actual and encumbered expenses. The School Board may ask for a statement or report at any time. Due to fiscal year closing procedures, monthly reports are not required for July and August.

Reporting of federal funds and grants shall be made in compliance with 2 CFR 200. See Policy DAF.

Responsibility

The Business Administrator has the primary responsibility for the management and oversight of the financial management system. The Director of Human Resources shall be responsible for the personnel components of that system.

Regulatory Reference:

NH Code of Administrative Rules, Section Ed. 302:02(e)(j), Substantive Duties of the Superintendent
2 CFR 200

See Also: Policy DAF, Administration of Federal Funds: DAF-2, Cash Management & Fund Control and DAF-10, Grant Budget Reconciliation

Approval:

Reviewed: 1st Reading, July 15, 2020

Revised: July 15, 2020

Approval: 2nd Reading, July 29, 2009



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJ / DJB

APPROVAL:

PURCHASING (DJ)

The Litchfield School District purchases supplies, equipment, and services necessary to support its educational programs. The District's purchasing goal is to provide the highest quality products and services at the best value and service.

The acquisition of supplies, equipment, and services will be centralized in the business office, which functions under the supervision of the Superintendent, and through whose office all purchasing transactions are conducted.

The Superintendent is responsible for the quality and quantity of purchases made. All purchases shall fall within the framework of budgetary limitations and shall be consistent with the approved educational goals and programs of the District.

The Business Administrator shall be solely responsible for the final approval of all non-educational purchases. The Superintendent or designee shall approve educational purchases beyond budget limitations.

The Business Administrator shall be responsible for all phases of purchasing in accordance with this policy; for requisitions, current order purchasing, writing of specifications for bids and requests for quotations, deliveries, storage, and other tasks related to the purchases, acceptance and distribution of supplies. It is the responsibility of the Business Administrator to make purchase decisions that, in totality, are in the best interest of the District.

All purchases for property and services made using federal funds are conducted in accordance with all applicable Federal and State laws and regulations, the Uniform Grant Guidance, and the District's written policies and procedures. See Board Policy DAF.

Statutory Reference/Administrative Rule:

RSA 194-C:4 II(a), Superintendent Services

NH Code of Administrative Rules, Section 303.01(b), Substantive Duties of School Boards

2 CFR 200.318 - 200,326

See Also: Purchasing Procedures (DJB)

Administration of Federal Funds (DAF)

Approval:

Reviewed: 1st Reading, July 15, 2020

Revised: July 15, 2020

Approval: 2nd Reading, September 9, 2009



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJ / DJB

APPROVAL:

PURCHASING PROCEDURES (DJB)

Fiscal management can only be achieved through proper and consistent purchasing procedures for the procurement of supplies, equipment, and services for the Litchfield School District. These purchasing procedures are to ensure not only the proper encumbrance for forecast purposes, but to ensure management of funds is in compliance with District policy, generally accepted accounting principles, and the rules of the New Hampshire Department of Education. This procedure shall:

- Provide for the consistent accountability of all District funds.
- Provide for the consistent accountability of all Federal Funds and Grants received by the District.

Require that purchases be supported by purchase orders, contracts, or itemized procurement card (p-card) receipts. Payment shall be made only upon receipt of an original invoice or monthly p-card statement, and acknowledgement by the school or person receiving the goods or service of the completion of the order. When authorized by the Superintendent or Business Administrator to complete a cash purchase, school personnel shall submit the original itemized receipt for reimbursement.

Require school personnel to maintain a clear audit trail from receipt of funds to disbursement of funds.

Purchase requisitions must be entered in the District's financial software containing the budget unit organization and object codes to be charged, and bear the electronic approval of the Principal and/or Director. Orders that must be put to bid or have solicited price quotations must have a copy of the bid or quotation provided. The SAU Business Office shall verify that District policy and correct accounting codes are followed prior to the issuance of a purchase order. It shall be the responsibility of the Principal or Director to request a budget transfer of funds to cover any order that may take an account over-budget.

Expenditures that are less than the amount allocated to a particular function/object line shall be authorized in the following manner:

- \$0 to \$2,500 Building Principal or Director
- 2,500 & above Business Administrator

Purchases and projects involving expenditures in excess of the following dollar amounts shall be expected to comply with these practices:

- \$0 to \$10,000 Best interest of the District
- \$10,001 to \$20,000 Request at least three (3) written quotes (if available)
- \$20,001 & above Request at least three (3) written quotes in response to District developed Requests for Quotations or bid documents.

Exceptions to Bidding or Written Quotation Requirements:

- Purchases made through collaborative purchasing groups.
- Purchases of utilities, where competitive sources are not available.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJ / DJB

APPROVAL:

- Purchases involving the acquisition of personal or professional services.
- Purchases of proprietary maintenance contracts, where alternate “authorized” sources are not available.
- Renewal of current vendor service contracts where quality and timely performance is a critical requirement and where the Business Administrator determines renewal is in the best interest of the District.
- Purchases involving minor repairs.
- Purchases involving major repairs where bidding or formal request for quotation (RFQ) requirements are waived by the Business Administrator due to the urgency of the repair.
- Purchases involving a documented sole source of supply (e.g. textbooks) or Board approved sole source vendors.
- Any other purchases deemed to be within the best interest of the District and approved by the Board.

No exception shall be made nor procedure followed that is contrary to New Hampshire or Federal law. All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District’s written policies and procedures. See Policy DAF: DAF-3 and DAF-4.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures. See Policy DAF: DAF-3 and DAF-4.

Construction projects with a cost in excess of \$25,000 must be approved by the School Board. All bids and Requests for Proposals shall be issued from the SAU Business Office unless otherwise stated by the Superintendent.

Purchase orders or District procurement cards are to be used in every possible instance. Blanket purchase orders may be issued to vendors where repeated purchases of incidental items take place. All blanket purchase orders must be approved by the Business Administrator. The requirement for purchase orders may be waived by the Business Administrator.

Employees provided with a District procurement card for business purchases must follow the procedures established for p-card purchases.

In the event that a function and object line would become over expended, the expenditure must be approved by the Superintendent or designee. Every effort shall be made to find savings in other areas of the budget to offset such expenditure.

The Superintendent, with the advice of the Business Administrator, may institute a partial or full freeze on expenditures at any time to protect the District against a potential deficit.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJ / DJB

APPROVAL:

All purchasing, whenever possible and in the best interest of the District, shall be done cooperatively through collaborative purchasing groups (e.g. State of New Hampshire bids and U.S. Communities) or with other districts and/or municipalities to take advantage of lower prices for bulk purchasing, and to reduce the administrative costs involved in bidding.

Any individual who places an order without complying with the purchase order or p-card procedures shall be responsible for the payment of or return of the items received.

Administrative procedures relating to purchasing shall be recommended by the Business Administrator and approved by the Superintendent of Schools.

In the event of an emergency, the Superintendent or Business Administrator may approve a purchase outside the regular procedure. The Board shall be notified immediately of such purchases over \$10,000.

Statutory Reference:

2 CFR 200.317 - .326

See Also:

Policy DJE, Bidding Requirements

Policy DAF, Administration of Federal Funds: DAF-3, Procurement, and DAF-4,

Procurement- Additional Provisions Pertinent to Food Service Program



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJE

APPROVAL:

BIDDING REQUIREMENTS

District Funds

All contracts for, and purchases of supplies, materials, equipment, and contractual services in excess of \$20,000, shall be based, when feasible, on at least three competitive bids or quotations in response to district developed requirements, unless the purchase falls under the authorized exceptions (see Policy DJB). All purchases of \$20,000 or less may be made in the open market. Such purchases shall be completed after careful pricing, quality, and other factors are determined to be in the best interest of the District.

When bidding procedures are used, bids shall be advertised appropriately on the District website, unless the Business Administrator determines that a pre-qualified vendor list is in the best interest of the District, and such list is approved by the Board. Vendors shall be invited to have their names placed on mailing lists to receive notices of invitations to bid. When specifications are prepared, they will be made available to all merchants and firms who have indicated an interest in bidding or have been pre-qualified. The District reserves the right to use online electronic bid processes to meet its bidding requirements. The Business Administrator is authorized to determine when online bids will be used. Online processes shall not be used for construction bids unless specifically approved by the School Board.

All bids must be submitted in sealed envelopes, addressed to the SAU, and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present. These requirements are waived when an online electronic bid process is used.

All bidders must meet all qualifications established by the District and must certify that they do not have business or personal relationships with members of the Litchfield School Board or Administration. If a business or personal relationship exists, bidders must disclose such relationship as part of the bid.

The Board reserves the right to reject any or all bids and to accept that bid which they deem to be in the best interest of the District **even if it is not the lowest bid**. The Board reserves the right to waive any formalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The Board also reserves the right to negotiate with a bidder when all bids exceed the budgeted appropriation.

The bidder to whom the award is made shall be required to enter into a written contract with the District.

As a condition of the award of a bid, a contract shall be required between the successful bidder and the Litchfield School District in a form acceptable to the District.

Federal Funds and Grants



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJE

APPROVAL:

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases.

Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

- A. **Competition:** All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Further, the District does not use statutorily or administratively imposed State, local or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; or (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJE

APPROVAL:

provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

B. Solicitation Language: *The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.*

C. Procurement Methods: *The District shall utilize the following methods of procurement:*

a. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000.

To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

b. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

c. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000. In order for sealed bidding to be feasible, the following conditions shall be present:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJE

APPROVAL:

- i. a complete, adequate, and realistic specification or purchase description is available;
- ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, bids shall be solicited in accordance with the provisions of State law and this Policy.

Competitive Proposals, Non-Competitive Proposals, and Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms: See Policy DAF: DAF-3 D, E, F.

D. Contract/Price Analysis:

The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 the Small Purchases (Simplified Acquisition) limit, including contract modifications. (See 2 CFR 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

For further information on the Methods of Contract/Price Analysis, Time & Material Contracts, and Suspension & Disbarment, see Policy DAF: DAF-3 G, H I.

E. Additional Requirements for Procurement Contracts Using Federal Funds:

- a. For any contract using Federal funds under which the contract amount exceeds the upper limit for Small Purchases (Simplified Acquisition)(see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See b CFR 200, Appendix II(A)).
- b. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
- c. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
- d. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DJE

APPROVAL:

- e. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).

For Bid Protest procedures, see Policy DAF: DAF-3 K.

F. Maintenance of Procurement Records:

The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding disbarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB and District Administrative Procedures EHB-R .

G. Procurement Requirements for Food Service Program, see Policy DAF: DAF-4.

Legal References:

2 CFR 200.318 - 200.326

RSA 194-C:4 II (a), Superintendent Services

NH Code of Administrative Rules, Section Ed. 303.01 (b), Substantive Duties of School Boards

See Also: DAF, Administration of Federal Funds
DJ/DJB, Purchasing Procedures

Approval:

Reviewed: 1st Reading, July 15, 2020

Revised: July 15, 2020

Approval: 2nd Reading, October 7, 2009



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DKCA / DKCA-R

APPROVAL:

DKCA DISTRICT TRAVEL REIMBURSEMENTS

Upon written request to the Superintendent, permission may be granted to staff members to travel at District expense on school business. Travel associated with specific line items in the approved budget requires only the appropriate administrator's approval.

Any employee wishing to be reimbursed for expenses incurred under this section must complete a travel expense voucher and submit it, along with all receipts, to the SAU Business Office within fifteen (15) days upon returning from the trip.

Reimbursement to LEA members utilizing LEA budgetary professional development monies shall follow procedures outlined in the Collective Bargaining Agreement and District LEA procedures.

Travel reimbursement relating to federal grant funds shall be subject to the restrictions, procedures and controls as set forth in Board Policy DAF: DAF-7.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DKCA / DKCA-R

APPROVAL:

DKCA-R DISTRICT TRAVEL REIMBURSEMENT PROCEDURES

Definitions

In-District Location: any location within the Town of Litchfield to which employees travel to conduct business on behalf of the School District.

Temporary Place of Business: a location outside the Town of Litchfield to which employees travel to conduct business on behalf of the School District.

Factors Considered in Approval Process

In reviewing a request, the Superintendent or Administrator shall consider at least the following factors:

- Value to the District and to the individual.
- Available funds.
- Individual's membership in the association or group sponsoring the event, if applicable.
- Whether the person making the request is on the event program. Direct participation shall be considered an added reason for approval.

Conferences, Seminars, Workshops

For activities approved in the District's operating budget or upon written request to the Superintendent, permission may be granted to non-LEA staff members to attend work-related conferences, seminars, or workshops at District expense. Maximum reimbursement for these activities shall be limited to:

- Full cost of registration.
- Meals not to exceed \$50.00 per day for three meals. Amount must be pro-rated for any meals included in the registration fee.
- Travel expenses.

Private Transportation

Travel reimbursement for use of private transportation shall be at the rate established by the Internal Revenue Service and shall be subject to the following conditions:

Non-Reimbursable Expenses

- Commuting Expenses. No person shall be reimbursed for the cost of traveling between their home and any in-district location.

Reimbursable Expenses

- Limitations. All mileage expense reimbursement shall be limited to the direct travel distance between two locations.
- Temporary Place of Business. Employees may be reimbursed for mileage expenses incurred traveling between an in-district location and a temporary place of business to perform school district business. Employees may be reimbursed for mileage expenses incurred traveling between their home and a temporary place of business to perform school district business.
- In-District Locations. Employees may be reimbursed for mileage expenses incurred traveling between two in-district locations to perform school district business. The Superintendent or



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DKCA / DKCA-R

APPROVAL:

designee shall maintain and disseminate a chart showing the mileage between the various schools and school-related facilities.

Expense Guidelines

Transportation

Method of transportation selected must be the most advantageous to the District, when cost and other factors are considered. Travel must be by the most expeditious means of transportation practicable and commensurate with the nature and purpose of the employee's duties. Employees choosing methods of transportation that are not the most advantageous to the District, as determined by the Superintendent or designee, or by the Litchfield School Board when the employee is the Superintendent or a member of the Board, shall be personally responsible for the additional expense over the most advantageous method.

Air

Employees are encouraged to procure economy and/or discounted fare. Higher priced options shall be approved in advance by the Superintendent or Business Administrator, or designees. Employees shall make reservations far enough in advance to receive a discounted fare whenever possible.

Reimbursement shall be for the cost of airfare from departure point to point of business destination and original point of return only. If personal stops are made en route to a business destination, the employee shall be reimbursed only for the original discounted round-trip coach fare from original departure point directly to the business destination and point of return.

Ground

Use of other modes of transportation may be approved by the Superintendent or designee, or by the Litchfield School Board when the employee involved is the Superintendent or a member of the Board, based on circumstances of travel that render air transportation uneconomical or impractical. When applicable, rate for reimbursement for ground transportation or an employee's personal vehicle shall be based on the current IRS guidelines.

Lodging

Reimbursement for lodging shall not be provided when the conference site is within fifty (50) miles (one way) driving distance from the closer of the Town of Litchfield or the employee's home unless previously approved by the Superintendent or designee, or by the Litchfield School Board when the employee involved is the Superintendent or a member of the Board.

Lodging accommodations for approved conferences shall be based on single occupancy rates. The Litchfield School District shall not reimburse employees for lodging expenses incurred for additional guests in the same room who are not District employees on official District business. If there are no vacancies in the hotel where the conference is being held, the employee shall attempt to secure comparable rates at the nearest hotel.

Lodging shall be provided for the night prior to a conference, through the last day of the conference.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DKCA / DKCA-R

APPROVAL:

Business Meals

The IRS has stringent regulations regarding business meals, one of which is that the meal must directly precede or follow substantial and bona fide business discussion. The Litchfield School District must be able to properly document the meal to satisfy these requirements. Therefore, the following information shall be provided when requesting reimbursement for a business meal:

- Cost (including tax and tip)
- Date
- Name and location of restaurant
- Names, titles, and business relationship to all persons attending
- Business purpose
- The itemized listing of purchases

Alcohol

No alcoholic beverages shall be purchased with Litchfield School District funds.

Personal Travel

When personal travel is co-mingled with the District, business travel employees shall be required to separate business expenses from personal expenses when submitting their Travel Reimbursement expense form.

Please remember that employee travel is always subject to public disclosure and therefore additional accounting and scrutiny is required by the employee and the District to separate District business travel from any personal travel.

Reimbursement

Any employee wishing to be reimbursed for travel expenses incurred under this section must complete a travel voucher containing a compilation of expenses incurred. The Superintendent or designee shall establish procedures for reimbursement in order to insure efficient practices. Requests for mileage reimbursement shall be submitted, when possible, prior to the conclusion of the fiscal year.

Travel reimbursement relating to federal grant funds shall be subject to the restrictions, procedures and controls as set forth in Board Policy DAF: DAF-7.

Employees issued a District procurement card shall use the p-card for all expenses (where accepted), except for those not allowed under the p-card procedure (e.g. personal meals).

Legal Reference:

2 CFR 200.474(b)

See Also: DAF: DAF-7, Administration of Federal Funds

Approval:

Reviewed: 1st Reading, July 15, 2020



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: *DKCA / DKCA-R*

APPROVAL:

Revised: July 15, 2020

Approval: January 4, 2012



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DN

APPROVAL:

SCHOOL EQUIPMENT & SUPPLIES DISPOSAL

The Litchfield School Board delegates to the Superintendent and/or his/her designee(s) the proper disposal of equipment or supplies valued at or below \$1,000.00.

No equipment or supplies with a salable value over \$1,000.00 shall be disposed of until permission has been received by the Litchfield School Board. The Board shall determine the value of such items in order to determine disposition by sale, donation, auction, transfer or appropriate waste disposal.

Sale of real estate will be by the vote of the electorate of the school district at an annual or special district meeting, and the revenue derived therefore will be returned to the general fund to defray costs of current expenses *or as directed by the vote of the electorate.*

School Equipment and Supplies Disposal Procedures

The Litchfield School Board authorizes the Superintendent and/or designee(s) to properly dispose of obsolete items valued at or under \$1,000.00 according to the following priority actions:

By sale, if applicable.

- When practicable, the Superintendent and/or designee(s) shall donate such items to charitable organizations and schools.
- By giving such items to local citizens.
- By removal to the town solid waste facility or other appropriate disposal sites.

A record of disposition of materials shall be kept in the SAU Office, and shall include the following information:

- The type of equipment or supplies for disposal;
- The type of disposal – sale, auction, donation, transfer or disposal;
- The date of disposition;
- Assigned value of the material(s);
- Sale amount, if applicable;
- The party or parties involved.

Disposition of items valued over \$1,000.00 will be determined by the Litchfield School Board.

Equipment Acquired with Federal Funds

Equipment and supplies acquired with federal funds shall be used, managed and disposed of in accordance with applicable federal and state requirements, which include the following.

Disposal of Equipment and Supplies acquired with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. See Policy DAF: DAF-6.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: DN

APPROVAL:

Equipment and Pilferable Items

Equipment means tangible personal property, including information technology systems, having a useful life of more than one year and a per-unit purchase cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes.

Pilferable Items are those items, regardless of cost, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.

The Superintendent shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number); who hold title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

Inventory: No less than once every two years, a physical inventory of all equipment and pilferable items must be taken and reconciled with the property records by the Superintendent or designee. Inventories shall be conducted consistent with Policy DID.

Control, Maintenance and Disposition:

- All property will be properly maintained and be kept in good condition.
- Any theft of property shall be investigated by the Superintendent and may include involvement of law enforcement personnel. Consequences for the theft of property shall be determined by the Superintendent and may include termination of employment (if an employee is involved) or suspension / expulsion from school (if a student is involved).
- Property that is lost or damaged shall be reported to the Superintendent and the District's insurance provider for repair/replacement.
- If authorized to sell any property, the Superintendent will ensure the highest possible return.

Legal Reference:

2 CFR 200.313(d) and (e)

*See Also: Policy DAF: DAF-6, Administration of Federal Funds
Policy DID/DID-R, Capital Assets*

Approval:

Reviewed: 1st Reading, July 15, 2020

Revised: July 15, 2020

Approval: 2nd Reading, February 22, 2006



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE & TITLE IX POLICY & PROCEDURES

I. GENERAL STATEMENT OF POLICY

It is the policy of the Litchfield School District to maintain a working and learning environment that is free from sexual harassment, **discrimination** and violence. The Litchfield School District shall not tolerate any form of sexual harassment, discrimination or violence.

For the purpose of this policy, the following definitions apply:

"Employee" shall include, but not be limited to all District staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment or position is directed by the District.

"Third parties" include, but are not limited to parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control.

The Litchfield School District will act to promptly investigate and equitably resolve all **formal** complaints ~~either formal or informal, oral or written,~~ of sexual harassment, discrimination or **violence in accordance with the grievance procedures in this Policy**, and to discipline any employee who is judged to have committed these offenses. **For all complaints, the District will offer supportive measures to both complainants and respondents.**

II. SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE

Sexual discrimination is discrimination based on sex in the District's education programs or activities and extends to employment and admissions.

Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature **when that satisfies one or more of the following:**

- **An employee of the District conditions the provision of an aid benefit, or service on an individual's participation in unwelcome sexual conduct; or**
- **Unwelcome conduct or communication determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District education programs or activities; or**
- **Sexual assault as defined in the Clery Act (20 U.S.C. §1092(f)(6)(A(v))), dating violence as defined in the Violence Against Women Act (VAWA) (34 U.S.C. §12291(a)(10)), domestic violence as defined in VAWA (34 U.S.C. §12291(a)(8)), or stalking as defined in VAWA (34 U.S.C. §12291(a)(30)).**

Sexual harassment is not limited to requests for sexual favors in return for job benefits. Sexual harassment may include, but is not limited to:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

- verbal harassment and/or abuse of a sexual nature;
- leering at an individual's body;
- jokes of a sexual nature;
- the display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writing, posters, or cartoons;
- graphic verbal comments about an individual's body, clothing, or sexual activity;
- subtle pressure for sexual activity;
- inappropriate patting or pinching;
- intentional brushing against an individual's body;
- demanding sexual favors accompanied by implied or overt threats concerning an individual's employment;
- demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment status;
- any sexually motivated unwelcome touching; or
- sexual violence, which is a physical act of aggression that includes a sexual act or sexual purpose.

Sexual harassment includes claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

~~Hostile environment harassment occurs when unwelcome comments or conduct based on sex is so severe, persistent or pervasive that it interferes with an employee's performance or opportunities or creates an intimidating, hostile, or offensive environment.~~ A victim can be anyone affected by the conduct, not just the individual to whom the offensive conduct is directed.

III. COMPLAINTS

Any person who believes he or she has been the victim of sexual harassment, discrimination or violence, by an employee of the Litchfield School District or any third person with knowledge or belief of conduct that may violate this Policy should report the alleged acts immediately to an appropriate School District official as designated by this Policy. It is preferred that reports be made to the Title IX Coordinator:

Director of Human Resources, (Title IX Coordinator)
1 Highlander Court, Litchfield, NH 03052; 603-578-3570; hfalzone@litchfieldsd.org

However, reports may also be made to one or more of the following individuals:

- Superintendent of Schools, (Human Rights Officer),
1 Highlander Court, Litchfield, NH 03052; 603-578-3570; mjette@litchfieldsd.org
- any District Administrator;
- any school building principal or assistant principal.

Such reports may be made at any time, including during non-business hours, by using the telephone number, electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

If the complaint involves the Superintendent, the complaint shall be filed directly with the School Board. Submission of a complaint or report of sexual harassment, discrimination or violence will not affect the complainant's work assignments, education or employment.

IV. TITLE IX COORDINATOR

The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX, including coordinating the effective implementation of supportive measures and effective implementation of remedies; and whose responsibilities include establishing a process to notify applicants for employment and admission, students, parents, or legal guardians, employees, and all unions of the title IX Coordinator's name or title, office address, e-mail address and telephone number.

The District shall post the Title IX Coordinator's title or name, office address, e-mail address and telephone number in conspicuous places throughout school buildings, on the District's website, and in each handbook.

Mandatory Response

Upon actual knowledge (notice to any District employee) of a complaint of sexual harassment *in the District's education programs or activities (locations, events, or circumstances over which the District exercised substantial control over both the alleged perpetrator and the context in which the sexual harassment occurred)*, the District must respond promptly to the sexual harassment in a manner that is not deliberately indifferent or not clearly unreasonable in light of the known circumstances.

The Title IX Coordinator's response must include:

- Offering supportive measures to the complainant (alleged victim) *and respondent (alleged perpetrator)*;
- Promptly contacting the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the complainant the process for filing a formal complaint.

A complainant's wishes as to whether the District conducts an investigation are respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is "not clearly unreasonable in light of the known circumstances."

The District must follow the grievance process before it imposes any disciplinary sanctions or other non-supportive measures against the respondent. The District may still place an employee on administrative leave during the pendency of the grievance process.

The District may also remove a respondent from its education programs or activities on an emergency basis based upon an individualized safety and risk analysis that determines that the respondent poses an immediate threat to the physical health or safety of any employee or other individual arising from the allegations of sexual harassment. The District must provide the respondent with notice and an opportunity to challenge the decision immediately upon removal.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

When the complainant is a minor student, notices shall be provided to the student's parent or legal guardian.

The District's response shall not restrict rights protected by the United States Constitution including the First, Fourth, and Fourteenth Amendments or modify any rights under the IDEA, Section 504, or the ADA.

Formal Complaint

A formal complaint is a document filed by a person who is alleged to be the victim of conduct that could constitute sexual harassment or signed by the Title IX Coordinator and requesting that the District investigate the allegation of sexual harassment. The formal complaint may be filed with the Title IX Coordinator in person, by mail, or e-mail and must contain the complainant's physical or digital signature or otherwise indicate that the complainant is the person filing the formal complaint. *Parents or legal guardians may file on behalf of their children.*

If the allegations in a formal complaint do not fall under the definition of sexual harassment or did not occur as part of the District's education programs or activities, the District must dismiss the allegations for purposes of Title IX but will still address the alleged conduct under the District's own code of conduct, policies and rules.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed which are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, shadowing, mutual restrictions on contact between complainant and respondent, changes in work or school locations, leaves of absence, increased security and monitoring of certain areas of the school, and other similar measures.

The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

Notice of Allegations after Receipt of Formal Complaint

The Title IX Coordinator upon receipt of a formal complaint must provide written notice to the complainant and respondent of the following:

- *The allegations including the date and location of the alleged incident, if known;*
- *A statement that the respondent is presumed not responsible for the alleged conduct and a determination of responsibility will be made at the conclusion of the grievance process;*
- *The complainant and respondent may have an advisor of their choice who may but is not required to be an attorney and may inspect and review evidence during the investigation;*



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

- *Provisions in the District's code of conduct, policies and rules that prohibit knowingly making false statements or knowingly submitting false information;*
- *A copy of this Title IX Policy.*

V. GRIEVANCE PROCEDURES: PROCESS INTEGRITY PROTECTIONS

The Litchfield School District shall follow this grievance process when a **formal** complaint of sexual harassment has been received by the Title IX Coordinator:

- Both parties (complainant and respondent) will receive written notices of all allegations
 - Both parties can elect to select an advisor of their choice
- Trained personnel shall objectively evaluate all relevant evidence without prejudice of the facts at issue and free from conflicts of interest or bias for or against either party.
- It is the responsibility of the Title IX Coordinator to make sure Title IX personnel are trained. All training materials will be posted on the District web-site.
- The District will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- The District will provide prompt timeframes for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions to time frames.
- An employee found to violate this policy may face disciplinary sanctions from a warning up to termination. Possible remedies for a complainant would vary on a case by case basis.
- The School District will clearly define an appeals process which is available to both parties.
- The District will use the preponderance of evidence standard for all formal complaints of sexual harassment.
- *Both the complainant and respondent shall have an equal opportunity to submit and review evidence throughout the investigation;*
- *The District will protect the parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during a grievance process.*
- *The District will obtain the parties' voluntary written consent before using any kind of informal resolution process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student.*
- *The District will ensure the decision-maker for determining responsibility is not the same person as the investigator or the Title IX Coordinator.*
- *The District will permit the parties to submit written questions for the other parties and witnesses to answer before determining responsibility.*
- *The District will protect all complainants from inappropriately being asked about prior sexual history.*
- *The District will not restrict the parties' ability to discuss the allegations under investigation or to gather and produce relevant evidence.*
- *The District will send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions.*
- *The District will effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment.*
- *The District will document and keep records of all sexual harassment complaints, investigations, and training for seven (7) years.*



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

VI. INVESTIGATION & RECOMMENDATION

The Title IX Coordinator (*or the Superintendent if the Title IX is the subject of the complaint*), upon receipt of a *formal* complaint alleging sexual harassment or sexual violence, shall immediately authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the *respondent* (individual(s) against whom the complaint is filed), and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Investigator. Students who are interviewed may have a parent, guardian or other representative present.

The Investigator shall provide a written report of the status of the investigation within ten working days to the *Title IX Coordinator*. If the *Title IX Coordinator* is the subject of the complaint, the report shall be submitted to the *Superintendent*.

Whether a particular action or incident constitutes sexual harassment, discrimination, or violence requires a determination based on all the facts and surrounding circumstances. The Investigator should consider the surrounding circumstances; the nature of the sexual advances; the relationship between the parties; the context and locations in which the alleged incidents occurred; whether the victim viewed the environment as hostile; whether it was reasonable to view the environment as hostile; the degree to which the conduct affected one or more employees' working environment; the type, frequency, and duration of the conduct; the number of individuals involved; age and sex of the alleged harasser and the subject of the harassment; and other incidents.

The District may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of the investigation.

Upon completion of the investigation, the Investigator shall file a report with the Superintendent no later than twenty (20) working days following receipt of the complaint. If additional time is needed to complete the investigation or take appropriate action, the Superintendent shall provide all parties with a written status report within twenty (20) days following receipt of the complaint. The results of the investigation shall be reported in writing to the complainant and accused consistent with the requirements of FERPA and other privacy laws.

If during the investigation, the District decides to investigate allegations not in the formal complaint, the Title IX Coordinator shall provide written notice to the parties of the additional allegations.

The Investigator shall provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purposes of all investigative interviews, other meetings or hearings with sufficient time for the party to prepare to participate.

Prior to the conclusion of the investigation, the Investigator shall provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

related to the allegations in the formal complaint including evidence that the Investigator does not intend to rely upon. Each party shall have an opportunity to respond to the evidence.

Prior to the completion of the investigation report, the Investigator must send to each party and the party's advisor, if any, either in electronic format or hard copy, the evidence subject to inspection and review. The parties shall have at least ten (10) days to submit a written response.

The Investigator shall create an investigation report fairly summarizing the relevant evidence. The Investigator shall send each party and the party's advisor, if any, a copy of the investigation report either in electronic format or hard copy. The parties have ten (10) days to review the investigation report and file a written response.

VII. DETERMINING RESPONSIBILITY

A decision-maker who is not the Title IX Coordinator or Investigator must issue a written determination regarding responsibility based on a preponderance of evidence.

Before reaching a determination, the decision-maker must provide each party the opportunity to submit written, relevant questions of any party or witness, provide both parties with the answers, and allow for additional, limited follow-up questions. If the decision-maker determines a question is not relevant, the decision-maker must provide a written explanation to the party proposing the question.

VIII. WRITTEN DETERMINATION OF RESPONSIBILITY

The decision-maker's written determination must include:

- *An identification of the allegations potentially constituting sexual harassment;*
- *A description of the procedural steps taken by the District from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;*
- *Findings of fact supporting the determination;*
- *Conclusions regarding the application of the District's code of conduct, policies, and rules to the facts;*
- *A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and*
- *The District's procedures and permissible bases for the complainant and respondent to appeal.*

The decision-maker must provide the written determination to the parties simultaneously.

The responsibility determination becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

IX. DISMISSAL OF FORMAL COMPLAINT

Mandatory Dismissal

If the allegations in the formal complaint are not sexual harassment even if proved; or did not occur in the District's education programs or activities; or did not occur against a person in the United States, the District will dismiss the formal complaint.

Permissive Dismissal

The District may dismiss the formal complaint, or any allegations, if at any time during the investigation a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint, or any allegations therein; or the respondent is no longer enrolled or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

The District shall promptly send simultaneously to the parties written notice of the dismissal and reasons.

X. ACTION IF COMPLAINT IS SUBSTANTIATED

Upon determination that the *respondent is responsible* ~~complaint is valid~~, the District shall take such disciplinary action as it deems necessary and appropriate to end the harassment, and prevent its recurrence. Disciplinary measures include, but are not limited to, termination, verbal and written warnings/reprimands in the employee's file, requirement of a verbal and/or written apology to the complainant and mandatory education and training on sexual harassment, discrimination, and violence. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

The administration should review the complainant's records, evaluations, etc., with a view to correcting any injustice(s) that might have occurred as a result of the harassment. The District may need to consider rehiring a terminated employee or offering a promotion or raise that might have been denied.

Since it is not unusual for harassment to begin again after several weeks have lapsed, the respondent should be supervised closely. The complainant should be encouraged to report any renewed problems to the Title IX Coordinator or his/her designee. If possible, the respondent and the complainant should be separated, with the respondent being the one to be transferred. Care should be taken not to punish the complainant.

XI. ACTION IF THE COMPLAINT IS UNSUBSTANTIATED

Communication or conduct which does not rise to the level of sexual harassment, discrimination, or violence, as defined by the Policy, but is nonetheless inappropriate or is in violation of other Board policies or school rules, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending employee to engage in some remedial action.

XII. APPEAL OF INVESTIGATOR'S FINDINGS

Within 10 days of receipt of the written decision of responsibility, the complainant and respondent may appeal to the School Board, via of the Chair, on the following grounds:



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

- procedural irregularity that affected the outcome of the matter,
- newly discovered evidence that could affect the outcome of the matter,
- and/or that Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The School Board Chair shall notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

In the appeal, both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging the outcome. The School Board shall issue a written decision describing the result of the appeal, the rationale for the result, and provide the written decision simultaneously to both parties within ten (10) days of receiving all information submitted by the parties.

XIII. REPRISAL/RETALIATION

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct, policy or rule violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to these grievance procedures for sex discrimination.

Charging an individual with a code of conduct, policy or rule violation for making a materially false statement in bad faith in a Title IX grievance proceeding is not retaliation provided, however, that a determination regarding responsibility alone is not sufficient to conclude that any party made a materially false statement in bad faith.

The exercise of rights protected under the First Amendment does not constitute retaliation.

XIV. CONFIDENTIALITY

The District will keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA, or as required by law, or to carry out Title IX, including the conduct of any investigation, hearing of judicial proceeding arising thereunder.

XV. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

The procedures in this Policy do not deny the right of any individual to pursue other avenues of recourse that may include filing charges with the *agencies listed below*, initiating civil action, or seeking redress under state criminal statutes and/or federal law.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)

APPROVAL:

The individual may choose to file the alleged violation or complaint with:

The New Hampshire Commission of Human Rights, 2 Industrial Park Drive, Concord, NH 03301, phone 603-271-2767, email humanrights@nh.gov

U.S. Equal Employment Opportunity Commission, JFK Building, 15 New Sudbury St., Room 475, Boston MA 02203, phone (800) 669-4000, e-mail info@eeoc.gov

Director, Office of Civil Rights, U.S. Department of Education, Region 1, 5 Post Office Square, 8th Floor, Boston, MA 02203-2100, phone 617-289-0111, email OCR.Boston@ed.gov

Inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary of the United States Department of Education, or both.

XVI SEXUAL HARASSMENT, DISCRIMINATION OR VIOLENCE AS SEXUAL ABUSE

Consistent with Litchfield School District policies, the Safe Schools Act, and State of New Hampshire laws, upon receipt of any complaint that contains evidence of violence or criminal activity, the Principal, the Superintendent of Schools, or School Board shall refer the complaint to law enforcement officials and appropriate child protection authorities for investigation.

Nothing in this Policy prohibits the Litchfield School District from taking immediate action to protect victims of alleged sexual abuse.

XVII. POSTING/PUBLICATION

Copies of this Policy shall be given to all employees, students, and parents annually by publishing in the applicable handbook. Each Litchfield School District employee and School Board member shall receive and sign for a copy of the District's Policy.

Legal Reference:

20 U.S.C. § 1681 & 34 C.F.R. Part 106 (1972), Title IX

NH Code of Administrative Rules, Section Ed. 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment

RSA 354-A:7, Unlawful Discriminatory Practices

Civil Rights Act of 1964

Title IX, Educational Amendments of 1972

Approval:

Reviewed:

Revised: July 15, 2020

Amended: November 1, 2017



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: GBAA (Employees)
APPROVAL:

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Sexual Harassment

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sexual discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Name of person(s) you believe sexually harassed or was sexually violent toward you:

List any witnesses that were present:

Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature: _____ Date: _____

Received by: _____ Date: _____



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE & TITLE IX POLICY & PROCEDURES

I. GENERAL STATEMENT OF POLICY

It is the policy of the Litchfield School District to maintain a working and learning environment that is free from sexual harassment and violence. The Litchfield School District shall not tolerate any form of sexual harassment, discrimination or violence.

For the purpose of this policy, the following definitions apply:

"Student" shall include, but not be limited to all District students in grades PK - 12, including students that are home schooled, students that attend on a tuition basis, special education students, students with a 504 plan or IEP, and any other student included on the District's enrollment roster.

"Third parties" include, but are not limited to parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control.

The Litchfield School District will act to promptly investigate and equitably resolve all *formal* complaints of sexual harassment, discrimination or *violence in accordance with the grievance procedures in this Policy*, and to discipline any student who is judged to have committed these offenses. *For all complaints, the District will offer supportive measures to both complainants and respondents.*

II. SEXUAL HARASSMENT, DISCRIMINATION AND VIOLENCE DEFINED

Sexual discrimination is discrimination based on sex in the District's education programs or activities and extends to employments and admissions.

Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when:

- An employee of the District conditions the provision of an aid benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
- Sexual assault as defined in the Cleary Act (20 U.S.C. §1092(f)(6)(A(v))), dating violence as defined in the Violence Against Women Act (VAWA) (34 U.S.C. §12291(a)(10)), domestic violence as defined in VAWA (34 U.S.C. §12291(a)(8)), or stalking as defined in VAWA (34 U.S.C. §12291(a)(30)).

Sexual harassment is not limited to requests for sexual favors in return for education benefits. Sexual harassment may include, but is not limited to:

- verbal harassment and/or abuse of a sexual nature;
- leering at an individual's body;
- jokes of a sexual nature;



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

- the display anywhere on school facilities of sexually suggestive, sexually demeaning or pornographic objects, pictures, writing, posters, or cartoons;
- graphic verbal comments about an individual's body, clothing, or sexual activity;
- subtle pressure for sexual activity;
- inappropriate patting or pinching;
- intentional brushing against an individual's body;
- demanding sexual favors accompanied by implied or overt threats concerning an individual's education;
- demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's education status;
- any sexually motivated unwelcome touching; or
- sexual violence, which is a physical act of aggression that includes a sexual act or sexual purpose.

Sexual harassment includes claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

A victim can be anyone affected by the conduct, not just the individual to whom the offensive conduct is directed.

IV. TITLE IX COORDINATOR

The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX, including coordinating the effective implementation of supportive measures and effective implementation of remedies; and whose responsibilities include establishing a process to notify applicants for employment and admission, students, parents, or legal guardians, employees, and all unions of the title IX Coordinator's name or title, office address, e-mail address and telephone number.

The District shall post the Title IX Coordinator's title or name, office address, e-mail address and telephone number in conspicuous places throughout school buildings, on the District's website, and in each handbook.

Mandatory Response

Upon actual knowledge (notice to any District employee) of a complaint of sexual harassment *in the District's education programs or activities (locations, events, or circumstances over which the District exercised substantial control over both the alleged perpetrator and the context in which the sexual harassment occurred)*, the District must respond promptly to the sexual harassment in a manner that is not deliberately indifferent or not clearly unreasonable in light of the known circumstances.

The Title IX Coordinator's response must include:

- Offering supportive measures to the complainant (alleged victim) *and respondent (alleged perpetrator)*;
- Promptly contacting the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the complainant the process for filing a formal complaint.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

A complainant's wishes as to whether the District conducts an investigation are respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is "not clearly unreasonable in light of the known circumstances."

The District must follow the grievance process before it imposes any disciplinary sanctions or other non-supportive measures against the respondent. The District may still place an employee on administrative leave during the pendency of the grievance process.

The District may also remove a respondent from its education programs or activities on an emergency basis based upon an individualized safety and risk analysis that determines that the respondent poses an immediate threat to the physical health or safety of any employee or other individual arising from the allegations of sexual harassment. The District must provide the respondent with notice and an opportunity to challenge the decision immediately upon removal.

When the complainant is a minor student, notices shall be provided to the student's parent or legal guardian.

The District's response shall not restrict rights protected by the United States Constitution including the First, Fourth, and Fourteenth Amendments or modify any rights under the IDEA, Section 504, or the ADA.

Formal Complaint

A formal complaint is a document filed by a person who is alleged to be the victim of conduct that could constitute sexual harassment or signed by the Title IX Coordinator and requesting that the District investigate the allegation of sexual harassment. The formal complaint may be filed with the Title IX Coordinator in person, by mail, or e-mail and must contain the complainant's physical or digital signature or otherwise indicate that the complainant is the person filing the formal complaint. *Parents or legal guardians may file complaints on behalf of their children.*

If the allegations in a formal complaint do not fall under the definition of sexual harassment or did not occur as part of the District's education programs or activities, the District must dismiss the allegations for purposes of Title IX but may still address the alleged conduct under the District's own code of conduct.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed which are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, shadowing, mutual restrictions on contact between complainant and respondent, changes in work or school locations, leaves of absence, increased security and monitoring of certain areas of the school, and other similar measures.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

Notice of Allegations after Receipt of Formal Complaint

The Title IX Coordinator upon receipt of a formal complaint must provide written notice to the complainant and respondent of the following:

- *The allegations including the date and location of the alleged incident, if known;*
- *A statement that the respondent is presumed not responsible for the alleged conduct and a determination of responsibility will be made at the conclusion of the grievance process;*
- *The complainant and respondent may have an advisor of their choice who may but is not required to be an attorney and may inspect and review evidence during the investigation;*

- *Provisions in the District's code of conduct, policies and rules that prohibit knowingly making false statements or knowingly submitting false information;*
- *A copy of this Title IX Policy.*

V. GRIEVANCE PROCEDURES: PROCESS INTEGRITY PROTECTIONS

The Litchfield School District shall follow this grievance process when a **formal** complaint of sexual harassment has been received by the Title IX Coordinator:

- Both parties (complainant and respondent) will receive written notices of all allegations
 - Both parties can elect to select an advisor of their choice
- Trained personnel shall objectively evaluate all relevant evidence without prejudice of the facts at issue and free from conflicts of interest or bias for or against either party.
- It is the responsibility of the Title IX Coordinator to make sure Title IX personnel are trained. All training materials will be posted on the District web-site.
- The District will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- The District will provide prompt timeframes for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions to time frames.
- An employee found to violate this policy may face disciplinary sanctions from a warning up to termination. Possible remedies for a complainant would vary on a case by case basis.
- The School District will clearly define an appeals process which is available to both parties.
- The District will use the preponderance of evidence standard for all formal complaints of sexual harassment.
- *Both the complainant and respondent shall have an equal opportunity to submit and review evidence throughout the investigation;*
- *The District will protect the parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during a grievance process.*
- *The District will obtain the parties' voluntary written consent before using any kind of informal resolution process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student.*
- *The District will ensure the decision-maker for determining responsibility is not the same person as the investigator or the Title IX Coordinator.*



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

- *The District will permit the parties to submit written questions for the other parties and witnesses to answer before determining responsibility.*
- *The District will protect all complainants from inappropriately being asked about prior sexual history.*
- *The District will not restrict the parties' ability to discuss the allegations under investigation or to gather and produce relevant evidence.*
- *The District will send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions.*
- *The District will effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment.*
- *The District will document and keep records of all sexual harassment complaints, investigations, and training for seven (7) years.*

VI. INVESTIGATION & RECOMMENDATION

The Title IX Coordinator (*or the Superintendent if the Title IX is the subject of the complaint*), upon receipt of a **formal** complaint alleging sexual harassment or sexual violence, shall immediately authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the *respondent* (individual(s) against whom the complaint is filed), and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the Investigator. Students who are interviewed may have a parent, guardian or other representative present.

The Investigator shall provide a written report of the status of the investigation within ten working days to the **Title IX Coordinator**. If the **Title IX Coordinator** is the subject of the complaint, the report shall be submitted to the **Superintendent**.

Whether a particular action or incident constitutes sexual harassment, discrimination, or violence requires a determination based on all the facts and surrounding circumstances. The Investigator should consider the surrounding circumstances; the nature of the sexual advances; the relationship between the parties; the context and locations in which the alleged incidents occurred; whether the victim viewed the environment as hostile; whether it was reasonable to view the environment as hostile; the degree to which the conduct affected one or more employees' working environment; the type, frequency, and duration of the conduct; the number of individuals involved; age and sex of the alleged respondent and the subject of the harassment; and other incidents.

The District may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of the investigation.

If during the investigation, the District decides to investigate allegations not in the formal complaint, the Title IX Coordinator shall provide written notice to the parties of the additional allegations.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

The Investigator shall provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purposes of all investigative interviews, other meetings or hearings with sufficient time for the party to prepare to participate.

Prior to the conclusion of the investigation, the Investigator shall provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations in the formal complaint including evidence that the Investigator does not intend to rely upon. Each party shall have an opportunity to respond to the evidence.

Prior to the completion of the investigation report, the Investigator must send to each party and the party's advisor, if any, either in electronic format or hard copy, the evidence subject to inspection and review. The parties shall have at least ten (10) days to submit a written response.

The Investigator shall create an investigation report fairly summarizing the relevant evidence. The Investigator shall send each party and the party's advisor, if any, a copy of the investigation report either in electronic format or hard copy. The parties have ten (10) days to review the investigation report and file a written response.

Upon completion of the investigation, the Investigator shall file a report with the Superintendent no later than twenty (20) working days following receipt of the complaint. If additional time is needed to complete the investigation or take appropriate action, the Superintendent shall provide all parties with a written status report within twenty (20) days following receipt of the complaint. The results of the investigation shall be reported in writing to the complainant and accused consistent with the requirements of FERPA and other privacy laws.

VII. DETERMINING RESPONSIBILITY

A decision-maker who is not the Title IX Coordinator or Investigator must issue a written determination regarding responsibility based on a preponderance of evidence.

Before reaching a determination, the decision-maker must provide each party the opportunity to submit written, relevant questions of any party or witness, provide both parties with the answers, and allow for additional, limited follow-up questions. If the decision-maker determines a question is not relevant, the decision-maker must provide a written explanation to the party proposing the question.

VIII. WRITTEN DETERMINATION OF RESPONSIBILITY

The decision-maker's written determination must include:

- An identification of the allegations potentially constituting sexual harassment;*
- A description of the procedural steps taken by the District from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;*
- Findings of fact supporting the determination;*
- Conclusions regarding the application of the District's code of conduct, policies, and rules to the facts;*



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

- *A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and*
- *The District's procedures and permissible bases for the complainant and respondent to appeal.*

The decision-maker must provide the written determination to the parties simultaneously.

The responsibility determination becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

IX. DISMISSAL OF FORMAL COMPLAINT

Mandatory Dismissal

If the allegations in the formal complaint are not sexual harassment even if proved; or did not occur in the District's education programs or activities; or did not occur against a person in the United States, the District will dismiss the formal complaint.

Permissive Dismissal

The District may dismiss the formal complaint, or any allegations, if at any time during the investigation a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint, or any allegations therein; or the respondent is no longer enrolled or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

The District shall promptly send simultaneously to the parties written notice of the dismissal and reasons.

X. ACTION IF COMPLAINT IS SUBSTANTIATED

Upon determination that the **respondent is responsible**, the District shall take such disciplinary action as it deems necessary and appropriate to end the harassment, and prevent its recurrence. Disciplinary measures include, but are not limited to, **suspension, expulsion, counseling**, termination, verbal and written warnings/reprimands in the employee's file, requirement of a verbal and/or written apology to the complainant and mandatory education and training on sexual harassment, discrimination, and violence. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

The administration should review the **complainant's grades**, records, evaluations, etc., with a view to correcting any injustice(s) that might have occurred as a result of the harassment.

Since it is not unusual for harassment to begin again after several weeks have lapsed, the respondent should be supervised closely. The complainant should be encouraged to report any renewed problems to the Title IX Coordinator or designee. If possible, the respondent and the complainant should be separated, with the respondent being the one to be transferred. Care should be taken not to punish the complainant.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

XI. ACTION IF THE COMPLAINT IS UNSUBSTANTIATED

Communication or conduct which does not rise to the level of sexual harassment, discrimination, or violence, as defined by the Policy, but is nonetheless inappropriate or is in violation of other Board policies or school rules, will be addressed on a case-by-case basis by the Superintendent or Principal, who may still impose discipline or order the offending student to engage in some remedial action.

XII. APPEAL OF INVESTIGATOR'S FINDINGS

Within 10 days of receipt of the written decision of responsibility, the complainant and respondent may appeal to the School Board, via of the Chair, on the following grounds:

- *procedural irregularity that affected the outcome of the matter,*
- *newly discovered evidence that could affect the outcome of the matter,*
- *and/or that Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.*

The School Board Chair shall notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

In the appeal, both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging the outcome. The School Board shall issue a written decision describing the result of the appeal, the rationale for the result, and provide the written decision simultaneously to both parties within ten (10) days of receiving all information submitted by the parties.

XIII. REPRISAL/RETALIATION

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct, policy or rule violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. Complaints alleging retaliation may be filed according to these grievance procedures for sex discrimination.

Charging an individual with a code of conduct, policy or rule violation for making a materially false statement in bad faith in a Title IX grievance proceeding is not retaliation provided, however, that a determination regarding responsibility alone is not sufficient to conclude that any party made a materially false statement in bad faith.

The exercise of rights protected under the First Amendment does not constitute retaliation.

XIV. CONFIDENTIALITY

The District will keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA, or as required by law, or to carry out Title IX, including the conduct of any investigation, hearing of judicial proceeding arising thereunder.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

XV. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

The procedures in this Policy do not deny the right of any individual to pursue other avenues of recourse that may include filing charges with the *agencies listed below*, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

The individual may choose to file the alleged violation or complaint with:

The New Hampshire Commission of Human Rights, 2 Industrial Park Drive, Concord, NH 03301, phone 603-271-2767, email humanrights@nh.gov

U.S. Equal Employment Opportunity Commission, JFK Building, 15 New Sudbury St., Room 475, Boston MA 02203, phone (800) 669-4000, e-mail info@eeoc.gov

Director, Office of Civil Rights, U.S. Department of Education, Region 1, 5 Post Office Square, 8th Floor, Boston, MA 02203-2100, phone 617-289-0111, email OCR.Boston@ed.gov

Inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary of the United States Department of Education, or both.

XVI. SEXUAL HARASSMENT, DISCRIMINATION OR VIOLENCE AS SEXUAL ABUSE

Consistent with Litchfield School District policies, the Safe Schools Act, and State of New Hampshire laws, upon receipt of any complaint that contains evidence of violence or criminal activity, the Principal, the Superintendent of Schools, or School Board shall refer the complaint to law enforcement officials and appropriate child protection authorities for investigation.

Nothing in this Policy prohibits the Litchfield School District from taking immediate action to protect complainants of alleged sexual abuse.

XVII. POSTING/PUBLICATION

Copies of this Policy shall be given to all employees, students, and parents annually by publishing in the applicable handbook. Each Litchfield School District employee and School Board member shall receive and sign for a copy of the District's Policy. This Policy shall be annually published in the applicable Handbook.

XVIII. AGE-APPROPRIATE SEXUAL HARASSMENT POLICY

Ed 303.01(j) requires the School Board to establish a policy on sexual harassment, written in age appropriate language and published and available in written form to all students. This Policy is intended to apply to middle-school and high-school aged students.

The Superintendent and Building Principal(s) are charged with establishing policies, rules, protocols and other necessary age-appropriate information or materials for the District's elementary schools.



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

Legal Reference:

20 U.S.C. § 1681 & 34 C.F.R. Part 106 (1972), Title IX
NH Code of Administrative Rules, Section Ed. 303.01(j), Substantive Duties of School Boards;
Sexual Harassment Policy
NH Code of Administrative Rules, Section 306.04(a)(8), Student Harassment
NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment
Civil Rights Act of 1964
Title IX, Educational Amendments of 1972

Approval:

Reviewed: 1st Reading, July 17, 2020

Revised: July 15, 2020

Amended: November 1, 2017



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JBAA (Students)

APPROVAL:

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Sexual Harassment, Discrimination, and Violence

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address _____

Home Phone: _____ Alt. Phone: _____

Date of Alleged Incident(s) _____

Name of person(s) you believe sexually harassed or was sexually violent toward you.

List any witnesses that were present.

Where did the incident(s) occur?

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature) _____ Date: _____

Received by: _____ Date: _____



Litchfield School District Memorandum

To: Litchfield School Board
Fr: Litchfield School District
Date: August 6, 2020
Re: Credit Policies

In July 2020, the District worked with Heather Murray, Independent Consultant and formerly of the NH DOE, to redesign policies regarding earning credits through approved methods of learning. The School Board was concerned with credits from these methods being applied to students' GPAs and how these credits could be earned.

A new policy, IK, Earning of Credits, replaces the former policy entitled Academic Achievement. Other policies regarding the various methods of earning credits have been revised. What follows is an explanation of what was done and recommendations for moving forward.

- Definitions have been added in IK, Earning of Credits. A general review of all policies should be conducted to ensure the definitions are consistent.
- The district does not currently have a policy for Alternative Learning Plans (model Policy IHBI). This is a state requirement and should be considered a priority for development.
- The ELO Policy, as drafted, requires the establishment of procedures. This, along with the definitions (see comment remaining in the draft policy), needs to be accomplished with the revision of the student handbook, if possible.
- In national and state policy guidance Policy ILBA is for Assessment of Educational Programs (should/could be Assessment of Educational Progress) and Policy ILBAA is High School Graduation Competencies. In Litchfield Policy ILBA is Assessments, and Policy ILBAA is High School Competency Assessments. It is recommended to use ILBA for Assessment of Educational Progress (include competency assessments in this Policy) and then use ILBAA to describe the requirements for high school competencies. Refrain from putting too much detail in there about grading as that should be reserved for Policy IKA, Grading Policy which is recommended below (does not currently exist in Litchfield). Both Policies ILBA and ILBAA could use a thorough review and update as well. Please just keep in mind that we will want to review all policies that reference ILBA and ILBAA in case the reference needs to be updated as well.
- The ability for students to earn credit with a competency assessment (not taking the course) was taken out of the draft policy as we are not yet there in Litchfield. It is recommended that the district revise Policy ILBA, Assessment of Educational Programs and include competency assessment requirements. For the future, if you decide to add competency testing back into the IK policy as a way to earn credit, here is the language that we started with:

- “Competency testing in lieu of enrollment under the provisions of Policy ILBA, Assessment of Education Programs and ILBAA, High School Competency Assessment (Note: Pre-tests are separate and distinct from competency assessments. If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but success on the pre-test could satisfy a course pre-requisite.);”
- Policy ILBAA, High School Competency Assessments includes the definition of Mastery to be “the presentation by a student sufficient evidence of attainment of the required competencies.” Eventually, you will want to make sure these two align.
- As mentioned, it is recommended that the district develop a new Policy IKA, Grading System. This should include the grading system from K-12. One could recommend that this be the driver of your move to a seamless competency-based grading system throughout the district.
- The draft of Policy ICAA, Interdisciplinary Credit was a new policy, but removed as Campbell High School is going through a transition in order to perhaps better support students and educators with this type of option. The draft is available (already provided) if the district determines in the future it wants this policy in place.
- The district will need to develop procedures for the requirements in Policy IMBC, Alternative Credit Options. Each alternative credit option should have a procedure for what students must do to receive approvals, to meet academic, assessment and reporting expectations, etc. Clearly and equitably defining “reasonable limits” on the number of approved alternative courses will be important. Also, be sure the credits allowed for GPA are clear and aligned across policies and procedures (some are allowed for pass/fail and other are allowed for GPA).
- In the drafted policies, CTE credits are not included in the Alternative Credit Options as it is not considered “alternative” per se. Rather, it would be considered a course satisfactory completed at a CTE center. If it is decided that CTE should be considered an “alternative credit option,” then you will want to make that change in Policy IK as well.
- Regarding Policy IK, Earning of Credit and Policy IIMB, Distance Learning, a transparent procedure should be developed to clearly articulate the process for approving credits from other schools, especially VLACS. I don’t believe that should be in Policy as it is an “in the weeds” type of thing.

Please remember that RSA 188-E:5(XI) states: “Beginning in September 2020, and each year thereafter, school districts shall, for entering high school freshman: assess student career interests; document school pathways to career readiness credentials; advise all entering high school students how to achieve a career ready credential upon graduation; and record on a student’s transcript progress towards the credential. School districts shall report the following annually: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work based learning enrollments; and the number of career ready credentials awarded.” The NHSBA is working on a model policy for this requirement.

Finally, it is recommended to revise Policy IKF, High School Graduation Requirements to take out the section on earning credits and just reference Policy IK, Earning of Credits.

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IK

APPROVAL:

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

EARNING OF CREDITS ACADEMIC ACHIEVEMENT

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

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

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

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IK

APPROVAL:

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

Learning Opportunities to Earn Credit

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

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

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

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

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IK

APPROVAL:

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

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

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

Regulatory References:

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

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

Approval:

Reviewed:

Revised: July 27, 2020

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHBH

APPROVAL:

EXTENDED LEARNING OPPORTUNITIES

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

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

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

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

Roles and Responsibilities

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHBH

APPROVAL:

The Board's intent is to allow opportunities for extensions 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 up to a maximum of three (3) credits, with no more than one (1) credit counting toward non-elective graduation requirements, and no more than one (1) credit per discipline/subject area.

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

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

~~Unless otherwise recommended by the Superintendent and approved by the School Board, under ordinary circumstances students or their parents/guardians shall be responsible for all related expenses including tuition, transportation, and textbooks.~~

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHBH

APPROVAL:

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

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

Extended Learning Opportunity Integrity

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

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

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

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

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

Statutory References:

RSA 188-E, Regional Career and Technical Education

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

Legal References:

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

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

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

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

Approval:

Revised: July 27, 2020

Reviewed:

Approval: April 23, 2008

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHCD

APPROVAL:

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

A. Advanced Course Work / Advanced Placement Courses

The Litchfield School Board believes that any student who is capable of, and wishes to do college-level work advanced course work or take advanced placement classes while in high school should be permitted to do so. ~~and be given assistance in enrolling in advanced courses offered at Campbell High School administrators and school counselors will aid students who wish to enroll in such courses.~~

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

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

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

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

B. STEM Dual and Concurrent Enrollment Program

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

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IHCD

APPROVAL:

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

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

Legal References:

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

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

Approval:

Review:

Revised: July 27, 2020

Approval: May 9, 2018

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IIMB

APPROVAL:

DISTANCE LEARNING

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

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

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

~~High school students who request distance learning courses for high school credit will need to complete appropriate paperwork and have administrative approval prior to commencing the course.~~

~~If the course is taken for credit, then Policy IMBC, Alternative Credit Options, shall apply.~~

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

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

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

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IIMB

APPROVAL:

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

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

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

~~These exceptions shall be decided on a case by case basis as defined in Policy IHBH, Extended Learning Opportunities.~~

~~Distance education courses must be delivered by staff licensed in the state where the course originates. Courses must include provisions for feedback and monitoring of student progress. The District requires that a syllabus, including prerequisites, specific learning goals, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.~~

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

~~Tuition or site license fees shall the responsibility of the District at the time the School Board establishes instructional budgets and approves the providing agency as a vendor for such coursework.~~

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

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

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IIMB

APPROVAL:

Regulatory Reference:

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

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

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

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

Policy IK, Earning of Credit

Policy IKF, High School Graduation

Policy ILBAA, High School Competency Assessments

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

Approval:

Reviewed:

Revised: July 27, 2020

Approval: November 4, 2009

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IMBC

APPROVAL:

ALTERNATIVE & INTERDISCIPLINARY CREDIT OPTIONS

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

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

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

~~Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the Litchfield District schools.~~

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

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

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

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: *IMBC*

APPROVAL:

~~Students earning credit via alternative methods shall participate in all assessments required by the statewide education improvement and assessment program.~~

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

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

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

- ~~Interdisciplinary Credit: credit awarded to meet graduation requirements in one content area when work was completed in another content area;~~
- ~~Satisfactory completion of course requirements at another public school district, an approved private school, or a home schooling experience;~~
- ~~Transfer of credits earned by students before enrolling in the Litchfield School District, such as students moving into New Hampshire from another state or country;~~
- Extended learning opportunities under the provisions of Policy IHBH, *which includes, but is not limited to: independent studies, work studies, apprenticeships, internships, community service and private instruction;*
- *Distance learning opportunities under the provisions of Policy IIMB;*
- *Dual or Concurrent Credit under the provisions of Policy IHCD;*
- Middle school coursework to the extent that it exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student demonstrates mastery of core competencies (*Policy IMBD*).

LITCHFIELD SCHOOL DISTRICT

POLICY CODE: IMBC

APPROVAL:

~~Pre tests are separate and distinct from competency assessments. If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but success on the pre-test could satisfy a course pre-requisite.~~

Funding

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

Statutory Reference:

RSA 193:1(h)

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

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

Regulatory References:

NH Code of Administrative Rules, Section Ed 303.01 Substantive Duties

NH Code of Administrative Rules, Section Ed 306.02 Definitions

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

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

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

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

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

See Also: Policy IHBH, Extended Learning Opportunities

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

Policy IIMB, Distance Learning

Policy IK, Earning of Credit

Policy IKF, High School Graduation

Policy ILBAA, High School Competency Assessments

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

Approval:

Reviewed:

Revised: July 27, 2020

Approval: April 23, 2008



LITCHFIELD SCHOOL DISTRICT

POLICY CODE: JRB

APPROVAL:

SCHOOL MASCOT

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

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

Neither shall the mascot/logo depict violence or abuse.

Approval:

Reviewed:

Updated 8/6/2020. This plan contains clear expectations and operational options that are flexible and able to be adjusted as conditions warrant.



Litchfield
School District
“Imagine Greatness, Expect Success!”

Planning for School Reopening Fall 2020

“In preparing for battle, I have always found that plans are useless but planning is indispensable.”
~ Dwight Eisenhower

Table of Contents

Executive Summary	3
Summary of Process	4
Taskforce Structure	4
Taskforce Meetings	7
Foundational Beliefs	7
Safety is Our Number 1 Goal	7
Disruption can be positive	7
Student Growth	8
Less is More ~ Keep it Simple	8
Personal Responsibility	8
Critical Strategies	9
In-Person Services	9
Remote Learning & Support	9
Masks - Wearing is Caring	9
Reframing Time	9
School Calendar	9
Professional Development	10
Guidelines, Recommendations and Expectations	10
Instruction	10
Student and Staff Wellness	11
Technology	13
Operations	15
Cloth Face Covering Use and Personal Protective Equipment (PPE)	15
Students	15
Additional PPE Provisions	16
Additional Cleaning Protocols in the Event of suspected or firmed COVID-19	18
School Building Use for Non-School Functions	19
Classroom Configurations	20
Food Services and Plans for School Meals	20
Classroom Meals	22
Meals for Students Not Attending On-Site School	22
School Specific Planning	25
Budgetary Implications	25
Resources	26

Executive Summary

Litchfield is a caring community with high expectations for its schools. We are a community that “imagines greatness and expects success”. Our mission compels us 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.” And, we expect all of our learners to show the traits and characteristics of Perseverance and Adaptability, Integrity, Communication and Critical Thinking.

When faced with the COVID-19 pandemic in March 2020, our staff, students and families rallied to provide remote learning and remote support for all students. While this started as a temporary measure, remote learning and assessment turned into a marathon that represented more than one third of the total school year.

In planning for a new school year, we are committed to learning from the past experience of remote learning to create a future that is bright with promise. Future learning will include a combination of in-person services and remote services that will ensure ALL students are successful learners. Educators and staff will be trained and ready to persevere and adapt as the on-going viral threat presents new challenges throughout the school year ahead.

Someday, we will look back on the COVID-19 pandemic of 2020-21 as a period of disruptive change. While some may long for the good old pre-pandemic days, others will see how the pandemic created opportunities to improve educational opportunities for all students. Using available technology tools with simplified expectations, we will be able to deliver a more personalized educational experience to our students.

This plan is purposefully designed to be flexible. While a highly trained educator is one of the greatest positive factors on student achievement (source: J. Hattie, 2017), the manner by which students access that educator has shifted. We anticipate that there are additional shifts around the next bend of our educational journey, and we will be asked to remain flexible and nimble in response to those unseen challenges. Therefore, we fully anticipate that at times this year conditions will require that we will deliver educational services fully remote, through a hybrid approach and in-person.

Despite all of the options and flexibility considered by the task force, both the LEA and the LSSA were unable to support this plan. They have indicated they remain concerned for the health and welfare of our employees. Other members of the taskforce appreciate the available options, but expressed concern that we are not ready for a full reopening of schools.

If any district can help lead the way to a new normal, it is the Litchfield School District. By strategically deploying our resources, working together as a community of learners, communicating our needs and thinking critically about what we should do next, we can emerge from the pandemic better able to meet the needs of all learners.

Respectfully,

Mike Jette,
Superintendent of Schools

Summary of Process

1) Taskforce Structure

The following graphic shows how the Oversight Committee orchestrated the work of four groups: Instruction, Operations, Wellness and Technology.

Litchfield Reopening Taskforce



Oversight - This is the group charged with consolidating the work of the domain specific teams that follow. Representatives from each team will bring advice, recommendations, findings, questions and concerns to the oversight committee. The oversight committee will make decisions and draft the final report that will be presented for adoption by the Litchfield School Board.

Teams:

Instruction - This team will consider the delivery of curriculum, teaching and assessment in various formats, including traditional and remote.

Operations - This team will consider the day to day operations of the school district. This includes arrival & departure, facility cleaning & maintenance, food service, staffing levels, and other important logistics.

Wellness - This team will consider the wellness of both students and staff. This includes physical and mental wellness and safety.

Technology - This team will consider the technology needs of students and staff, including digital tools, resources, infrastructure and PD needs.

Taskforce Membership Oversight Committee

Michael Jette	Superintendent
Brian Bourque	School Board Chair
Tom Lecklider	Principal LMS
Bill Lonergan	Principal CHS
Dan Mitchell	Principal GMS
Tiffeny Mackinnon	Parent
Debbie Rice	Parent
Faith Avitabile	Student
Patrick Keefe	LEA President
Cathy Snyder	LSS Co-President
Frank Fraitzel	Litchfield Emergency Management
Mary Widman	Director Curriculum, Instruction & Assessment
Cory Izbicki	Business Administrator
Devin Bandurski	Director of Special Services
Jason Pelletier	Director Technology
Susan Seabrook	School Nurse
Susan Jozitis	Tutor
Barbara Bielawski	Assistant to the Superintendent

Taskforce Membership Sub-Committees

Instruction	Operations	Wellness	Technology
Mary Widman, Facilitator	Cory Izbicki, Facilitator	Devin Bandurski, Facilitator	Jason Pelletier, Facilitator
Rob Myers, School Board Member	Tina Harrison, School Board Vice-Chair	Tara Hershberger, School Board Member	Elizabeth MacDonald, School Board Member
Mike Perez, Assistant Principal CHS	Joshua Knight, Athletic Director	Jodi Callinan, Guidance Director	Bill Lonergan, Principal GMS
Martha Thayer, Assistant Principal LMS	Tom Lecklider, Principal LMS	Dan Mitchell, Principal GMS	John David Son, Parent
Maura Clinton-Jones, Assistant Principal GMS	Terri DeCarli, Parent	Margaret Norton, Parent	John MacDonald, Parent
Karen Lascelle, Parent	Amy Algeo, Parent	April Webber, Parent	Matthew Grieco, Student CHS
Steph Silver, Parent	Dave Ross, Director Facilities	Tori Allen, Student CHS	Hannah Couture, Student LMS
Amy Paradise, Teacher CHS	Lauren Crowley, Director Food Service	Marie Polichronopoulos, School Psychologist GMS	Andrea Stern, Database Coordinator
Patrick Keefe, Teacher CHS	Michele Flynn, SAU Administrative Assistant	Katie Sheffer, School Psychologist LMS	Brenden Collins, IT Specialist
Caitlin Kramer, Teacher LMS	Sue Rafferty Paraprofessional LMS	Susan Seabrook, Nurse GMS	Julie Green, Librarian CHS
Jody Corbett, Teacher LMS	Debi Leary, Administrative Assistant	Elizabeth Perez Anderson, Teacher CHS	Robin Corbeil, Teacher LMS
Courtney Beach, Teacher GMS	Elana Ayer, Administrative Assistant	Elin Pelland, School Social Worker	Sandy Doucette, Teacher, GMS
Kristen Starrett, Teacher GMS	Heather Stein, Teacher LMS	Meg Couture, Paraprofessional GMS	Sharon Wagner, Paraprofessional CHS
Emily Letourney, Paraprofessional CHS	Shaun Elliot, Teacher GMS	Kristin Adamakos, Teacher GMS	Elin Pelland, School Social Worker
Mazie Mills, Paraprofessional LMS	Jessica Sibona, Teacher GMS	Amy Ashe-Lane, Teacher GMS	Christine Israel, Tutor GMS
Cathy Snyder, Paraprofessional GMS	Shawn Prendable, FIRST Student		Anna Helbling, Teacher LMS
Julie Cohen, Teacher GMS	Kelly Chambers, Nurse LMS		
	Karrie Litchfield, Food Service CHS		
	Darlene Gymziak, Food Service LMS		
	Zach Belanger, Custodian LMS		
	Hollie Falzone, Director Human Resources		

2) Taskforce Meetings

The Taskforce and workgroups each established procedural and meeting [Norms](#). These norms guided how the groups worked together on behalf of Litchfield students and families.

The committee's meeting schedule was as follows:

Oversight Committee met: July 6, 8, 13, 20, 22, 27, and 29, 2020

Wellness & Technology Committees met: July 7, 14, 21 and 28, 2020

Instruction & Operations Committees met: July 8, 15, 22 & 29, 2020

3) Taskforce Conclusion:

The task force worked diligently to ensure that the plan contained clear guidance and expectations for staff and students while also providing administrators with flexibility and options. Despite all of the options and flexibility considered by the task force, both the Litchfield Education Association (LEA) and the Litchfield Support Staff Association (LSSA) were unable to support this plan. The associations have indicated they remain concerned for the health and welfare of our employees. They intend to engage in impact bargaining over changes to policy that are part of management prerogative.

The initial draft of the plan recommended that the hybrid model with approximately 50% attendance on a daily basis was the safest way to ensure all of the guidelines and expectations could be operationalized. After receiving massive and diverse feedback, the plan was rewritten to better articulate the parameters linked to a full reopening with a simultaneous remote option for students, a hybrid reopening with reduced daily attendance, and a total remote option for all.

Other members of the taskforce appreciate the available options, but expressed concern that we are not ready for a full reopening of schools. At this time, the intent is to have a phased start of the year and to fully reopen on September 9th. However, there remain many unknowns about how many students will choose the simultaneous remote option and how many will actually attend school. This creates concern for some task force members and we anticipate that concern will be shared by some staff and some parents.

Foundational Beliefs

1) Safety is Our Number 1 Goal

As a caring educational community of approximately 1300 students and 200 staff members, we are continually monitoring the physical and emotional climate of our schools. Our decisions about opening our schools must be made with the safety of students and staff at the center of the target. Just like a snow day decision, it is impossible to please everyone or make a decision that meets the varying risk levels of the entire school community. However, we will always tip decisions toward those that are safest and best minimize risk.

2) Disruption can be positive

The pandemic brought worldwide disruption. The impact on the economy, on the supply chain and on employment caught many people off guard. This led to increased worry and anxiety as people had to adjust to new procedures, processes and routines. But not all was bad. With disruption comes change and innovation.

Educators are creative individuals. Most educators are highly reflective on the craft of teaching and often find unique ways to solve problems. Those who had embraced technology prior to the pandemic were well prepared to use the tools in unique and engaging ways during remote instruction. The sum power of this creative energy should continually be channeled into a better educational experience for all students.

a) The 2020-2021 school year will bring additional disruptions

Until there is a widely available vaccine, individual experiences with COVID-19 will cause additional disruptions to students and families. While we are planning to provide parents with options, we also anticipate that unseen circumstances could result in fluid choice between options. Therefore, we need to ensure that we can systematically accommodate changes for students and families and that we deploy staff strategically to adjust to changing choices.

3) Student Growth

We are committed to ensuring that all students achieve a year of academic growth during the 2020-2021 school year. Whether instruction occurs in-person or remotely, our staff will use technology efficiently and effectively to ensure students make expected academic progress and gains.

4) Less is More ~ Keep it Simple

Keeping the academic focus on the competencies at each grade level and for each subject is crucial to simplifying the goals and objectives for instruction. However it is also important for us to remember that our students will work harder and learn better when they feel connected to their teacher and their class. Building relationships with students and making sure that their basic human needs are met must happen before we can get into content.

Also, we are planning to reduce the number of simultaneous academic engagements a student has at a given point in time. Scheduling strategies will be used to ensure that students connect with all required academic areas while also reducing the number of subjects being studied on a given day.

“Relationships come first. Connections before Content. Maslow before Bloom.”

5) Personal Responsibility

- a) All members of the school community need to assume responsibility for the health and welfare of self and others. This means:

- (1) Following safety requirements at all times if they choose to participate in in-person services.
 - (2) Ensuring that sick students and staff stay at home until medical guidance says it is safe to return to school and work.
 - (3) When accessing in-person services, assuming that surfaces at school are not sterile and protecting oneself through the use of PPE and by following recommended hygiene practices.
- b) When considering travel, plan in advance for the quarantine expectations provided by medical professionals. Any additional time out of school must be factored into the travel planning.
- (1) For students, this may include additional time in a remote learning environment.
 - (2) For staff, this may include planning for the use of additional leave time.
- c) When hosting guests from outside of Hillsborough County in the home, all members of the school community must consider the COVID-19 rate in the home county of the guest and the means by which they have traveled to NH. Based on this review, appropriate quarantines must be implemented to protect all members of the school community.

Critical Strategies

1) In-Person Services

We will offer in-person services to all students as long as it is safe to do so. Each school will detail what this looks like by grade level.

There will be 2 levels of in-person services offered: Full and Hybrid

- i) Full - When conditions are favorable, we will offer in-person services to those students who are interested in attending school. These services will be full school days focused on 5-days a week.
- ii) Hybrid - When conditions call for a reduction in the number of students attending, we will shift to offering a hybrid model of school. In the hybrid model, students will attend school 2 or 3 days a week to minimize contact with others.

2) Remote Learning & Support

We will offer remote services to all students who prefer accessing their education in this manner. Remote learning will also be designed and developed to meet the needs of all students for specific periods of time throughout the school year. We anticipate using remote learning for all students when we are unable to open schools due to weather conditions, staffing conditions or medical conditions.

Remote learning opportunities will be made available through designated Litchfield School District Staff and through the NHDOE approved Virtual Learning Academy Charter School (VLACS) or other on-line programs.

3) Masks - Wearing is Caring

When it comes to wearing masks the scientific evidence is clear and decisive: Masks prevent individual droplets expelled by breathing from being spread to others. The purpose of masks is not to filter out droplets for the wearer, but rather to prevent a wearer's breath droplets from being spread to others. Therefore, we will require masks to be worn on each school campus. Specific expectations related to masks will be determined based upon a student's grade level and activity.



4) Reframing Time

a) School Calendar

We are proposing changes to the approved school calendar in an effort to be proactive with the coming school year. These changes can best be summarized as follows:

- (1) Delay the start of school to provide staff with additional Professional Development time and to orient all remote learning students and families to new expectations. **A draft plan to phase in the reopening of school can be found [HERE](#).**
- (2) Plan for weather or other school cancellations by using remote learning days to ensure academic progress is sustained throughout the year.
- (3) Use announced remote learning days to provide schools with a “cooling off” period during which students and staff will be physically distanced from each other and will complete school work from home.
- (4) Ensure we achieve minimum standards for instructional hours while also implementing the collective bargaining agreement with both the LEA and LSSA.
- (5) [Link to Proposed Calendar](#)

5) Professional Development

We are dedicated to providing on-going professional development to meet the needs of all staff. In conjunction with the Litchfield Education Association (LEA) and the Litchfield Support Staff Association (LSSA), we will work to create work-embedded

professional learning opportunities as well as continue to encourage attendance in outside training opportunities that will meet the individual needs of our teachers and staff. (See also: [Technology Resources For Teachers and Staff](#))

g) Data Driven Decisions

District and school administrators will hold a daily briefing to review the impact of the pandemic on our local schools. We will maintain a “Data Dashboard” of key numbers related to our local situation. Trends in our data will be used to determine whether the Full model, Hybrid Model or Total Remote model is the safest model for instructional delivery.

Elements of the data dashboard for Litchfield Schools:

1. We will monitor the COVID-19 situation in our area on a daily basis utilizing the [Harvard Global Health Institute's risk level tool](#).
 - a. Full instruction is considered appropriate when conditions in Hillsborough County, NH are green or yellow.
 - b. Hybrid is considered appropriate when conditions are orange.
 - c. Remote is considered appropriate when conditions are red.
2. We will monitor student attendance among our “in-person” learners. Using our “average daily attendance” from pre-pandemic schooling as a guide, we will consider numbers less than as green, equal to as yellow, greater than as orange and doubled as “red”.
3. We will monitor staff attendance. Any absences related to “Covid-19” related concerns will be tracked and reported.
4. We will monitor school closures in Hillsborough County School Districts. Much like a “snow day”, the COVID-19 situation in other districts will be considered as a critical piece of data when considering what is best for Litchfield Schools.

Guidelines, Recommendations and Expectations

a) Instruction

- a) We acknowledge that whether we come back in person or remotely, the priority for teachers will be on building relationships with students and parents before prioritizing curriculum.
- b) We acknowledge that there is a high probability that remote learning will occur at some point during this year so teachers will spend time on direct instruction of district approved online tools (Google Classroom, Pearson Easybridge, Discovery Ed, etc). This will be a priority from the start of the year and teachers will incorporate these tools into daily classroom instruction so that students not only know how to use the tools but also know the expectations.

- c) We acknowledge that there is a need for professional development for staff and time for teams to plan and prepare for reopening in a hybrid or remote model. Therefore, it is important that the school start date is pushed back to allow for this training time.
- d) We acknowledge that there is also a need for training and support for parents and students in a remote setting. We will publish guidelines for parents and students as well as provide training opportunities for using google classroom and other technology tools.
- e) We acknowledge the need to take a “less is more” approach to curriculum and that staying focused on course competencies and student social-emotional needs are the priority.
- f) We acknowledge the need to streamline our technology tools that we are using in a remote setting. We will promote the use of google classroom with common guidelines and the G-Suite of tools as the central focus with other tools as listed in [Technology Resources for Teachers and Staff](#). We also recommend exploring the possibility of a single sign on model especially at the younger grades.
- g) We acknowledge the importance of communication between students and teachers. We are recommending that students check in with their teachers either through google meet or email minimally once a week. We are also recommending that email addresses be extended to the lower grades (3rd and 4th at a minimum).
- h) We acknowledge that we can improve on past remote learning experiences through common minimum guidelines for staff. We have created these [draft](#) guidelines for when we have some students attending in-person and others learning remotely. **We also have differentiated expectations for when we are Total Remote.**
- i) We acknowledge that there have to be clear guidelines and expectations communicated to students and parents. We have created these [draft](#) guidelines.

b) Student and Staff Wellness

a) **Physical Health and Safety:**

- 1) We acknowledge that a change to the start date of the new school year coupled with a phased-in approach will increase the likelihood of a successful start of the year.
- 2) We acknowledge parents as partners who will need to sign-off at the start of the year that they will monitor their child’s health on a daily basis. If you answer yes to any of the following questions then parents/guardians agree not to send in students who are symptomatic or ill (questions from the NH Back-to-School Guidance). [CDC Daily Home Screening](#)
 - Does your child have any [symptoms](#) of COVID-19?
 - Has your child had close contact with someone who is suspected or confirmed to have COVID-19 in the prior 14 days?
 - Has your child traveled in the prior 14 days outside of New England (outside of NH, VT, ME, MA, CT, RI)?

- 3) We acknowledge that staff members will monitor their health daily by answering the questions below (questions from the NH Back-to-School Guidance). If the answer to any of the questions is yes, staff will not come to work. [CDC Daily Home Screening](#)
 - Do you have any [symptoms](#) of COVID-19?
 - Have you had close contact with someone who is suspected or confirmed to have COVID-19 in the prior 14 days?
 - Have you traveled in the prior 14 days outside of New England (outside of NH, VT, ME, MA, CT, RI)?
- 4) We acknowledge that we will follow recommendations and guidelines from the CDC, NH DHHS and/or NH DoE with regard to when students and staff can return to school after they've been symptomatic and/or had a positive COVID-19 test result. Our school nurses will maintain copies of the most up-to-date guidance in their offices.
- 5) We acknowledge that purchasing/installing touchless paper towel holders and touchless soap dispensers (approx \$8k total) will help reduce the spread of communicable diseases.
- 6) We acknowledge that school bathrooms should be cleaned more regularly during the time the school is occupied. Disposable paper towels should be used for cleaning the bathroom (not rags).
- 7) We acknowledge that staff should wear gloves when cleaning surfaces and/or wash hands with soap and water immediately after cleaning.
- 8) We acknowledge that masks will be required for staff when 6 feet of physical distancing can't be maintained (except for documented medical necessity).
- 9) We acknowledge that masks will need to be worn by students on the school bus, entering and exiting the school building, and when transitioning in the school hallways, when 6 feet of distancing can't be maintained. Masks may be removed when students are in the classroom as long as 6ft of physical distancing can be maintained. Hooks should be purchased for the sides of each desk so that students have a place to hang their mask. Exceptions will also need to be made for other areas of student support.
- 10) We acknowledge that desks need to be spaced 4-6 feet apart so that students maintain 4-6 feet of physical distance. If less than 6 feet apart students will need to be masked.
- 11) We acknowledge that students should be taught how to follow CDC protocols for safely washing hands, and for mask hygiene.
- 12) We acknowledge that Building Access will be limited to authorized school personnel and approved visitors. All visitors will be screened and must wear a mask. This will include interns and/or student teachers who have completed paperwork with the SAU. Parent Meetings will continue to be held in a remote manner.

- 13) We acknowledge that students will use hand sanitizer or soap and water when entering and exiting the school.
- 14) We acknowledge that lunch will need to be held in classrooms or outside settings and students will need to be 6 feet apart.
- 15) We acknowledge that it is safer to group students by cohorts and have the teachers rotate to cohorts rather than cohorts rotate to teachers.
- 16) To the extent possible classroom windows and bus windows should be open to assist with air flow.
- 17) We acknowledge that only essential school items should be brought back and forth to school with students. This would include backpacks, chromebooks, lunch boxes and other teacher required school supplies. Students attending GMS should have a change of clothes that can be kept in their locker. Stuffed animals and other personal knickknacks must be left at home.
- 18) We acknowledge that staff and students must adhere to current travel quarantines based on the method of travel and the COVID-19 rate in the travel destination. This also includes when staff or students are hosting guests in the home.
- 19) We acknowledge that water fountains should not be in use at the buildings, and students and staff should use a personal water bottle that is replenished at a bottle filling station.
- 20) We acknowledge that HVAC systems should be examined to ensure that they are working according to code.
- 21) We acknowledge that all staff and students benefit from a clearly defined set of criteria whether receiving in-person or remote learning services.
- 22) We acknowledge that some students and families depend on participation in the school lunch program and we must maintain this program whether they are accessing in-person or remote services.

b) Mental Health/Social-Emotional Learning

- 1) We acknowledge that “physical distancing” is the preferred terminology and will use this phrase in place of “social distancing”.
- 2) We acknowledge that we must continue to provide professional development for staff around mental health and social emotional learning needs of students. This training must include awareness of pandemic impacts on students and families.
- 3) We acknowledge that each school will benefit from a wellness team that meets frequently to define and identify at-risk students and intervene with appropriate support.

- 4) We acknowledge that all educators are responsible for screening for the social emotional needs of students.
- 5) We acknowledge that schools serve as a resource for parents when they need support to address the mental health needs of their child.
- 6) We acknowledge that home visits will be needed (with safety precautions in place) to check-in on those participating solely in remote learning when concerns arise.
- 7) We acknowledge that whether we're in remote learning mode or not, the school community will find ways to make sure our students are staying socially connected (remote lunch groups, remote group projects, remote afterschool clubs and activities, etc).

c) Technology

a. We acknowledge that technology is integral to any opening decision and vital to a 21st century education. The Litchfield School District is dedicated to providing instruction that promotes the use of technology to build and refine vital skills necessary to be successful. The District understands that technology is woven into the fabric of reopening and to the student learning experience. In order to provide a high quality educational experience for all students, district technology should:

- (1) Utilize a standardized, integrated platform and toolset.
- (2) Provide seamless and synchronous instruction.
- (3) Foster a high level of student/teacher and student/student engagement.
- (4) Encourage effective communication between teachers, students, and parents using a clearly defined and standardized platform for all grade levels.
- (5) Set structure and coordination for completing assigned tasks.
- (6) Promote Digital Citizenship, "Netiquette", and technology skill development.

b. We acknowledge that without appropriate and adequate resources, initiatives can't make it off the ground. Even with all of the needed resources, not having a clear plan or set of expectations on how they will be utilized, success is difficult. Resources can be monetary, in the form of dynamic tools to help us achieve our goals, qualified staff and personnel. This ensures they can be used in the most effective way possible. Keeping the academic, physical and social emotional needs of Litchfield students and families at the core of all decisions, we will provide the following resources:

Technology Resources For Students and Parents

c. We acknowledge that The Litchfield School District will need to expand our 1:1 Chromebook model to include grades 1-4. This ensures every student in grades 1-12 will have access to a dedicated Chromebook as a transformative educational tool. Since all students will have access to a similar device, the technological delivery will be predictable, consistent, and standardized. This will ensure all students have universal access to robust tools and resources, online learning, and a highly capable set of integrated productivity tools with G Suite for Education.

- (1) In the long-term, explore a BYOD model, possibly starting at the higher levels.
 - Consider BYOD standardized on Chromebooks
 - Consider BYOD with any device that meets certain criteria to continue the idea of students having universal and standardized access to robust tools and resources, online learning, and a highly capable set of integrated productivity tools with G Suite for Education.
 - (2) In the long-term, explore expanding 1:1 down to Kindergarten
- d. We acknowledge that access to technology increases equity when providing every student with the right to a high quality education. Families needing more accommodations like home internet, additional supports, or accessibility options, are encouraged to reach out for assistance. Our schools have access to a multitude of resources and options for families.
 - e. We acknowledge that Litchfield specific internet resources like an Online Learning and a Help Desk Site must be available for students and families. It will contain information to help troubleshoot common technology issues, provide learning support on using provided technology, recommendations for safeguarding your data and privacy, outlined SEL competencies, executive functioning strategies to help promote success, along with other useful information and links. We will also provide a list of all approved software (free and paid), chrome extensions, descriptions, and links to their corresponding privacy statements and terms of service when applicable.

Technology Resources For Teachers and Staff

- f. We acknowledge that having technology proficient educators and staff that model appropriate 'Netiquette' and 21st Century skills to our students, staff, and community members is a crucial piece to delivering meaningful technology driven instruction. Remote learning reinforced the need for well trained staff and students. Litchfield School District will provide targeted training and professional development around effective use of technology, technology tools, and an expected standard set of skills.
- g. We acknowledge that the current online IT Help Desk resources must be updated with more content around tools that are designed for technology driven instruction regardless if the instruction is remote or in person. The Software Request procedure will be defined more clearly and streamlined to help validate the importance of the requested tool for student and teacher success.
- h. When an educator is new to a particular piece of technology it is important to also know which colleagues are already proficient in using that tool or technology in the classroom. Resources will be added to help teachers identify other educational professionals that are already proficient using that resource. This added support will help fast track success, confidence, and promote a sense of community.
- i. We acknowledge that with added devices and technology growth of the district, staff will need to be redeployed to meet the technical needs of the district, students, families, and staff. This need is imperative to keep meeting expectations while keeping acceptable response for district and 1:1 device repair, staff training, tech support, security, data governance, infrastructure upgrades and maintenance, and business continuity.

4) Operations

a) Travel Guidance for staff and families

Certain interstate or international travel increases the risk of contracting COVID-19. The CDC states that travel increases your chances of getting infected and spreading COVID-19 and recommends staying home as the best way to protect yourself and others from getting sick. If you are thinking about traveling, the CDC recommends taking a number of factors into consideration. Please review the

[CDC Considerations for Travelers – Coronavirus in the US.](#)

While avoiding travel is the best way to protect yourself, employees and students from getting sick, we understand that some plans for already scheduled travel cannot be changed and or that employees may have a need to travel for reasons other than for recreational purposes.

The following is guidance from the NH Division of Public Health Bureau of Infectious Disease Control that was issued on July 14, 2020. [New Hampshire COVID-19 General Travel and Quarantine Guidance](#)

- (1) Non-essential international and out-of-state domestic business travel (e.g., conferences, workshops) are not permitted until further notice.
- (2) Personal international travel, travel outside of the New England states and travel on cruise ships is discouraged; the CDC has issued a Level 3 Global Pandemic Travel Health Notice which recommends against any non-essential travel to all global destinations.
- (3) Any persons traveling internationally (including Canada), on a cruise ship, or domestically outside of Maine, Vermont, Massachusetts, Connecticut, or Rhode Island should quarantine for 14 days after return or obtain a written release from a medical provider that permits the employee to return to work after appropriate screening or testing in light of the just completed interstate or international travel.

Employees or students who report one of the travel –related risk factors or have someone come stay with them in their home from one of the travel related risk factors will be required to self-quarantine for 14 days from their return from travel or obtain a written release from a medical provider that permits the employee to return to work after appropriate screening or testing in light of the just completed domestic or international travel.

Employees will be paid up to 80 hours or 2 weeks if part time under Families First Coronavirus Act, if an employee has not previously used that time. This law is in effect until December 31st, 2020. If an employee does not have time under the law, then employees will be required to use sick, personal, vacation time (in accordance with CBA) or take unpaid leave for the 14-day self-quarantine period.

b) Cloth Face Covering Use and Personal Protective Equipment (PPE)

(1) *Students*

We acknowledge that students in grades PK-12 will be required to wear face (mouth and nose) coverings in circumstances when physical distancing of 6 feet or more cannot be maintained. Face coverings/masks should ideally be provided by the student/family, but the school will provide disposable face masks if students arrive without a face covering or the student's face covering becomes wet, soiled or otherwise compromised. It is recommended that face coverings be cleaned daily.

Masks will be required in the following situations:

- Waiting to enter, or while entering, the school building
- Leaving the school building
- Arriving to, or leaving, a classroom
- Boarding, exiting, or seated on a school bus
- Traveling in hallways, and transiting between classes or to the bathroom
- While using the bathroom
- While engaged in classroom or group activities where students may come closer than 6 feet of other students or staff

We acknowledge that mask breaks must be scheduled throughout the day when students can be six feet apart or are outside of the school building. Students should sanitize hands before and after taking off/putting on face masks.

We acknowledge that there will need to be flexibility in the requirement for masks based on individual student needs. These needs will be assessed and addressed when identified.

(2) *Educators and Staff*

We acknowledge that all educators and staff working are required to wear face coverings (nose and mouth) when on school grounds and unable to maintain six feet of physical distancing (including in the classroom) and/or when caring for potentially vulnerable students with underlying health conditions and disabilities. This includes when indoors in education areas, but also when outdoors where other adults or students are closer than 6 feet, and in shared staff areas (offices, work rooms, etc.). Teachers and staff are encouraged to bring their own face coverings for extended use. The district will supply disposable surgical masks for all staff as an alternative.

(3) *Visitors*

We acknowledge that limiting visitors to our schools will be important in the future. All visitors to the school buildings will be admitted by appointment only and must be pre-approved by school principals. The purpose of the visit must be for essential needs only. Visitors arriving at the school without an appointment will not be admitted beyond the front secured vestibule. Prior to entering the building, all visitors will be required to complete a health screening, including a temperature check, before being admitted.

(4) Additional PPE Provisions

We acknowledge that the provision of certain services in a school setting may require more intense or prolonged student-teacher contact. This includes, but is not limited to, school nurses or other employees assessing students for symptoms of COVID-19 and services to some students with individualized education programs. In such circumstances, more advanced PPE will be required to implement such services.

PPE for employees who work in these circumstances where additional equipment is required will be provided by the district. Some roles that may require PPE may include:

- Educators working with special education students as needed.
- For health employees engaged in symptom screening.
- Classified staff responsible for deep cleaning and disinfecting of the school facility and grounds.

PPE will be provided by the district and will include face shields, masks, goggles, protective gowns, gloves, and other specialized protective equipment.

In most circumstances when health staff are briefly assessing mildly symptomatic students, a surgical face mask is recommended by NH DPHS, but school nurses and other health staff should stay up-to-date on current NH DPHS and CDC PPE recommendations

c. Proper Hygiene Protocols

We acknowledge that staff and students must practice frequent hand hygiene. Personal hygiene practices will be modeled and taught explicitly through direct instruction, posters and other reminders. In order to facilitate increased opportunities for handwashing, additional portable hand washing and sanitizing stations will be placed in designated areas at each school.

Hand washing should occur whenever hands are visibly dirty. Hand sanitizer gel or spray will be made available as a substitute for soap and water in each classroom and throughout common areas. Hand washing or sanitizing will occur:

- (1) when arriving at the facility,
- (2) before and after meals or snacks
- (3) before and during meal preparation
- (4) after outside time
- (5) before and after going to the bathroom
- (6) after handling any bodily fluid
- (7) before and after medication administration
- (8) after cleaning up and handling any garbage
- (9) before and after touching a person's face, face covering or PPE
- (10) prior to leaving for home

d. School Cleaning and Disinfection Practices

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

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

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

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

We acknowledge that educators must minimize the potential for the spread of germs in the classroom space by temporarily removing items that are not easily cleanable and not necessary for educational purposes.

Facilities should consider removing water tables, sensory tables, etc. from use for the time being and limit shared teaching materials to those that can be easily cleaned and disinfected at the end of the day or more often as needed.

We acknowledge that outside play equipment is probably a lower risk for transmission and does not require the same frequent cleaning and disinfection. Proper hygiene (hand washing and/or sanitizing) is required before and after use. Outdoor facilities and equipment should be divided into zones, with cohorts rotating use of each zone, to limit cross-contamination.

e. Additional Cleaning Protocols in the Event of suspected or confirmed COVID-19

If a sick child or staff person has been isolated in one of our schools, we will clean and disinfect surfaces in our isolation room or and areas occupied by the sick person after the sick person has gone home.

If COVID-19 is confirmed in a child or staff member, we will:

- (1) Close off areas used by the person who is sick. If possible, move the children remaining in the classroom to another environment until cleaning protocols can be implemented.
- (2) Open outside doors and windows to increase air circulation in the areas.
- (3) If possible, wait up to 24-hours before cleaning or disinfecting to allow respiratory droplets to settle to reduce the risk to individuals cleaning.
- (4) Clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, and common areas.
- (5) If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

f. School Building Use for Non-School Functions

We acknowledge that School buildings will be closed for non-school functions for the duration of the 2020-21 school year.

g. Ventilation Systems:

We acknowledge that we must ensure that HVAC systems are working according to code and are configured to increase the circulation of exterior air as much as possible. To improve the filtration of the air, the School District will transition from the use of MERV 8 filters to MERV 13 filters utilized in the HVAC systems at all three buildings.

Classrooms and areas with poor air circulation will be closed. Schools should also consider other opportunities to circulate exterior air into buildings, through the use of open windows and doors (with appropriate safety protocols) and moving instructional opportunities outdoors when the weather is conducive.

Facilities should evaluate their buildings' ventilation systems to increase auditorium and overall building ventilation, increase the number of air exchanges, increase outdoor air ventilation, limit internal air circulation, and improve central air filtration. Ventilation systems' filters must be routinely replaced and other necessary maintenance should be performed as needed. CDC guidance should be reviewed and used in evaluating building ventilation.

h. Use of Common Areas

We acknowledge that Common Areas such as gyms, auditoriums, computer labs, cafeterias and learning commons may be repurposed to serve as classroom or small group spaces if more space is needed due to physical distancing requirements. Unified Arts such as PE, Music, Art, and Computers should be taught in cohort classrooms, on a sustained (quarterly or similar rotation) basis to reduce cross-contamination between cohorts and to minimize hallway traffic.

When feasible, student and staff cohorts should remain as static as possible by having the same cohort or group of children stay with the same staff. If possible, rotate teachers, instead of students, to minimize hallway traffic.

Large group gatherings such as assemblies and pep rallies are prohibited during the COVID-19 pandemic.

Physical guides, such as tape or vinyl decals on floors, signs on walls, paint on sidewalks and outdoor areas, may be used to promote physical distancing.

i. Classroom Configurations

We acknowledge that there are multiple creative strategies that can be used within the instructional setting to mitigate risk of disease transmission:

- (1) Student seating at desks will maintain a distance of at least 6 feet between students when masks are not being worn. Where tables are in use, plexiglass shields or suspended clear plastic may be used to divide student workspaces. When seated and adequately spaced, students may remove masks.
- (2) Arrange classrooms to maximize physical distancing between students. Furnishings and materials may be removed and stored in order to accommodate 6 ft. distancing between students and staff.
- (3) To increase air circulation in areas of poor ventilation, windows will remain open as weather allows. Classrooms identified to have insufficient air circulation will be prioritized for remediation. Classes may be moved to common areas or protected outdoor facilities when possible.
- (4) Educators are encouraged to use outside spaces as learning spaces.
- (5) Limit cohort mixing to minimize opportunities for transmission between groups of students and teachers.

j) Staffing

We acknowledge that having students and staff back in the building under the current state of the pandemic, with the health and safety of everyone in our school community as our first priority, will present challenges operationally throughout the District. To address these challenges, the following areas will be evaluated to determine the best allocation of resources, both personnel wise and financially to the District:

- (1) District Information Technology Personnel: With the extension of Litchfield School District's expansion of 1:1 technology to lower grade levels, there is an identified need to add personnel to manage the growing needs of students and staff, and the number of devices owned and maintained by the District.
- (2) Custodial (All Buildings): With the additional cleaning and disinfection needs while students and staff are in the buildings, additional daytime custodial help will be needed to keep up with the demand. We also anticipate the need to increase substitute custodial staff.
- (3) Substitute Teachers: With the ongoing pandemic, and the elevated risk associated with having students and staff return to the buildings, the District will look to increase the number of available substitutes in the case of absences and for additional support where needed. This may include increased pay or the use of "permanent" substitutes to ensure a steady workforce.
- (4) Additional Monitors for Buses, Lunches and Recess: Observation and enforcement of mask wearing on the buses is not feasible for the drivers.

(5) Additional Nursing Staff: With the expansion of the role and duties of the school nurses at all three locations. Examine sub nurse pay.

(6) Early Retirement - We will extend an early retirement option to those teachers who feel this would be in their best interest.

(7) Leave of Absence - We will offer a one-year leave of absence without pay to those teachers who feel this would be in their best interest.

k) Food Services and Plans for School Meals

We acknowledge that our Food Service program is a vital part of the services provided by the Litchfield School District, and are committed to ensuring that students and staff will be able to purchase breakfast and lunch during the 2020-2021 school year. No a-la-carte options will be available during this time (chips, snacks, etc.).

It is the recommendation of the Food Service Department and Business Administrator that breakfast and lunch will be served in the classroom. This is consistent with discouraging large group gatherings and will enable the usage of cafeteria space for additional instructional space if needed.

Food Services is looking to develop a non-contact ordering system through Google Docs. This will be established at all three schools.

- (1) GMS and LMS classroom teachers will take lunch counts and enter into the form at the start of the day. This will replace the current method that is in place at GMS which is providing a piece of paper to the kitchen staff. There is currently no method for providing lunch counts at LMS.
- (2) CHS students will be asked to submit their lunch orders through this form each day. A cut off time will be implemented each day to ensure proper preparation, however no student will be denied a meal.
- (3) Every student will have the same options of hot and cold items that are typically served during the year.
- (4) All meal items will be pre-packaged individually for students to select.
- (5) All students will be required to learn the PIN numbers associated with the lunch room for the school year. Please note that PIN numbers will not be required for the duration of in-classroom service.

Litchfield Food Services Staff already follows the National Restaurant Association's ServSafe Sanitation guidelines. The Food Services Director, each school lead and at least one other person at each school are required to be Servsafe Certified in accordance with State of NH Regulations.

Food Service staff will utilize a contactless thermometer to record the temperature of each staff member at each kitchen before starting work. Food Service staff will be required to not only follow our standard sanitation practices for handwashing, cleaning/sanitizing/ and glove use, but will be required to wear clean face masks during food preparation. If the staff member is going to serve students, a face shield and mask are required along with proper glove use, hand washing, and surface cleaning/sanitizing.

We will Adjust Schedules to Limit Cafeteria Crowds

Students at GMS and LMS will eat in classrooms until the physical distance mandate is lifted. This will involve staffing and supervision of the lunch/recess monitors at each building. The kitchen staff will ensure physical distancing between each student during service, and only those students that ordered items will be permitted to get in line.

- (1) Kitchen Staff will deliver lunch service to grades by wing, to the individual classroom at the designated time.
- (2) Google Doc that was used for provision of lunch counts will be used as a roster. Kitchen staff will use that information to enter meals served into MealsPlus.

Based on CHS schedule, and adding a fourth lunch, physical distancing can be managed and correctly executed at Campbell High School:

- (1) Lunches will be served in fully closed containers.
- (2) Students will maintain physical distancing in line and at the tables.
- (3) Food services staff will wear face shields and masks, and students are required to wear masks while in the lunch line.
- (4) Students will punch their PIN in using a disposable item (eg. Q-Tip) to maintain sanitation.
- (5) Vending machines will be operating during this time to with selections to be entered using a disposable item (eg. Q-Tip).
- (6) No microwave/toaster usage will be permitted during this time.
- (7) Condiments will be served using individual portion packs.
- (8) Tables and all surfaces (tray slides, registers, keypads, etc) will be cleaned and sanitized and disinfected in between each lunch.

Meals for Students Not Attending On-Site School

In the event of full remote, all students from all grades will go to Campbell High School main entrance to collect meals for the week on scheduled days. Numbers will be collected by signups by google form that will be located on the school district website.

In the event of a hybrid model, students will be able to collect their lunches for their remote days at their school location. Pick up times will be determined and based on the schedule of buildings. Pick up location will be as follows at each location:

- (1) GMS - Cafeteria Door;
- (2) LMS - Back door of Kitchen;
- (3) CHS - Back door of Cafeteria.

Payment

Unless otherwise waived by the USDA, all school meals will be charged as they always have. Designated meals will be provided for those students who have accumulated over \$15.00 worth of debt. No a-la-carte items may be charged to any student's account. Any parent that has lost their job due to COVID-19, can securely fill out a free and reduced lunch application at www.lunchapplication.com All information provided is 100% confidential.

I. Transportation

We acknowledge that for some students, the first point of contact with the Litchfield Schools is the morning bus ride. It is imperative that students be screened at home for any Covid-related symptoms before leaving home each morning. Each family will be provided a checklist to consult. If a student exhibits any of the symptoms on the checklist, the student may not attend school that day, and an adult must call the school to advise of an absence due to presenting symptoms.

Families are encouraged to ride share or self-transport students when possible to reduce transmission risk associated with bus transportation.

1) Bus Transportation

In order to accommodate physical distancing and streamlined bus routes, families will be required to commit to riding/not riding the bus for the 2020-2021 School Year. Due to the limited number of seats available per bus, there will not be the flexibility to accommodate daily changes.

Students should follow physical-distancing guidelines while waiting for the bus at designated bus stops. Students will use hand-sanitizer when boarding the bus. Bus seats and high-touch surfaces such as railings and hand-holds will be properly cleaned and disinfected between each run.

Students will be assigned seats according to their place along the bus route. (First on/last off sit in the back of the bus, Last on/First Off in the front, filling seats from back to front.) This is being done to minimize passing other students in the aisle.

Students must wear face coverings or masks while boarding, riding, and getting off the bus. Bus drivers will wear masks while picking up and dropping off students. When students are seated, drivers may remove face covering if adequate physical spacing is maintained to ensure clear visibility.

Students will be seated 1 per seat except when seated with members of the same household, or with neighbors. Parents must sign and submit a written authorization for students to be seated with those who are not members of the same household.

Weather-permitting, windows should remain open to increase outdoor air circulation within the bus. Internal air will not be re-circulated.

(2) Parent/Self Transportation

Traffic patterns and parking at all three schools will be evaluated by school and district administration. Drop/off and pick up procedures will be changed from what has been known in the past. These changes are to accommodate the higher number of students that will be dropped off and / or picked up.

Changes will be communicated to families prior to the opening of school. However, we will adjust procedures as needed to accommodate a safe drop-off and pick up zone.

m. Athletics & Co-Curricular Activities

We acknowledge that the Center for Disease Control (CDC), New Hampshire Interscholastic Athletic Association (NHIAA) and the New Hampshire Athletic Directors Association (NHADA) Task Force have issued recommendations for safe play during the pandemic.

- (1) On 7/30/2020, the NHIAA delayed the official start of the fall season from August 14th/17th to September 8th. This delay allows Campbell HS to align the athletic start date with the proposed start of school.
- (2) Considering shifting to intramural “clubs” for athletics to limit travel.
- (3) Playing only local games for football and soccer if schools have a mutual agreement
- (4) Review requirement to travel on team buses. Could we allow student athletes, with a signed waiver, to be able to drive themselves to practices and home events.
- (5) Evaluating the feasibility of winter and spring sports at a later date. Potential for moving start date from NHIAA.

List of Fall Sport Recommendations:

Football (CHS) - Competitive season cancelled. If coaches and players agree, offseason training will continue with a concentration on skills and drills along with offensive and defensive tactics and strategies. Option of intramural or interscholastic games (7v7 flag) vs local schools to be determined at a later date.

Volleyball (LMS, CHS) - Competitive season cancelled. If coaches and players agree, offseason training will continue with a concentration on skills and drills. Option of intramural or interscholastic games vs local schools to be determined at a later date.

Soccer (LMS, CHS) - Competitive season cancelled. If coaches and players agree, offseason training will continue with a concentration on skills and drills along with offensive and defensive tactics and strategies. Option of intramural or interscholastic games (5v5 or 7v7) vs local schools to be determined at a later date.

Bass Fishing (CHS) - Continue as normal with social distancing guidelines in place when practicing and playing.

Spirit (LMS, CHS) - Will have the option to continue but can only practice sideline cheers. Competitive cheer, stunts and tumbling, are not permitted.

Golf - Continue as normal with social distancing guidelines in place when practicing and playing.

Cross Country (LMS, CHS) - Continue as normal with social distancing guidelines in place when practicing and playing.

Co-Curricular Activities

- (1) Meet virtually whenever possible
- (2) No large group meetings, events, assemblies until further notice, pending approval

School Specific Planning

***** The oversight committee was unable to come to consensus on a reopening option. The committee has discussed 3 ideas: a complete remote option, a hybrid option, and an option that brings all willing students back to school.**

After careful consideration of school safety measures and the parameters outlined in this document, the school and district administrators recommend the hybrid option as that which best meets the guidelines while maintaining a safe, consistent educational experience and working environment.

Below you can find the school specific ideas for what a hybrid model may look like.

1. Griffin Memorial – Plans For School Reopening

Overview

Since the beginning of this process it has always been our goal to provide instruction to students through an in-person setting. Through weeks of planning and taking in consideration of the wishes of our students, families, faculty and staff, while also considering the guidelines put forth by the Centers for Disease Control, NH Department of Health and Human Services, and other governing and medical institutions, we believe this proposed plan achieves a fair and balanced approach to returning to school. When developing this plan we gave equal consideration to the need for students to return to a school setting, as well as the students' social emotional needs, academic needs, health and well-being, all while creating and maintaining a safe learning environment. Further, we recognize that the fewer people that are in a contained space, the less possibility of infection may result. It is with all these things in mind that we propose these models.

Full Reopening with Remote Plan

Hybrid Reopening Plan

This plan allows for every student, who wishes, to receive two days of in person instruction a week. These days are set in order for families to be better able to plan and prepare for care. Wednesday will be a remote day for all students, this will allow a day to properly and effectively clean the school between groups. While enhanced cleaning and sanitizing protocols will be in place through the entirety of the week, we recognize the importance of an additional day to further treat the building to create and maintain as sanitized a school as possible. Below you will find specifics to the many components of

the school and school day which will hopefully answer the many questions that we know you may have.

Schedule

Last Name	Monday/ Tuesday	Wednesday	Thursday/ Friday
A-K	In School	Remote	Remote
L-Z	Remote	Remote	In School

Instruction

All students will be provided two days of in school instruction and three days of remote instruction. During the in-school days, students will participate in in person Unified Arts as well as support and enrichment services. During the remote days, Unified Arts will continue. See below for more details regarding Unified Arts. All supports and services will also be provided during remote learning as indicated in the students Individualized Education Plan (if applicable) or the presented support schedule indicated in communications between the school and families. (See below for more information regarding Support Services)

The goal of remote learning will be to provide as synchronous an experience as possible. With all privacy considerations being taken, our hope is to provide as close to a classroom experience as possible. The exception will be Wednesdays when no one will be allowed into the school building. During Wednesdays, lessons and other classroom activities will be provided, but in a way to allow families to transition either from or to in-school instruction. Further, this will allow teachers, support personnel, tutors, and special educators to provide personalized follow up or preparatory instruction and support.

Full Remote Plan

The goal of remote learning will be to provide as synchronous an experience as possible.

Other Considerations

Unified Arts

Unified Arts will run in 18 day blocks so every student will have the chance to experience both In School and Remote Learning for one Unified Art at a time. Teachers, students, and families will be notified when change is about to happen. For a brief schedule please see chart below. While this will mean some students will not have certain UAs in some grading periods, they will have received the same level of UA instruction by the end of the school year.

Each Block = 16-18 Days		
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Block 1	9/9-10/2	
Block 2	10/5-10/29	
Block 3	10/30-11/24	
Block 4	11/30-12/23	
Block 5	1/4-1/27	
Block 6	1/28-2/19	
Block 7	3/1-3/25	
Block 8	3/26-4/20	
Block 9	4/21-5/21	
Block 10	5/24- 6/17	
Kindergarten will follow Block 1-8 and then have 4 blocks of 9 days		
Block 9	4/21 -5/10	
Block 10	5/11-5/21	
Block 11	5/24-6/4	
Block 12	6/7 - 6/17	• Dates not finalized

Support Services

All students will receive their appropriate level of support services. For many students this will be provided in the hybrid model. Therefore when they are in school they will receive in person support, when they are at home, they will receive support remotely. There are certain students whose needs or specialized services require more in person support and these will be arranged with the case manager and related service personnel and may require additional in school days for these students.

Parent Drop Off/ Pick Up Procedures

Drop Off

In an attempt to avoid any vehicles backing up onto the road, students arriving by bus will pull into the large loop along with the cars. Students will exit the bus and enter the school at the appropriate doors, while maintaining physical distancing.

For students arriving by car, parents will pull into the large loop (former bus loop) and drop students off at the curb. Duty teachers will be there to receive the students and guide them into the appropriate entrance while maintaining social distancing.

Pick Up

For those using parent pick up, parents will be assigned a pick up group time. Cards will be distributed indicating this group. At the appropriate time, cars in the group may enter the large loop (former bus loop) and park. Parents are asked to exit their vehicle and stand by the driver's side door of their vehicle. Students will be dismissed by group. Duty teachers will reunite students with their parents at their vehicle. **NO CAR WILL MOVE** forward until all students are reunited and safely secured in their vehicle. This will be repeated for each pick up group.

For students using the bus, the buses will be parked on the blacktop section of the school yard. Buses will be called and the students will be led to their corresponding bus. When all students are secure, all buses will exit at the same time.

Recess

Recess will continue to be a part of the Griffin Memorial School Day. Further, it is our intention to make this a mask free time of the day. However, we will follow the advice and guidelines from the many agencies that have provided guidance in the area of school recess. Building administration, the school nurse, and district administration will create a clear plan that will be communicated with parents. Additionally, we view recess and recess protocols as a fluid situation that will require adjustments and changes throughout the school year.

Food Services

Cleaning Protocols

Griffin Memorial School cleaning protocols will be developed and communicated to families. These protocols will take into account CDC guidelines, DHHS protocols,

8. Litchfield Middle School- Hybrid Plan For School Reopening

Overview:

Since the beginning of this process it has always been our goal to provide instruction to students in an in person setting. Through weeks of planning and taking in consideration of the wishes of our students, families, faculty and staff, while also considering the guidelines put forth by the Centers for Disease Control, NH Department of Health and Human Services, and other governing and medical institutions, we believe this proposed plan achieves a fair and balanced approach to returning to school.

Reopening Plan

When developing this plan we gave equal consideration to the need for students to return to a school setting, social emotional needs, academic needs, health and wellbeing, and creating and maintaining a safe learning environment. It is with all these things in mind that we propose this hybrid model.

This plan allows for every student, who wishes, to receive two days of in person instruction a week. These days are set in order for families to be better able to plan and prepare for care. Wednesday will be a remote day for all students, this will allow a day to properly and effectively clean the school between groups. While enhanced cleaning and sanitizing protocols will be in place through the entirety of the week, we recognize the importance of an additional day to further treat the building to create and maintain as sanitized a school as possible. Below you will find specifics to the many components of the school and school day which will hopefully answer the many questions that we know you may have.

Schedule

Last Name	Monday/ Tuesday	Wednesday	Thursday/ Friday
A-K	In School	Remote	Remote
L-Z	Remote	Remote	In School

Instruction:

All students will be provided two days of in school instruction and three days of remote instruction in all subject areas. During the in-school days, students will participate in in person Unified Arts as well as support and enrichment services. During the remote days, Unified Arts will continue. See below for more details regarding Unified Arts.

All supports and services will be provided during remote learning as indicated in the students Individualized Education Plan (if applicable) or the presented support schedule indicated in communications between the school and families. (See below for more information regarding Support Services)

The goal of the remote learning will be to provide as synchronous an experience as possible. With all privacy considerations being taken, our hope is to provide as close to a classroom experience as possible. The exception will be Wednesdays when no one will be allowed into the school building.

In order to maintain the integrity of the middle school program and to provide the most robust learning experiences, students will follow the traditional schedule. This will allow for variances in leveled classes and choice of music UA's. Students will be clustered by grade level and any passing in hallways will be staggered with close monitoring.

Classroom materials will not be shared. Students will be distanced per guidelines.

Unified Arts:

Unified Arts will follow the rotation by grade level and schedule which provides all students opportunities to experience each of them on a rotation.

	Semester Rotation		Quarter Rotation			
Grade 5	Library	Music	Health	PE	FACS	Art
Grade 6	Tech Ed	Comp Lit	PE	Health	Art	FACS
Grade 7	Comp Lit	Tech Ed	Art	FACS	PE	Health
Grade 8	Spanish	Spanish	FACS	Art	Health	PE

Support Services:

All students will receive their appropriate level of support services. For many students this will be provided in the hybrid model. Therefore when they are in school they will receive in person support; when they are at home, they will receive support remotely. There are certain students whose needs or specialized services require more in person support and these will be arranged with the case manager and related service personnel.

Parent Drop Off/ Pick Up

Drop Off: For students arriving by bus, the buses will unload students two at a time. Students will exit the bus and enter the school at the appropriate doors, while maintaining social distancing

For students arriving by car, parents will pull into the drop off zone outside the gymnasium and drop students off at the curb. Duty teachers will be there to receive the students and guide them into the appropriate entrance while maintaining social distancing.

Pick UP:For those using parent pick up, parents will pick up at the pick-up zone outside the gymnasium on the north driveway, four at a time. Parents are asked to exit their vehicle and stand by the driver's side door of their vehicle. Duty teachers will reunite students with their parents at their vehicle. NO CAR WILL MOVE forward until all students are reunited and safely secured in their vehicle. This will be repeated for each pick up group.

For students using the bus, the buses will be parked on the blacktop section of the school yard. Buses will be called and the students will be led to their corresponding bus. When all students are secure, all buses will exit at the same time.

Passing: Passing times will be strictly adhered to. Grade level classrooms are clustered with the exception of some UA's. Students will pass in small groups within the confines of their team classrooms. Those traveling to a UA will follow social distancing guidelines and will be staggered as needed. Students will be required to wear a face mask at all times except when given "face mask breaks" or for extenuating circumstances with staff acknowledgement.

Bathrooms: Bathrooms will be open but limited to only two students in a bathroom area at once. As traditionally done, students will need to sign out when leaving a classroom.

Health or Nurse's Office

The Nurse will:

1. Monitor symptoms for students and staff daily

2. Track students/staff out with symptoms or positive test results
3. Assist in planning for return of previously contagious students/staff
4. Assist in contact tracing any positive or symptomatic student or staff
5. Follow state and CDC guidelines for students and staff who present with COVID symptoms

Food Services: Social distancing will be followed during lunches. Students will have lunch in the cafeteria with some tables placed on the stage and hallway just outside the cafeteria. This will allow for adequate social distancing as recommended by the CDC. When possible and weather permits, some students may be allowed to eat outdoors while maintaining all social distancing guidelines. Students are expected to wear masks going to and from the cafeteria and while not eating.

9. Campbell High School - **Hybrid Plan for School Reopening**

Overview:

Given the concerns of opening school back up to students and staff, our focus has been attentive to several significant challenges in proposing an in-school setting. Of primary importance has been keeping students and staff safe and providing a high level and rigorous academic environment, while utilizing all available strategies and resources to accomplish this. This work has been aligned with the wishes of our families and students, our staff, and the Litchfield community, while concurrently following guidelines of the Centers for Disease Control, the NH Department of Health and Human Services, and other governing and medical institutions.

We also have framed this around several core concepts that have driven our planning. Students need to be in school—that is abundantly clear. It is important for meeting their academic goals, but it is also important with respect to their social-emotional and their physical health and well-being. It is also framed around the concept that having fewer people in contained spaces is important to reduce the possibility of infection and decrease the chances of passing COVID-19 along.

A Hybrid Model of In-Person and Remote Learning: We believe it is in the best interests of all and are proposing to have a model that is a hybrid of a combined in-school and remote learning for all students, aligned with GMS and LMS by last names, alphabetical breakdown. Students would attend school in person 2 days a week and have a remote learning experience three days a week. This split of students would be by alphabetical order by last names from A-K on Mondays and Tuesdays in person and remote on Wednesdays-Fridays, and last names L-Z on Thursdays and Fridays in person and remote on Mondays- Wednesdays. Blended families with multiple last names will be accommodated to match those students' daily schedules.

There are a number of strengths of this plan. First it would decrease the number of students by half in the building when in-person instruction is occurring. It would be much safer for meeting physical distance expectations in all of our classes, including

numerous smaller classrooms, the gym, cafeteria, and hallways. This plan would provide parents a clear expectation of days any of their children in Litchfield schools will be at home remotely learning. Having Wednesday be a remote learning day for all students and staff will allow schools one day for a deep and thorough cleaning of the schools between groups of students providing additional safety.

We will also implement a change to a 4x4 block model to decrease the number of classes a student would need to study and prepare for each semester. This would mean students and teachers would only have their A, B, C, or D block classes first semester, and their E, F, G, H block classes during second semester. Having only three classes (or possibly 4 in some cases with electives) will reduce the workload significantly if we need to go to a fully remote learning model, so students would not have to focus on six or seven classes. This is a common scheduling platform in high schools and would require no significant re-scheduling for students and staff. It would break semester long courses into quarters and year-long classes into semesters, which would provide a more intensive curriculum experience.

The option for students who choose to be totally remote would be to participate in each class remotely via Google Meet, so that they would receive five days of instruction, but without stepping foot on the CHS campus. They would be responsible for “attending” each of their class’ Google Meets and would be responsible for all class activities along with their in-person peers.

The Semester 1 Schedule:

9 - 12 A - K	9 - 12 A - K		9 - 12 L - Z	9 - 12 L - Z
235 students	235 students		208 students	208 students
Monday	Tuesday	Wednesday	Thursday	Friday
A	A	Remote Learning & deep cleaning	A	A
B	B	Remote Learning & deep cleaning	B	B
ADVISORY	ADVISORY	Remote Learning & deep cleaning	ADVISORY	ADVISORY
C	C	Remote learning & deep cleaning	C	C
D	D	Remote Learning & deep cleaning	D	D

Looking Ahead to The Semester 2 Schedule:

9 - 12 A - K	9 - 12 A - K		9 - 12 L - Z	9 - 12 L - Z
TBD	TBD		TBD	TBD

Monday	Tuesday	Wednesday	Thursday	Friday
E	E	Remote Learning & deep cleaning	E	E
F	F	Remote Learning & deep cleaning	F	F
ADVISORY	ADVISORY	Remote Learning & deep cleaning	ADVISORY	ADVISORY
G	G	Remote learning & deep cleaning	G	G
H	H	Remote Learning & deep cleaning	H	H

Instruction: Students will have two days of in-person instruction and three days of remote instruction. The remote learning goal is to have students experience a synchronous experience with respect to the classwork and expectations. Students who are remote would need to participate by Google Meet on the Mon/Tue or Thur/Friday in their schedules as well as the Wednesday remote learning day. This would require faculty to have a daily use of Google Meets for all classes.

Other Information:

Support Services: Each student will be provided their appropriate services including accommodations for Individualized Education Plans and 504 Plans. Thus when students are in school, they will be receiving in-person support, and when they are remote-learning, they will be receiving support remotely. Some students whose needs are highly individualized and specialized will receive additional in-person support that will be determined by their case managers and related service providers and these students may require more in school days.

School counseling will continue to offer a variety of services they have traditionally provided including individual & group counseling, classroom guidance, crisis counseling, conflict resolution, virtual counseling and solution-focused brief counseling. Larger group presentations will be modified to accommodate more numerous opportunities for virtual “meets” with college and career representatives, financial aid information, and others to avoid in-person presentations for students and families.

Student Parking: Parking permits will be available and sold to students as in prior years with seniors and juniors provided priority. Sophomores may purchase them if spaces become available. Students will be required to wear masks transitioning to and from their vehicles to enter the building and to remain physically distant as they do so.

Bus Drop Off and Pick Up: Students will depart buses two at a time wearing their masks and enter the CHS main entrance during morning drop off. Students will depart CHS wearing their masks and wait outside the front entrance for their arriving buses.

Parent Drop-Off and Pick-Up: Parents will continue to drop off and pick up students as they have in the past by proceeding through the second row of the CHS student parking lot and dropping students off in the first row. Pick up will be the same process. Students will proceed in front of the main entrance and continue to wear masks and remain physically distant as they proceed to and from their parent vehicles.

Passing Times: Students will wear masks and physically distance as much as possible between classes as they move through the hallways. Loitering in the hallways will not be allowed. Students will follow marked traffic patterns in the hallways and stairwells. Lockers will be used with special permission from CHS administration. We will continue with our four minute passing time between classes and evaluate and revise if necessary.

Student Study Halls: Any students having an A or D block study hall may request permission to have a Delayed Arrival or Early Release if transportation is available and with parents filling out and approving the appropriate paperwork. Juniors and Seniors who have a parking pass and have a B or C block study hall may apply for an Open Campus permission form to leave during either of those periods with parents filling out and approving the appropriate paperwork. These steps would further decrease the number of students in the building during those blocks. Students who receive permission for this privilege are required to sign in and out of the main office on a daily basis before going to classes or leaving the building.

Exams: End of Semester exams will not occur during the 20-21 school year. End of course summative assessments may be administered by teachers and applied to course competencies. An end of semester period in late January and June will be used for competency recovery for students who need further assistance to demonstrate mastery.

Lunches: CHS will increase lunches to 4 per day to decrease numbers in the cafe with minimal movement time between class and cafeteria, and physical distancing enforced in the lunch lines and at the tables. Students will keep masks on until seated at their tables or when moving around the cafeteria.

LUNCH SCHEDULE:	
C BLOCK Daily	Times
LUNCH 1	10:57 - 11:19
Break / Clean	11:19 - 11:27
LUNCH 2	11:27 - 11:49

Break / Clean	11:49 - 11:57
LUNCH 3	11:57 - 12:19
Break / Clean	12:19 - 12:27
LUNCH 4	12:27 - 12:49

MON / TUES AVERAGE	58.75 PER LUNCH
THURS / FRI AVERAGE	52 PER LUNCH

Food Services: Wednesday's food service will be provided remotely via CHS food services in the back doorway of the cafeteria near the picnic tables. . In the case of moving to a total remote learning environment, lunches will continue to be provided on a daily basis in front of the CHS Main Entrance.

Budgetary Implications

This [spreadsheet](#) represents cost items to be considered with reopening.

Resources

1. [NH Virtual Learning Academy](#) now offers K-12 courses and programming. We can assist Litchfield students and families with these free and state approved options.
2. The New Hampshire Department of Education (NHDOE) has established a [website for remote learning](#). This website also contains information on the School Transition Reopening and Redesign Taskforce (STRRT). The report from this taskforce is due June 30th, and will serve as the basis of our local plan to be developed in July.
 - i. [Survey Results](#) from 56,000 NH respondents (Parents, Staff, Administrators, Providers)
3. The New England Association of Schools and Colleges (NEASC) is the accrediting agency for Campbell. They also are the agency that accredits international schools across the globe. This spring, they have hosted webinars to help schools identify best practices and answer questions about teaching and learning during the pandemic. These [recorded webinars](#) serve to provide us with real life examples of actions we can take.
4. The Educator 603 Facebook page compiled an extensive [list of questions](#) for schools to consider when looking to reopen.

5. Litchfield conducted a student survey that mirrored one administered to students across in late May. The voice of our students has been [compared to the overall student voice](#) to better understand areas for improvement.
6. The Massachusetts Department of Education has issued [planning guidance](#) to their schools.
7. Here is a [Communication Protocol](#) that may prove helpful to our work.
 - i. Here is an archive of Litchfield [COVID-19 Communication](#).
8. Here is a link to the Litchfield [Remote Learning Plan](#).
 - i. This is our [plan for the school offices](#).
 - ii. This is an excellent [summary article](#) that is evidence based.
9. Interesting predictive data on the question of masks can be found [HERE](#).

SUMMARY OF RESULTS OF STAFF SURVEY 8-6-2020						
			Remote	Hybrid	Full Attendance	Will Work w/lt
TOTALS	84		27	30	18	3
<i>(2 employees work for 2 schools)</i>	86	<i>Questions/Comments (blanks)</i>	6			
CHS	19	<i>Questions/Comments (blanks)</i>	2	6	6	3
LMS	23	<i>Questions/Comments (blanks)</i>	2	9	9	3
GMS	43	<i>Questions/Comments (blanks)</i>	4	11	15	11