

To: Jennifer Cashman
Town Clerk - Tax Collector
Town of Belmont
From: Colleen and Jason Palmer
296 Shaker Rd. Belmont
Date: May 13, 2023
Re: Demand Proof of Claim of Property Tax Requirement

Dear Jennifer Cashman,

As you may recall, on December 18th 2023, we, Colleen and Jason Palmer, submitted our amended "TAX CALCULATION" excluding taxes for education and schools. On December 20, 2023 you responded with a short letter claiming that "there is no religious exemption for property taxes" which you claimed to have confirmed with your lawyer. We were expecting that we would receive proof in the mail supporting your claim, but to date have not. We apologize for not demanding directly until now for the proof of your claim.

We recognize that a property tax letter as well as a letter regarding utilizing a lien against our place of dwelling known, in Belmont, New Hampshire, as 296 Shaker Rd. are offers to contract with us, Colleen and Jason Palmer. You have offered that we pay property taxes, including taxes that fund the "schools" and "education". You have offered to place a lien on our property if we do not pay the property tax in full.

We will accept your offer only under the condition that you provide proof of the following:

1. That we are contractually obligated or required under penalty to pay property taxes to the TOWN OF BELMONT by citing specific law(s) or statute(s).
2. That the STATE OF NEW HAMPSHIRE, TOWN OF BELMONT, Jennifer Cashman acting as Town Clerk - Tax Collector, or any man or woman, principality, corporation, municipality, state, or government in Earth has the right to violate our unalienable right to religious freedom by imposing a tax that violates our sincerely-held beliefs.
3. That the public schools in New Hampshire, including Belmont public schools, are exclusively teaching and promoting curricula, history, science and cultural ideas that are factual, scientifically substantiated with empirical evidence and cannot be classified, whether intentional or not, as religious education or the promotion of a religious ideology and worldview. *(continued on following page)*

Verification of Delivery:

I _____ officially as _____ affirm to have received an exact replica
print name job title / position

of this _____ page document on _____, the _____ of _____ in the year _____.
day of week day month year

I have confirmed with the use of the New Hampshire State issued driver's license the identity of
_____ Colleen Palmer who has hand delivered this document.
initial

signature date

1st delivery witness signature

print name

2nd delivery witness

Colleen Palmer

It is our intent to assert our God given right to religious freedom, and to prevent our property, in the form of dollars, from being used to covertly or overtly promote religious cult ideologies and agenda that conflict with our deeply held religious and spiritual beliefs in “public school” and “public education”. The following pages include statements of fact in Affidavit form and related Exhibits to support our claim that the imposition of a school tax and education tax violates our sincerely held religious and spiritual beliefs. While the enclosed Affidavit is by no means exhaustive, we hope it will illustrate how sincere we are in our assertion that public school and public education violates our deeply held spiritual and religious beliefs. We expect that it will be sufficient to support our claim that public education is not secular education, but rather promotes religious tenets that are the inverse of the Christian Faith.

You may mail the proof of your claim as specified on the previous page to our home address, and we expect that two weeks, by May 28th, 2024, should be sufficient for you to provide the proof supporting your claim to our property. Failure to provide proof of your claim voids the contract and any further communication claiming that we owe or will be penalized for not paying school and education tax, including but not limited to charging interest or placing a lien on our property will constitute a tort, or civil wrong or injury, by the woman Jennifer Cashman, against the woman Colleen Palmer and the man Jason Palmer.

Jennifer Cashman, it is not our intention to threaten, cause anxiety, alarm or inflict stress on you. We simply and humbly seek a peaceable resolution that honors and upholds our God given, inalienable, rights, and New Hampshire and U.S. laws, statutes and constitutions. We accept your oath of office.

Sincerely,

Colleen Palmer

Jason Palmer

AFFIDAVIT

I, Colleen Palmer, a woman, hereinafter "Affirmant," do solemnly affirm, declare, and state:

1. That Affirmant is competent to state the matters set forth herein.
2. That Affirmant is not a legal person.
3. That Affirmant has knowledge of the facts stated herein.
4. That Affirmant has been granted the authority to speak on behalf of her family who live at 296 Shaker Rd. Belmont, NH.
5. That all the facts herein are true, correct, complete, and admissible as evidence, and if called upon as a witness, Affirmant will testify to their veracity.
6. That the Palmer family, residing at 296 Shaker Rd. Belmont, New Hampshire are believers in the Christians faith, and profess that the Bible is the Word of God.
7. That the Sabbatian-Frankist Dönme / Luciferian / Thelema / Satanic religious lineage, hereinafter called Luciferian cults, mock God and mislead mankind by teaching and promoting the inverse of and destruction of the Christian Faith. Uniting Luciferian cults are "false light" doctrines that reject the authority or existence of God and mock and undermine the message of the Gospel of Jesus (Yeshua) the Christ.

The Luciferian doctrines are destructive, psychopathic and sadistic by nature. They manifest in the culture as:

- a. trickery and lies used to ritually shame, terrorize and poison mankind;
- b. the subversion and destruction of the law and religious and social norms that are rooted in Biblical wisdom;
- c. the cultural promotion of the seven deadly sins (pride, greed, wrath, envy, lust, gluttony and sloth);
- d. the promotion of philosophies that mock God such as: nihilism, materialism, moral relativism, atheism, and hedonism.

Notably, according to the historical record of the Sabbatean and Frankist cult movements, the doctrine of assimilation, or in other words, leading a double life, is encouraged. This doctrine enables the cult agenda, beliefs, and practices to be covertly spread strategically and methodically, while maintaining the appearance of organic and spontaneous cultural change, often referred to as "progress".

8. That because of the covert nature of the Luciferian cults and agenda, the primary way to know their influence is by employing biblical wisdom of looking at the fruits of the tree.
As is written in Matthew 7:15-20 ¹⁸ *A good tree cannot bring forth evil fruit, neither can a corrupt tree bring forth good fruit.* ²⁰ *Wherefore by their fruits ye shall know them.*
9. That school tax dollars are being used to promote religious beliefs and tenets of the Luciferian cults in so called "Science curricula" that indoctrinate children with theories, consensus and beliefs claimed to be "scientific" that are unsupported by empirical evidence, thereby misleading children to "believe" information that is akin to religious dogma.

In curricula, the word "Science" is covertly being redefined to include both theory and consensus even when the theory or consensus is disproved using logic, empirical evidence, and the scientific method. This new branding, and new definition of the word "science", referred to by Dr. Anthony Fauci as "The

Science” is intentionally misleading mankind to think that “The Science” is supported by experiments that utilize the scientific method to produce empirical evidence. The act of covertly redefining common words is a Luciferian cult strategy to mislead and deceive an unsuspecting population.

Examples of “science” curricula that is not supported by empirical evidence but is taught as fact in public schools are:

- a. The theory of evolution, taught as fact
 - b. The theory of the big bang, taught as fact
 - c. Disproved germ theory of disease, taught as fact and used as a tool to terrorize children
 - d. The heliocentric model of the solar system, taught as fact, directly opposing empirical evidence of a level, stationary earth in an enclosed system
 - e. The theory of relativity and gravity, taught as fact, omitting alternate explanations such as electrostatics, magnetism and density and omitting the role of aether
 - f. The anti-scientific claims that NASA is a Space Agency that has 1. placed a man on the moon, 2. has a rover on a distant planet called Mars, and 3. has astronauts on an International Space Station (ISS) in “low Earth orbit”, taught as fact in public school, but directly opposed to empirical evidence that 1. the Moon landing cannot be repeated because according to Don Pettit, NASA Astronaut, “...we destroyed that technology and it is a painful process to build it back again”, 2. Mars film location is on Devon Island in Canada at the Haughton-Mars Project Base Camp, 3. NASA is faking space using CGI, green screen, harnesses, augmented reality and underwater “neutral buoyancy” filming at the Johnson Space Center in Austin Texas as is evident in official NASA live stream footage of bubbles in “space walks” on the “ISS”, and official NASA live interviews from the “ISS” with green screen glitches, suspension harness snags, and augmented reality layering mistakes by the actors.
 - g. The theory of what the Earth is made of below the surface: crust, mantle, core etc., taught as fact, even though mankind has not dug farther than 8 miles below the surface
 - h. The theory of Materialism: that physical matter is the only reality and that everything, including thought, feeling, mind, and will, can be explained in terms of matter and physical phenomena is taught as fact and is taught in SEL curriculum, see 10.
10. That school tax dollars are being used to promote religious beliefs and tenets of the Luciferian cults in so called “Social Emotional Learning” or “Character Development” curricula that promote pseudo-science, collectivism, materialism, moral relativism, and are the inverse of Christian and American values, thereby aligning with a Luciferian cult agenda.

For example:

- a. Theory of evolution, taught as fact:
The Social Emotional Learning (SEL) "Choose Love, Brave New World" curriculum teaches primary school children that everyone has a reptilian brain, mammal brain, and a human brain. They are told that the reptilian brain is 5 million years old, which of course is theoretical, but plants the seed in the young mind that the Theory of Evolution is a factual representation of history, informing them to that their ancient ancestor had a club and lived in a cave, with a primitive reptilian brain which protected them from saber tooth tigers.

b. Materialistic worldview, taught as fact:

The Social Emotional Learning (SEL) "Choose Love, Brave New World" curriculum teaches children that who they are is just a combination of reptile, mammal, and human brain parts and to "choose love" they have to learn to "Leave the Lizard, Nudge the Numbat, Hug the Human". Not even neuroscientists can claim to know how the brain works, nor memory, nor emotions, nor how electrical pulses and charges control thoughts or movements or even if these impulses are what control life. Boiling down the complexity of consciousness, to explain the unexplainable - which is who we are, where our emotions, thoughts and impulses exist and what it is that lights us up and drives our decision making - to the base theory that a person's emotions and actions are either governed by the reptile, mammal or human brain is grotesquely inadequate and entirely inappropriate for a grade school child.

The name for this philosophy, covertly promoted in this curriculum, is Materialism: the theory that physical matter is the only reality and that everything, including thought, feeling, mind, and will, can be explained in terms of matter and physical phenomena. Materialism is the worldview that formed the foundation of all totalitarian movements. It directly opposes the Christian worldview which teaches that mankind is a special creation, made in the image of God, is both material and spiritual, and is endowed by God with inalienable rights. Teaching this kind of theoretical nonsense to primary school children as fact only serves to overwhelm them with useless jargon and indoctrinate them with a theoretical worldview that is anti-Christian and arguably both demoralizing and anti-American.

c. Idolatry, collectivism and moral relativism:

Social Emotional Learning "SEL", based on the 11 principles in schools from character.org teaches that the "chosen core values of the group", and the "group identity", is the arbiter of what is right and good. This is indoctrinating children to believe that the group is what sets the standards for their morality, inverting the belief of the Abrahamic religions, that there is one God who sets moral standards. This curriculum therefore promotes idolatry, by making the group a god that the students must serve and worship. Idolatry, the worshiping of false gods, is a sin in the Judeo-Christian tradition. Designating the group standard or the group "core values" as the focus of "character education", as opposed to the laws and virtues dictated by God in the Bible is another Luciferian "false light" trick to mislead mankind. Notably, the essence of "group core values" is identical to the essence of "collectivism", a core value of communism, which directly undermines the values of our country, that place the Life and Liberty of the individual at its core. Promoting collectivism and moral relativism is evidence that this curricula is supporting the Luciferian cult agenda.

11. Public Schools are promoting and enforcing public health policies that are anti-scientific and only serve to terrorize, humiliate, maim, traumatize and physically, psychologically and spiritually abuse children. By promoting and enforcing the following policies and disproven theories, public schools are engaging in the ritual abuse of children, a "fruit" that is celebrated by the Luciferian cults.

a. Promoting, without evidence, germ theory as the cause of disease:

Germ theory of disease has been refuted as there has never been a scientific study that could demonstrate contagion. Germ theory of disease makes people afraid of life, believing, without evidence, that the natural world is a dangerous place and that microscopic organisms are inherently scary and dangerous. The opposite is true, microscopic organisms are the helpers and the clean up crew; they have never been shown to make the healthy sick.

“Can you Catch a Cold?” by Daniel Roytas

<https://archive.org/details/rosenau-milton-j-1919-experiments-to-determine-mode-of-spread-of-influenza-journ>

- b. Promoting, without evidence, that viruses exist, and are replication competent intracellular parasites that can cause disease and that are contagious:
Virology is pseudo-science as it has never utilized controls in experiments, has never isolated - meaning separated from everything else - the particles they claim are viruses, has never proved that these particles are the cause of disease, has never proved that these particles are contagious. Virologists utilize unscientific cell culturing methods, mathematical models and computer generated genetic codes to fraudulently claim that they are conducting “science”. Their fraudulent activities are then used by governments to justify terrorizing, testing, masking, drugging and locking-down mankind.
See <https://drsambailey.com/resources/settling-the-virus-debate/>, <https://virology.com/>
- c. Promoting, without evidence, that “covid-19” was a novel, contagious disease caused by a virus named SARS-CoV2:
In response to 222 and counting Freedom Information Act Requests of Public Health Institutions from 40 countries', every institution has failed to provide or cite 1 record describing the isolation aka purification of the alleged “COVID-19 virus” directly from a patient sample that was not first adulterated with other sources of genetic material.
<https://www.fluoridefreepeel.ca/fois-reveal-that-health-science-institutions-around-the-world-have-no-record-of-sars-co-v-2-isolation-purification/>
- d. Promoting that the PCR “covid” test could determine if someone was sick or contagious:
In July 2020, the FDA posted a CDC document entitled “CDC 2019-Novel Coronavirus (2019-nCoV), Real-Time RT-PCR diagnostic Panel. For Emergency Use Only. Instructions for Use.”
Buried in the text, on page 40, is the following statement:
“. . . no quantified virus isolates of the 2019-nCoV are currently available.”
In other words, 2019-nCoV, also called "SarsCOV-2" had never been isolated, therefore any “test” could never have been validated to detect the alleged novel virus. The PCR test was used to falsely manufacture “cases” to create the optics that there was a pandemic, which there wasn't. Notably, according to the CDC, the flu disappeared in 2020.
<https://www.fda.gov/media/134922/download>
- e. Forcing children to wear masks as part of the 2020 reopening plan:
Since there was and is no scientific evidence in randomized controlled trials that wearing a mask would benefit public health, universal masking as a public health measure should have never been implemented. Forcing children to wear masks only served as ritual abuse of children: terrorizing them with fear that breathing freely is dangerous, teaching them that an exposed face is shameful, preventing them from communicating and connecting with facial cues and feedback, and ultimately damaging their cognitive development and mental health.
https://wwwnc.cdc.gov/eid/article/26/5/19-0994_article
https://www.sau80.org/UserFiles/Servers/Server_318793/File/Resources/Family%20Resources/BES%20Return%20to%20School%20Plan%202020-%20FINAL%20DRAFT.pdf
- f. Forcing children to practice physical distancing as part of the reopening plans:
Since there is no evidence of a virus, no evidence of contagion, and no evidence that so-called “droplets” can make other people sick, anti-social distancing was implemented only to terrorize and psychologically abuse children by making them afraid to be the social creatures that they are designed to be, and deprive them of physical closeness which is required for healthy

development. Anti-social physical distancing should have never been allowed. Public schools were complicit in the ritual abuse of children.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/shaker-regional-sd-sau80-arp-plan-2021-2022.pdf>

- g. By promoting and incentivising the experimental injections known as “covid vaccination”:
Signing onto the Federal “Return to School Roadmap” in order to secure government funding from the “American Rescue Plan”, New Hampshire Public Schools committed to promoting and incentivising the uptake of the never proven safe, never proven effective, experimental covid vaccinations by giving special favor to vaccinated students, such as being able to go mask-free.

The fruits of this contract with the US government has been that adult administrators, teachers, staff and guidance counselors in public school and public education were complicit in sacrificing the health and lives of children in exchange for federal dollars. According to the Vaccine Adverse Events Reporting System (VAERS) run by the CDC and US government, to date, 76,741 injuries and deaths in children 21 and under have been reported following covid vaccination in the US alone.

While the sacrifice of children for the perceived “greater good” may be acceptable in a pagan / satanic / luciferian society, it is abhorrent to a Christian society.

It was widely acknowledged before the roll-out of the experimental jabs that the death rate of so called “covid” was virtually non-existent in children, however, adults still thought it appropriate to experiment on children with a drug those children could not benefit from, because it might protect them, the adults, who were so very scared by the red letters on the TV news that they were willing to throw children under the bus to “save” themselves.

On August 5, 2021 in an interview on CNN, Dr. Rochelle Walensky of the CDC did admit that, according to their data, the shot did not prevent transmission, but nonetheless, adults persisted in the 2021 reopening of schools to promote experimental vaccination on children.

<https://twitter.com/CNNSitRoom/status/1423422301882748929>

<https://wonder.cdc.gov>

https://web.archive.org/web/20210802160150/https://sites.ed.gov/roadmap/?utm_name

12. New Hampshire Public Schools are promoting and enforcing policy and a culture that is said to be "Gender Affirming" sometimes obscured under the title “Trauma Informed”, defined as the view that one's gender is a subjective choice, rather than objectively and scientifically defined according to one's biological sex. Promoting a "Gender Affirming" culture in public education is promoting a belief that aligns with the tenets and doctrine of the Luciferian cults (see 7).

Furthermore, the term "Gender Affirming" is an example of Luciferian spellcraft where the meaning of words are redefined to become the inverse of their original meaning. Affirming one's gender in the classical meaning would be encouraging a culture that affirms every child's unique expression of their biological sex, regardless of their clothing preference, interests, talents or life aspirations. An example of gender affirming language would be: “There are many ways to be a girl or a boy”. Conversely, "Gender Affirming" in the context of modern, Luciferian spellcasting, means the exact opposite. Rather than affirming a child’s unique way of being, “Gender Affirming” is taught to mean that children, or adults, who wish to use the pronouns and bathrooms of the opposite sex may do so, affirming that their right to pretend they are the opposite sex supersedes the right of biological females, for example, to use a female only bathroom or to compete in sports exclusively against other biological females.

Additionally, "Gender Affirming" means that adults allow children to believe that they were born the wrong gender, an utterly insane notion. At a time when a child would need support nurturing and learning to fully embody themselves as a whole and complete being, the adults in the classroom and the counseling office are encouraging children to believe that the thing that will fix the discomfort they feel is pretending they are something they are not and then mutilating their bodies with pharmaceutical castration and surgical intervention so they can remake their bodies to look a little bit more like the opposite sex.

https://nhdoe.instructure.com/courses/37/pages/the-vital-role-of-administrators-in-creating-trauma-competent-schools?module_item_id=5054

<https://www.nctsn.org/resources/gender-affirming-care-is-trauma-informed-care>

[https://go.boarddocs.com/nh/sau21/Board.nsf/files/CAVNRO5D5676/\\$file/NHSBA%20JBAB%20Transgender%20and%20Gender%20Non-conforming%20Students%20Policy%20.pdf](https://go.boarddocs.com/nh/sau21/Board.nsf/files/CAVNRO5D5676/$file/NHSBA%20JBAB%20Transgender%20and%20Gender%20Non-conforming%20Students%20Policy%20.pdf)

13. New Hampshire Public Schools are harming children with technology and classroom environments that use WiFi, a technology shown in animal studies to cause a host of diseases such as anxiety, gender related alterations, cognitive impairment, decreased sperm mobility, increased sperm DNA fragmentation, and is classified by the World Health Organization as a Class 2B Carcinogen.

Chromebooks have been issued to every student in Shaker Regional School District to 6th grade and older without any instruction or education about the known risks of using wifi, without providing Ethernet cords and adapters to connect to the internet with a wired connection both at school and at home, and without any education about how to use wired internet connection and turn off the wifi at the router.

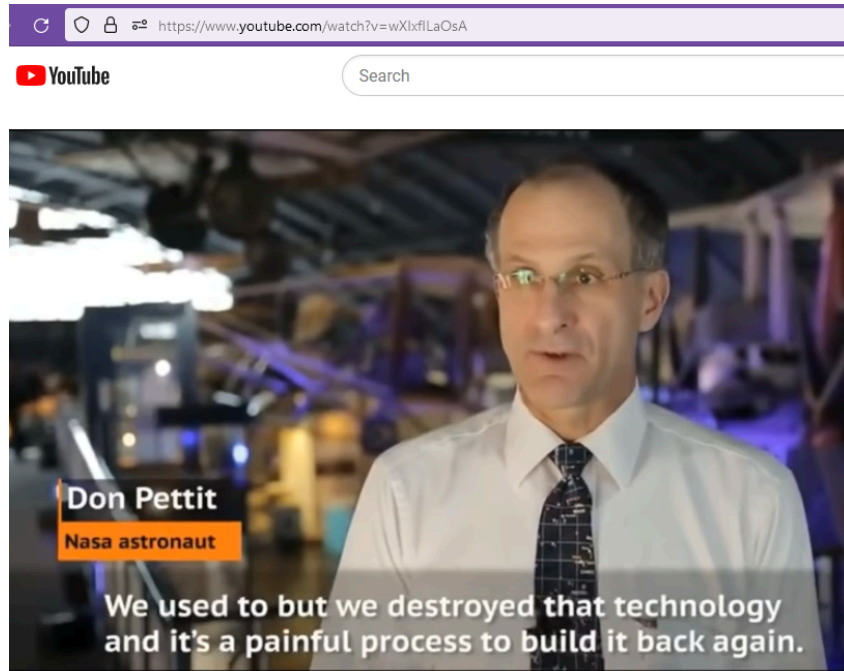
The omission of this vital education to use technology more safely is giving families the impression that Wifi must be safe since the schools are advocating its use. This is another example of Luciferian trickery: to harm mankind while claiming that mankind "chose" to poison themselves and the children.

<https://ehtrust.org/peer-reviewed-research-studies-on-wi-fi/>

14. New Hampshire Public Schools are harming and stunting the growth of children by not teaching valuable life skills - building, cooking, growing, making, designing, fixing etc.; by depriving them of natural light; by depriving them of high level arts, music, and movement education that celebrate the beauty of human creativity and develop creative skills that would give them a genuine sense of self and accomplishment and an opportunity to discover their artistic gifts and talents; depriving them of beauty by walling them in ugly cinder block buildings that look like prisons under fluorescent and LED lighting with walls smattered in disposable signs, by not teaching them to think using logic and rhetoric. Public education based on the National Curriculum is causing the decline in the American mind, and is demoralizing our people. The fruit of public education is a bad fruit, exactly in alignment with the Luciferian cult agenda.

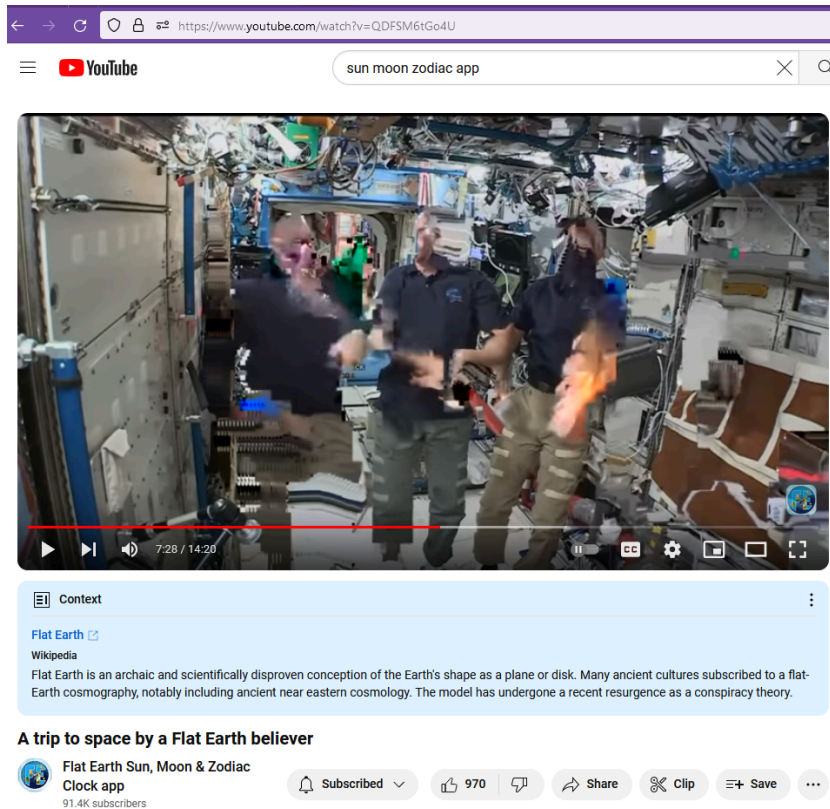
EXHIBITS

09_f Destroyed Technology: Can't go back to the moon.



A we cant go back to the Moon. We Destroyed the Technology

09_f Glitches in “space”: Live footage at the “International Space Station”



09_g Earth's Core

<https://www.discovermagazine.com/planet-earth/drilling-deep-how-far-have-we-gone-under-earths-crust>

P

SCIENCE THAT MATTERS

- The outer core, made up of liquid iron, is estimated at 1,367 miles thick.
- The inner core is composed of solid iron, with a thickness of 746 miles.

Read More: [Earth Has Been Hiding a Fifth Layer in Its Inner Core](#)

Discovering a Hidden Layer?

As of this April, a new study in *Science Advances* has also suggested an **ancient ocean floor** might surround Earth's core below the lower mantle.

This was **based on seismic data translated** into a high-res image of Earth's interior.

Because we have never penetrated below the outer crust — or, the candy coating on our apple metaphor — **most of what we know or speculate about Earth's layers is based on seismic activity and earthquakes, volcanic eruptions** (which project deep-Earth elements to the surface), and meteorites.

Thus, researchers want to physically dig deeper into these layers and extract samples.

Read More: [How We Know What's Deep Inside the Earth, Despite Never Traveling There](#)

10_a,b,c Choose Love, Brave New World - NH adopt MTSS_B, Choose Love SEL Curriculum

<https://www.education.nh.gov/partners/chooselove>

ChooSELove

Modeled after the Choose Love Enrichment Program, Champions Choose Love focuses on the Social Emotional Learning Skills a team leader can utilize to develop self-awareness, strengthen relationships with coaches, teammates and competitors, and develop responsible decision-making skills.

In 2016, New Hampshire began developing a comprehensive system of care for children's behavioral health. School districts adopted the New Hampshire Multi-Tiered Systems of Supports for Behavioral Health (MTSS-B), establishing expanded school-based prevention efforts including social emotional learning and a focus on school culture and climate.

In July of 2018, Governor Chris Sununu's School Safety Preparedness Taskforce released its report — the first of its kind in the nation. As a result, New Hampshire was the first state in the nation to adopt the Jesse Lewis Choose Love curriculum to promote Social and Emotional Learning (SEL) in New Hampshire schools. The comprehensive SEL curriculum is available to schools at no cost, and has since been downloaded by more than 400 New Hampshire schools. Additional programs designed for infants and toddlers, athletes and coaches, communities, and homes are also available at no cost.

Governor Sununu has institutionalized the program with the hiring of a Choose Love Movement Program Director, who reports to the Governor's Office and works closely with the Department of Education, Homeland Security and Emergency Management, Department of Health and Human Services, and the Department of Safety. Town officials, local chambers of commerce, and other stakeholder organizations are also integrated.

Continuing support of these structures, the New Hampshire Department of Education's Office of Social & Emotional Wellness will lead a three-pronged approach to improve children's behavioral health system of care, in partnership with other state agencies. Funds from the School Climate Transformation Grant will be used to build, improve, or enhance the multi-tiered behavioral framework; establish local student wellness teams; and collect and report data to inform school climate efforts. This project will provide technical assistance to develop LEAs infrastructure, identify opportunities to strengthen professional development and training, and receive technical assistance to advance and sustain school climate transformation efforts through the adoption of policies, practices, and programs that address both in- and out-of-school time.

- Learn more about [Choose Love](#)
- ChooSELove NH on [Facebook](#) and [Twitter](#)
- [Office of Social and Emotional Wellness](#)

In response to the challenges of Covid19, Choose Love has been working very hard over the summer of 2020 to meet the changing and critical needs of educators. The Choose Love program is now all digitalized- so whether schools are remote, hybrid, in-person, or needing to dance between all of the above, the Choose Love Movement can be delivered easily.

https://cdnsm5-ss16.sharpschool.com/UserFiles/Servers/Server_318793/File/Resources/Family Resources/BES Return to School Plan 2020- FINAL DRAFT.pdf

of 18

— + 100%

SECTION II: HEALTH AND SAFETY

Social-Emotional Well-being of Students

All School Counselors will provide support and facilitate implementation of the "Choose Love, Brave New World" program for all students K-12 (the lessons are aligned with the American School Counselor Association standards). The school counselors will ensure that all lessons will be completed by December 2020.



ChooSELove

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10_a Choose Love, Brave New World - Reptilian Brain, Evolution Assumed

The infographic features the 'Jesse Lewis Choose Love Movement' logo at the top left. A teal banner at the top right reads 'Three Parts of the Brain'. Below this, three orange callout boxes are arranged vertically. The top box, labeled 'Leave the Lizard', is positioned to the right of a photograph of a green lizard with the word 'LIZARD' written vertically on its side. The middle box, labeled 'Nudge the Numbat', is positioned to the left of a photograph of a striped numbat with the word 'NUMBAT' written at the bottom. The bottom box, labeled 'Hug the Human', is positioned to the right of a photograph of a young boy smiling and making a peace sign.

https://chooselovemovement.org/wp-content/uploads/2023/10/Gr.-6-Lesson-3-Whos-the-Boss_-Choose-Love-for-Schools-3.0-1.pdf

of 10 Automatic Zoom

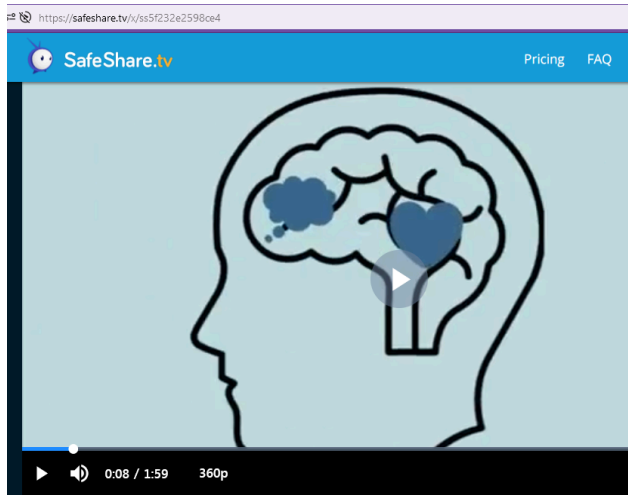
LESSON 3: Who's the Boss?

Learning about the **triune brain model** & how our brain processes information to enable us to react or choose a thoughtful response


Student Outcomes

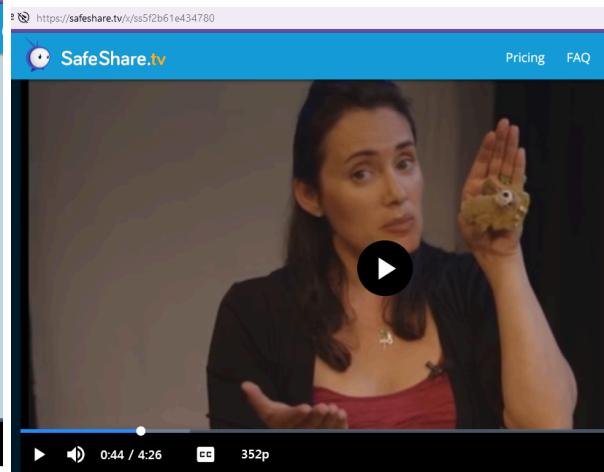
Students will be able to:

- Students will create a personal mission statement
- Students will **identify the parts of the brain and how they function**
- Students will **learn and demonstrate the brain hand model**
- Students will recognize the importance of breathing as a way to reduce anxiety when fearful or in a challenging situation
- Students will practice focused awareness and identify the benefits of its use
- Students will learn and use the Rest and Relax skill and understand its purpose and benefit



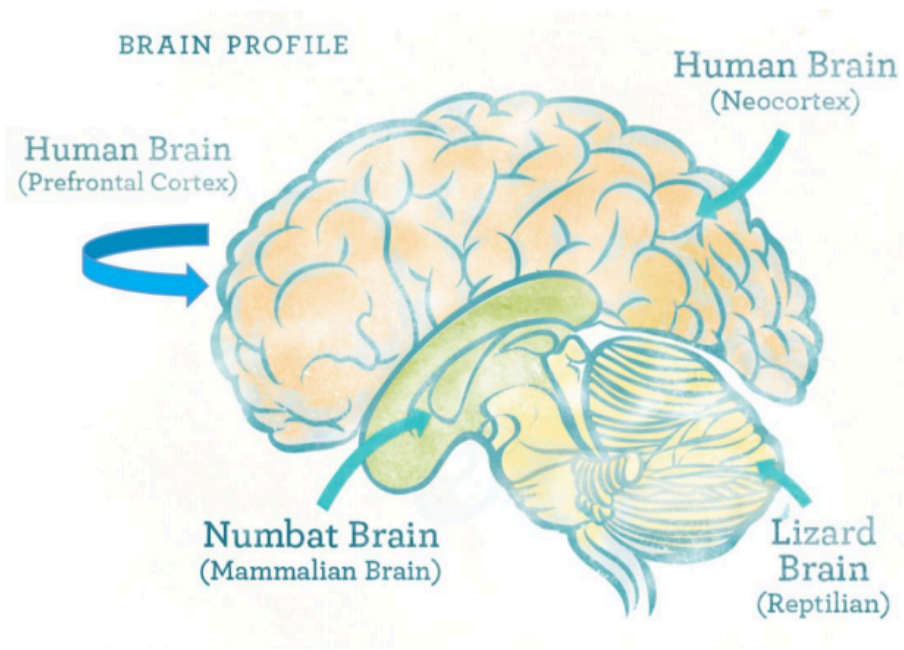
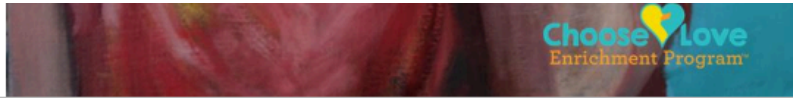
Brain & amygdala hand model explains how thoughts & emotions fuel anxiety

 Betsy Carlson on July 30 2020



Hand Model of the Brain for KIDS - by Jeanette Yoffe - Dan Siegel Hand Mode

 Betsy Carlson on August 06 2020



<https://chooselovemovement.org/lisa-cares-courage-and-the-brain/>

Introducing the Choose Love Movement Membership! Finally, a way to Join the Movement and Be

love
movement

Education ▾ Join The Movement ▾ Log In Register

have empathy and compassion. Sharing the Choose Love Formula with teachers makes me feel like I can do something to support them during these extremely difficult times. Even via Zoom, there is a connection.

My favorite Choose Love lesson is "Courage and the Brain." I've seen such transformations happen when kids realize their brains cause their actions and that they can change their brains by changing their thoughts. The lesson shares some simple science teaching kids about parts of the brain using the Triune Model of the Brain. Students learn about how their brain responds to strong emotions, in particular fear and anger. Teaching them how their brains and bodies respond helps them learn how to manage their emotions and regulate their impulses. A simple phrase, "Leave the Lizard, Nudge the Numbat, Hug the Human" reminds and prompts students to manage their emotions and effectively control their impulses to make appropriate choices.

10_c SEL & character.org promoted by NH Dept of Ed.

The screenshot shows the top navigation bar of the New Hampshire Department of Education website. The URL is <https://www.education.nh.gov/partners/chooselove>. The navigation bar includes links for "Change Text Size", "Change Site Language", "Search The Site", and "Accessibility". The main header features the New Hampshire Department of Education logo with the tagline "LIVE FREE AND LEARN". Social media icons for Facebook, Twitter, Instagram, and YouTube are present, along with a "Careers" link and the state seal. A secondary navigation bar lists categories: Home, Education Pathways, Parents and Students, Educators, Partners, Who We Are, Data Reports, Right To Know, and Contact Us. Below this, a breadcrumb trail reads "Home > Partners > ChooSELove".

ChooSELove

Modeled after the Choose Love Enrichment Program, Champions Choose Love focuses on the Social Emotional Learning Skills a team leader can utilize to develop self-awareness, strengthen relationships with coaches, teammates and competitors, and develop responsible decision-making skills.

In 2016, New Hampshire began developing a comprehensive system of care for children's behavioral health. School districts adopted the New Hampshire Multi-Tiered Systems of Supports for Behavioral Health (MTSS-B), establishing expanded school-based prevention efforts including social emotional learning and a focus on school culture and climate.

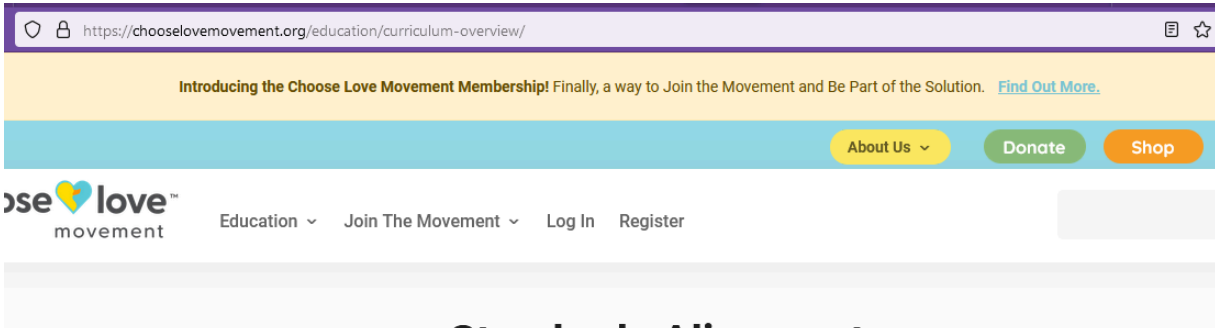
In July of 2018, Governor Chris Sununu's School Safety Preparedness Taskforce released its report – the first of its kind in the nation. As a result, New Hampshire was the first state in the nation to adopt the Jesse Lewis Choose Love curriculum to promote Social and Emotional Learning (SEL) in New Hampshire schools. The comprehensive SEL curriculum is available to schools at no cost, and has since been downloaded by more than 400 New Hampshire schools. Additional programs designed for infants and toddlers, athletes and coaches, communities, and homes are also available at no cost.

Governor Sununu has institutionalized the program with the hiring of a Choose Love Movement Program Director, who reports to the Governor's Office and works closely with the Department of Education, Homeland Security and Emergency Management, Department of Health and Human Services, and the Department of Safety. Town officials, local chambers of commerce, and other stakeholder organizations are also integrated.

Continuing support of these structures, the New Hampshire Department of Education's Office of Social & Emotional Wellness will lead a three-pronged approach to improve children's behavioral health system of care, in partnership with other state agencies. Funds from the School Climate Transformation Grant will be used to build, improve, or enhance the multi-tiered behavioral framework; establish local student wellness teams; and collect and report data to inform school climate efforts. This project will provide technical assistance to develop LEAs infrastructure, identify opportunities to strengthen professional development and training, and receive technical assistance to advance and sustain school climate

10_c SEL Choose Love : Casel-aligned, CHARACTER.org STANDARDS

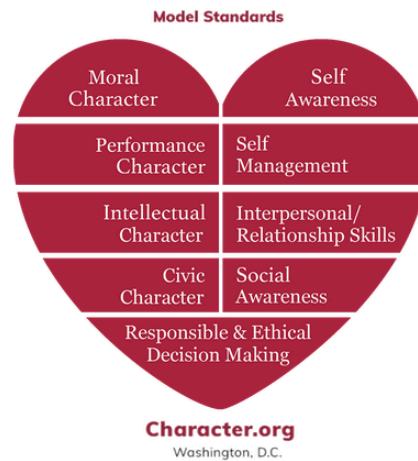
The screenshot shows a section of the ChooSELove website. The URL is <https://chooselovemovement.org/education/choose-love-for-schools/>. The page features the ChooSELove logo and navigation buttons for "Donate" and "Shop". Below the navigation is a large graphic with the text "Casel-aligned, Plus". The graphic includes an icon of a person with three checkmarks above them. Below the icon, the text reads: "Includes [CHARACTER.ORG model standards](#), as well as Neuroscience, Growth Mindset, Positive Psychology, Mindfulness and Post-Traumatic Growth."



Choose Love for Schools exceeds CASEL standards!

NEXT GENERATION SEL	CASEL STANDARDS	Choose Love For Schools
Self-Awareness	✓	✓
Self-Management	✓	✓
Social Awareness	✓	✓
Responsible Decision-making	✓	✓
Relationship Skills	✓	✓
Neuroscience		✓
Character Development		✓
Positive Psychology		✓
Emotional Intelligence		✓
Growth Mindset		✓
Mindfulness		✓
Post Traumatic Growth		✓

CHARACTER & SOCIAL-EMOTIONAL DEVELOPMENT (CSED)



→ ↻ 🔒 https://character.org/11-principles-in-schools/ 50% ☆ 📄 ⬇️ 🔔

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★Character.org Who We Are ▾ Our Priorities ▾ 11 Principles Programs ▾ Membership Support Us ▾

PRINCIPLE 1

A set of core values are selected, defined, embedded, and modeled throughout the school culture.

Schools that emphasize character development bring together all stakeholders to consider and agree on specific character strengths that will serve as the anchors and guideposts for the entire school community. These core values transcend religious and cultural differences and express our common humanity. Many schools develop an easy-to-remember touchstone that unites and binds together the school community and inspires everyone (students, staff, and parents) to be their "best self." These core values become a distinctive feature of the school's DNA (the core purpose of the school), with staff, students, and parents frequently using shared words or phrases that reflect the school's core values and character strengths.

PRINCIPLE 2

The school develops and implements an intentional, proactive, and comprehensive approach that embeds character into all aspects of school life.

Schools committed to character development look at their school through a character lens, weaving the four areas of character (moral, performance, intellectual, and civic) into every aspect of the school's culture. These schools have put in place an intentional process to critically reflect and discuss how virtually everything that happens in school has the potential to shape and influence the school's culture of character. Principle 2 is about fostering character by design – a process that brings the school community together to **weave character into the very fabric of the school's culture, from the curriculum and daily classroom practices to all other aspects of the school** (including helping students learn and apply a set of social, emotional, and behavioral skills).

PRINCIPLE 3

Every student understands, cares about, and practices the core values embedded into the school community.

The word "character" refers to a wide range of core values that shape a person's highest priorities, deeply held beliefs, and most importantly, their consistent choices and actions. Simply put, a holistic approach to character development seeks to develop the habits of mind and heart to do the right thing, at the right time, in the right way, and for the right reasons. Character is not only "taught" and "caught" – it's also "sought." Students should be active participants in their own character growth. Students need opportunities to reflect on the core values they want to improve and strengthen and how reflection is also a critical component for learning and growth. In short, Principle 3 is about school leaders creating structures and experiences that encourage and facilitate a student's commitment to developing their character muscle.

PRINCIPLE 4

The school creates a caring community where everyone feels they belong.

A School of Character strives to create a school community where everyone feels responsible for one another. Students can articulate the caring attachments they have with other students, teachers, and staff. There is a palpable spirit of "we" that defines the school's culture. This feeling of caring and belonging needs to include all students, not just most students. Every student, no matter their age or identity, wants to be known by their teachers and feel they belong. Principle 4 is fully embodied when everyone – students, staff, and parents – consistently show real care and concern for each other. There is a shared pride in what the school stands for and believes in. Every person feels like "I belong."


PRINCIPLE 5

The school provides students with opportunities to practice and reflect on the character strengths that are shaping and forming their moral compass.

The term **moral compass** is often defined as a person's ability to judge what is right and wrong and to act accordingly. The term is commonly used to explain **how our core values guide our decision-making**, even when no one is looking. Principle 5 is about schools providing sustained opportunities for students – whether through service learning, leadership experiences, practicing academic integrity, or standing up to peer mistreatment – to demonstrate their moral, performance, civic and intellectual character, especially during those moments when their moral compass may not point them in a clear direction, or they have been spun around and they're unsure exactly where their "North Star" is.

11_a Can you catch a cold?

← → ↻ 🔒 📄 https://www.amazon.com/Can-You-Catch-Cold-Experiments/dp/1763504409/



CAN YOU CATCH A COLD?
Untold History & Human Experiments
DANIEL ROYTAS
Foreword by Dr. Samantha Bailey

Can You Catch A Cold?: Untold History & Human Experiments Paperback – March 23, 2024

by Daniel Roytas (Author), Dr Samantha Bailey (Foreword)
4.6 ★★★★★ 15 ratings [See all formats and editions](#)

The idea that the common cold and influenza are spread via coughing, sneezing, and physical contact has been firmly implanted in our minds since childhood. However, the results of human experiments cast doubt on this theory. Researchers have failed to consistently demonstrate contagion by exposing healthy people directly to sick people or their bodily fluids. These findings suggest that our understanding of infectious disease is incomplete and challenges the long-held belief that a cold or flu can be 'caught'.


So, what might be causing these seasonal afflictions, and why do they appear to spread from person-to-person? *Can You Catch A Cold? Untold History & Human Experiments* answers these questions by delving into the historical records, investigating past pandemics, exploring human psychology, and reviewing more than 200 contagion studies. With over 1,000 citations, no stone has been left unturned in the pursuit of unravelling this age-old mystery.

"The claim that colds and flu are contagious may be one of the greatest ever blunders of medical science. Prepare to be shocked as this book brilliantly brings to life the buried data that can no longer be ignored".
- Dr Mark Bailey Co-author of *The Final Pandemic: An Antidote to Medical Tyranny*

"An incredible, thorough exploration of history that will make you question everything you thought you knew about infectious diseases, health, and the human condition. This well-researched book, with over 1,000 references, provides valuable insights to help piece together the intricate puzzle of why we experience illness. A paradigm-shattering, must-read for those trying to determine the truth and acquire a healthier and happier life!"
- Roman Bystrianyk Co-author of *Dissolving Illusions: Disease, Vaccines & Forgotten History*


"How many of us go through life claiming we know something without having ever given it any critical thought? Proverbs 18:3 says, 'If one gives an answer before he hears, it is his folly and shame'. Daniel Roytas set aside his 'common knowledge' to truly explore the premises and history surrounding contagion, and came out with a completely new outlook on the subject. Anyone interested in developing a richer understanding of this topic owes it to themselves to read this book".
- Dr Jordan Grant Physician & Educator
[Read less](#)

Roll over image to zoom in



[Read sample](#)

Follow the author



Daniel Roytas [Follow](#)

11_a Rosenau experiments: "None of them took sick"

https://ia800203.us.archive.org/17/items/rosenau-milton-j-1919-experiments-to-determine-mode-of-spread-of-influenza-journ/Rosenau Milton J 1919

of 3 — + 130% ▾

VOLUME 73
NUMBER 5

EPIDEMIOLOGY OF INFLUENZA—FROST

313

in a splendid spirit. After our volunteer had had this sort of contact with the patient, talking and chatting and shaking hands with him for five minutes, and receiving his breath five times, and then his cough five times directly in his face, he moved to the next patient whom we had selected, and repeated this, and so on, until this volunteer had had that sort of contact with ten different cases of influenza, in different stages of the disease, mostly fresh cases, none of them more than three days old.

We will remember that each one of the ten volunteers had that sort of intimate contact with each one of the ten different influenza patients. They were watched carefully for seven days—and none of them took sick in any way.

EXPERIMENTS AT PORTSMOUTH

At that point, the holidays came, our material was exhausted, and we temporarily suspended our work. In fact, we felt rather surprised and somewhat per-

people had been exposed to the disease, although they gave no clinical history of an attack.

Dr. McCoy, who with Dr. Richey, did a similar series of experiments on Goat Island, San Francisco, used volunteers who, so far as known, had not been exposed to the outbreak at all, also had negative results, that is, they were unable to reproduce the disease. Perhaps there are factors, or a factor, in the transmission of influenza that we do not know.

As a matter of fact, we entered the outbreak with a notion that we knew the cause of the disease, and were quite sure we knew how it was transmitted from person to person. Perhaps, if we have learned anything, it is that we are not quite sure what we know about the disease.

[A complete account of the experiment is being published by the U. S. Public Health Service.]

11_b No Isolation, No purification of Viruses

← → ↻ 🔒 <https://drsambailey.com/resources/settling-the-virus-debate/>

Dr Sam Bailey
Illuminating Health

About

measures to protect oneself or others against them. The misconceptions about "viruses" appears to largely derive from the nature of the experiments that are used as evidence to argue that such particles exist and act in the above pathological manner. In essence, the publications in virology are largely of a descriptive nature, rather than controlled and falsifiable hypothesis-driven experiments that are the heart of the scientific method.

Perhaps the primary evidence that the pathogenic viral theory is problematic is that **no published scientific paper has ever shown that particles fulfilling the definition of viruses have been directly isolated and purified from any tissues or bodily fluids of any sick human or animal.** Using the commonly accepted definition of "isolation", which is the separation of one thing from all other things, there is general agreement that this has never been done in the history of virology. Particles that have been successfully isolated through purification have not been shown to be replication-competent, infectious and disease-causing, hence they cannot be said to be viruses. Additionally, the proffered "evidence" of viruses through "genomes" and animal experiments derives from methodologies with insufficient controls.

The following experiments would need to be successfully completed before the viral theory can be deemed factual:

1. a unique particle with the characteristics of a virus is purified from the tissues or fluids of a sick living being. The purification method to be used is at the discretion of the virologists but electron micrographs must be provided to confirm the successful purification of morphologically-identical alleged viral particles;
2. the purified particle is biochemically characterized for its protein components and genetic sequence;
3. the proteins are proven to be coded for by these same genetic sequences;
4. the purified viral particles alone, through a natural exposure route, are shown to cause identical sickness in test subjects, by using valid controls;
5. particles must then be successfully re-isolated (through purification) from the test subject at 4 above, and demonstrated to have exactly the same characteristics as the particles found in step 1.

However, we realize that the virologists may not take the steps outlined above, likely because all attempts to date have failed. They now simply avoid this experiment, insisting that what they say are "viruses" cannot be found in sufficient amounts in the tissues of any sick person or animal to allow such an analysis. Therefore, we have decided to meet the virologists half way. In the first instance, we propose that the methods in current use are put to the test. The virologists assert that these pathogenic viruses exist in our tissues, cells and bodily fluids because they claim to see the effects of these supposed unique particles in a variety of cell cultures. This process is what they call "isolation" of the virus. They also claim that, using electron

¹ Definition of 'virus' from Harvey Lodish, et al., *Molecular Cell Biology*, 4th ed, Freeman & Co., New York, NY, 2000.
[https://doi.org/10.1016/S1470-8175\(01\)00023-6](https://doi.org/10.1016/S1470-8175(01)00023-6)

11_b No Measles Outbreaks

↻ 🔒 <https://virology.com/2024/02/16/r/> 80%



If you have been paying attention to recent headlines here in the US, you will notice that it is time once again for the measles magic show. In other words, it is time for virologists to pull the measles "virus" out of their hats so that it can rear its head in order to frighten the ignorant into allowing toxic injections into themselves and their children. While measles cases are said to occur in the US every year, the alarm bells rung by the CDC and within the mainstream media happens every so often when there needs to be a clamp down on anti-vaccine messaging as well as a push to increase vaccination rates. Remember the scary headlines alerting the people to a measles outbreak in Disneyland in 2014? It

11_c Freedom of Information Requests reveal: No Record of SARS-COV-2

https://www.fluoridfreepeel.ca/fois-reveal-that-health-science-institutions-around-the-world-hav

FOIs reveal that health/science institutions around the world (222 and counting!) have no record of SARS-COV-2 isolation/purification, anywhere, ever

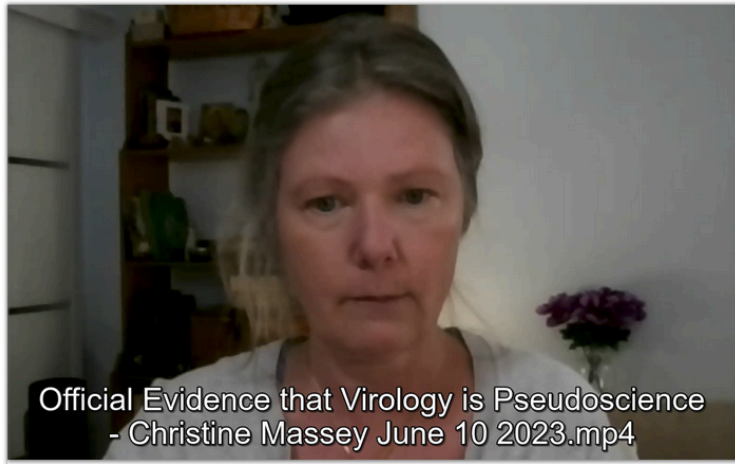
Video Introduction:

Official Evidence that Virology is Pseudoscience – Christine Massey

June 10 2023:

<https://www.bitchute.com/video/gvu4NbieSuVb/>

Polish version: <https://www.bitchute.com/video/99VtXiUrz4lp/>



[Go [here](#) for FOIs on other imaginary "viruses", [here](#) for FOIs on "virus" control experiments, [here](#) for FOIs on whether bacteria have been shown to CAUSE disease, [here](#) for FOIs on contagion, and [here](#) for info about the 1.5 million Euro reward offered for scientific evidence of a "coronavirus".]

11_d PCR "covid" test developed without a virus

https://www.fda.gov/media/134922/download

of 80

Automatic Zoom

The analytical sensitivity of the rRT-PCR assays contained in the CDC 2019 Novel Coronavirus (2019-nCoV) Real-Time RT-PCR Diagnostic Panel were determined in Limit of Detection studies. Since **no quantified virus isolates of the 2019-nCoV were available for CDC use at the time the test was developed and this study conducted**, assays designed for detection of the 2019-nCoV RNA were tested with characterized stocks of in vitro transcribed full length RNA (N gene; GenBank accession: MN908947.2) of known titer (RNA copies/ μ L) spiked into a diluent consisting of a suspension of human A549 cells and viral transport medium (VTM) to mimic clinical specimen. Samples were extracted using the QIAGEN EZ1 Advanced XL instrument and EZ1 DSP Virus Kit (Cat# 62724) and manually with the QIAGEN DSP Viral RNA Mini Kit (Cat# 61904). Real-Time RT-PCR assays were performed using the Thermo Fisher Scientific TaqPath™ 1-Step RT-qPCR Master Mix, CG (Cat# A15299) on the Applied Biosystems™ 7500 Fast Dx Real-Time PCR Instrument according to the CDC 2019-nCoV Real-Time RT-PCR Diagnostic Panel instructions for use.

11_e Face Masks, Not Beneficial

https://wwwnc.cdc.gov/eid/article/26/5/19-0994_article

Face Masks

In our systematic review, we identified 10 RCTs that reported estimates of the effectiveness of face masks in reducing laboratory-confirmed influenza virus infections in the community from literature published during 1946–July 27, 2018. **In pooled analysis, we found no significant reduction in influenza transmission with the use of face masks** (RR 0.78, 95% CI 0.51–1.20; $I^2 = 30%$, $p = 0.25$) (Figure 2). One study evaluated the use of masks among pilgrims from Australia during the Hajj pilgrimage and reported no major difference in the risk for laboratory-confirmed influenza virus infection in the control or mask group (33). Two studies in university settings assessed the effectiveness of face masks for primary protection by monitoring the incidence of laboratory-confirmed influenza among student hall residents for 5 months (9,10). The overall reduction in ILI or laboratory-confirmed influenza cases in the face mask group was not significant in either studies (9,10). Study designs in the 7 household studies were slightly different: 1 study provided face masks and P2 respirators for household contacts only (34), another study evaluated face mask use as a source control for infected persons only (35), and the remaining studies provided masks for the infected persons as well as their close contacts (11–13,15,17). None of the household studies reported a significant reduction in secondary laboratory-confirmed influenza virus infections in the face mask group (11–13,15,17,34,35). **Most studies were underpowered because of limited sample size, and some studies also reported suboptimal adherence in the face mask group.**

Disposable medical masks (also known as surgical masks) are loose-fitting devices that were designed to be worn by medical personnel to protect accidental contamination of patient wounds, and to protect the wearer against splashes or sprays of bodily fluids (36). There is limited evidence for their effectiveness in preventing influenza virus transmission either when worn by the infected person for source control or when worn by uninfected persons to reduce exposure. **Our systematic review found no significant effect of face masks on transmission of laboratory-confirmed influenza.**

Figure 2. Meta-analysis of risk ratios for the effect of face mask use with or without enhanced hand hygiene on laboratory-confirmed influenza from 10 randomized controlled trials with >6,500 participants. A) Face mask...

11_g August 5, 2021: Rochelle Walensky “Vaccine does not stop transmission”

https://twitter.com/CNNSitRoom/status/1423422301882748929

← Post

The Situation Room @CNNSitRoom

“Our vaccines are working exceptionally well,” CDC Director Dr. Rochelle Walensky tells @wolfblitzer. “They continue to work well for Delta, with regard to severe illness and death – they prevent it. **But what they can't do anymore is prevent transmission.**”

BREAKING NEWS is prevent transmission.
CDC DIRECTOR: WE COULD GO UP TO SEVERAL HUNDRED THOUSAND CASES A DAY
Dr. Rochelle Walensky | CDC Director

7:14 PM · Aug 5, 2021

NEW HAMPSHIRE SCHOOLS AND PUBLIC HEALTH RESPONSE AND POLICIES:
Promoting Germ Theory of Disease, Masking, Vaccination, Distancing, Quarantine, Vaccination, Testing.

11_a-g 2021_June NH Covid School Tool Kit

https://web.archive.org/web/20210602231109/https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/covid-school-toolkit.pdf

https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/covid-school-toolkit.pdf

19 captures
17 Sep 2020 - 3 Mar 2024

17 of 27 110%

We were informed today of a [case of COVID-19](#) at our school.

We are actively working with and following guidelines from the New Hampshire Department of Health and Human Services (DHHS). NH DHHS has requested we provide contact information for anyone who has been identified as having had close contact ([within a defined distance for 10 cumulative minutes or more, beginning 2 days prior to first illness onset or collection of positive test, whichever is earlier](#)) with the infected person. Distance is defined based on setting. Along with NH DHHS, we will notify these individuals or their parent/guardian and will instruct them how to self-quarantine at home [while they are excluded from school](#). Those families and staff will be directed to [get tested](#) and keep themselves or their children quarantined until 14 days following their last possible exposure. A guide for self-quarantine can be found [here](#).

If you or your child are experiencing symptoms of COVID-19, such as a fever, chills, respiratory illness, aches or change in taste and smell, please stay home and away from others and [get an FDA-approved COVID-19 test](#). You may also choose to seek out testing from your healthcare provider or at one of the [testing sites](#) located throughout the state (<https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/covid-testing-options.pdf>). If you choose either of those options, you should bring this letter with you.

Please note that if you or your child are currently quarantined [due to an exposure to someone diagnosed with COVID-19](#) you must complete quarantine, even if your test is negative. Therefore, even if your child tests negative today, they would need to quarantine until they reach the 10th day following exposure.

The safety of our children, employees and visitors is our top priority. To ensure your health and safety, we have been following [CDC guidelines for cleaning and disinfecting](#) for our high-traffic areas and frequently touched surfaces. In addition, to prevent further spread of the disease in our community, please:

Because [COVID-19 is most commonly spread through respiratory droplets](#), we should all take the following precautions to prevent the spread of the disease:

- Wash your hands often with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.
- [Avoid close contact with others](#). When outside your home, keep a distance of at least 6 feet between yourself and others. This is known as social distancing.
- [Wear a cloth face covering that covers your mouth and nose to protect others](#) when in public areas.
- Cover your mouth and nose with a tissue when you cough or sneeze, then throw the tissue in the trash and wash your hands.
- Avoid touching your eyes, nose, or mouth with unwashed hands.
- Stay home if you have a fever or are not feeling well.
- [Get vaccinated](#).

11_e, f Face Masks & Physical Distancing in “Return to School Plan 2020”

Please refer to the Appendix for additional information regarding Social Emotional Learning Supports.

Mask Requirements

Per the Shaker Regional School District (SRSD) 2020-2021 Return to School Plan, all staff and students are required to wear masks at all times. Frequent mask breaks will be provided. If a student requires a modification or adaptation to this requirement, the parent/guardian shall contact the school nurse to discuss the required district exemption form. [SRSD Mask Requirement Accommodation Form](#)

Families are encouraged to provide masks for their students. The district will also provide one mask to each student, and have a limited supply of disposable masks available.

Please refer to the Appendix to read the SRSD Mask Guidelines and Recommendations

Failure to Comply with COVID-19 Health/Safety Protocols

If a student intentionally ignores safety protocols, the following procedure will be followed:

- One verbal warning
- One office referral
- The student may be isolated in the health office and sent home

Willful or chronic failure to comply with mask-wearing or safety/distancing practices may result in the student being shifted to our fully remote enrollment option.

Physical Distancing

A minimum of 3 feet, with a goal of 6 feet, will be required. The district will add floor markers, establish traffic patterns, and minimize opportunities for groups to mix. Classrooms will be configured with the goal of 6 feet in mind. Students will have assigned seats that minimize exposure and facilitate contact tracing, should it become necessary.

off at school should maintain physical distancing and wear a face covering while entering the building. Upon entering, students will go directly to their classroom. Parents will need to drop students off using the car rider lane. At this time, only staff and students are permitted to access the building.

Students arriving via bus will continue to wear their face covering while going to their classrooms. Students will exit the bus in an organized manner, following the driver's instructions to maintain physical distancing. All students will go directly to their classrooms when entering the building.

8

Breakfast: Students who plan to eat breakfast at school will take their belongings to class upon arrival and then return to the cafeteria to eat breakfast. Students will have an assigned seat (numbered) in order to help them maintain appropriate physical distancing and facilitate contact tracing in the event of an illness.

Lunch, Recess and Mask Breaks: Students will eat lunch in the cafeteria by grade level with appropriate physical distancing (6 feet). Recess will occur outside on the field by grade level and will not include use of the playground equipment to begin the year. Students will learn new games that can be played at recess with physical distancing, so they can remove their masks. Should weather conditions result in inside recess, teachers will provide opportunities for students to have non-structured down time in a safe way. Additional mask breaks will be given throughout the school day.

Student Dismissal: Bus students will be dismissed via the intercom system one bus at a time from their classroom. Students should maintain physical distancing while transitioning through the hallways and getting on the bus. Students will only be allowed to take their regularly scheduled bus.

23

2021 2022 2023

3 of 11 90%

THE SWISS CHEESE RESPIRATORY VIRUS PANDEMIC DEFENCE

RECOGNISING THAT NO SINGLE INTERVENTION IS PERFECT AT PREVENTING SPREAD

PERSONAL RESPONSIBILITIES SHARED RESPONSIBILITIES

EACH INTERVENTION (LAYER) HAS IMPERFECTIONS (HOLES).
MULTIPLE LAYERS IMPROVE SUCCESS.

(Image from Dr. Ian Mackay at virologydownunder.com)

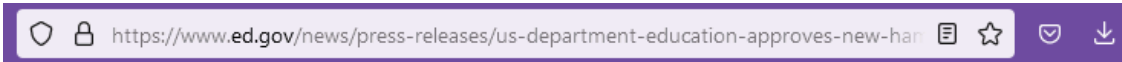
The same general steps and actions to control the COVID-19 virus that have been used throughout this pandemic continue to be important and recommended, including the following:

1. Good planning and communication to staff and consumers
2. [Vaccination against COVID-19](#)
3. Identifying and excluding people with symptoms of COVID-19 or risk factors for exposure
4. [Testing people with symptoms of, or risk factors for, COVID-19](#)
5. [Social/physical distancing](#)
6. [Face mask use](#)
7. Cohorting (i.e., grouping individuals together and keeping them together)
8. Modifying layouts and limiting group sizes
9. Good and frequent hand hygiene
10. Cleaning and disinfection of frequently touched surfaces and avoiding shared objects
11. Increasing and improving room and building ventilation (ventilation involves replacing stagnant indoor air that may contain peoples' respiratory droplets with new fresh outdoor air)
12. [Contact tracing, isolation, and quarantine](#)

These Universal Best Practices have been re-organized into topic-based sections below for individuals, businesses, and organizations to apply in layers.

UPDATED DECEMBER 7, 2021

2



U.S. Department of Education Approves New Hampshire’s Plan for Use of American Rescue Plan Funds to Support K-12 Schools and Students, Distributes Remaining \$116 Million To State

AUGUST 5, 2021

Contact: Press Office, (202) 401-1576, press@ed.gov

Today, the U.S. Department of Education (Department) announced the approval of New Hampshire’s American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) plan and distributed remaining ARP ESSER funds to them. New Hampshire’s plan details how the state is using and plans to use ARP ESSER funds to safely reopen and sustain the safe operation of schools and equitably expand opportunity for students who need it most, particularly those most impacted by the COVID-19 pandemic.

More Resources

 [New Hampshire Fact Sheet](#)

As schools and states gear up for the return to school, the Department [released](#) the [Return To School Roadmap](#), which provides key resources and supports for students, parents, educators, and school communities to build excitement around returning to classrooms this school year and outlines how federal funding can support the safe and sustained return to in-person learning. ARP funds can be used to support the roadmap’s efforts.

Earlier this year, the Department distributed two thirds of the ARP ESSER funds, totaling \$81 billion, to 50 states and the District of Columbia. The remaining third of the funding to states will be made available once state plans are approved. New Hampshire is receiving more than \$233 million total in ARP ESSER funds, and today’s approval of their plan will result in the release of the final \$116 million. Additionally, the Department approved plans for Hawaii, Montana, New York, and Pennsylvania. Today’s approvals mean a total of 22 ARP ESSER state plans have been approved since June.

“I am excited to announce approval of New Hampshire’s plan,” said U.S. Secretary of Education Miguel Cardona. “It is heartening to see, reflected in these state plans, the ways in which states are thinking deeply about how to use American Rescue Plan funds to continue to provide critical support to schools and communities, particularly as we move into the summer and look ahead to the upcoming academic year. The approval of these plans enables states to receive vital, additional American Rescue Plan funds to quickly and safely reopen schools for full-time, in-person learning; meet students’ academic, social, emotional, and mental health needs; and address disparities in access to educational opportunity that were exacerbated by the coronavirus pandemic. The state plans that have been submitted to the Department lay the groundwork for the ways in which an unprecedented infusion of federal resources will be used to address the urgent needs of America’s children and build back better.”

https://web.archive.org/web/20210902142553/https://sites.ed.gov/roadmap/?utm_name 80%



RETURN TO SCHOOL ROADMAP

VACCINATIONS AGES 12+ SUMMER LEARNING SAFELY REOPEN SCHOOLS MENTAL HEALTH SUPPORT ADDRESS LOST INSTRUCTIONAL TIME

The Biden Administration has developed a Return to School Roadmap to support educators and school leaders, parents, families, and communities and lead students on a path to return to in-person learning this fall, where they are safe and supported. The Roadmap contains three "Landmark" priorities for each school, district, and state as they work to reengage students this summer and bring them back into classrooms. These priorities can be advanced using funding from the American Rescue Plan – which provided historic investments to states and districts as they work to reopen schools safely and address the impacts of COVID-19 on our nation's students and schools. The goal of the Roadmap is to make sure every student has the support and opportunities they need to heal, learn, and grow in their classrooms and create an environment where they belong and can thrive.

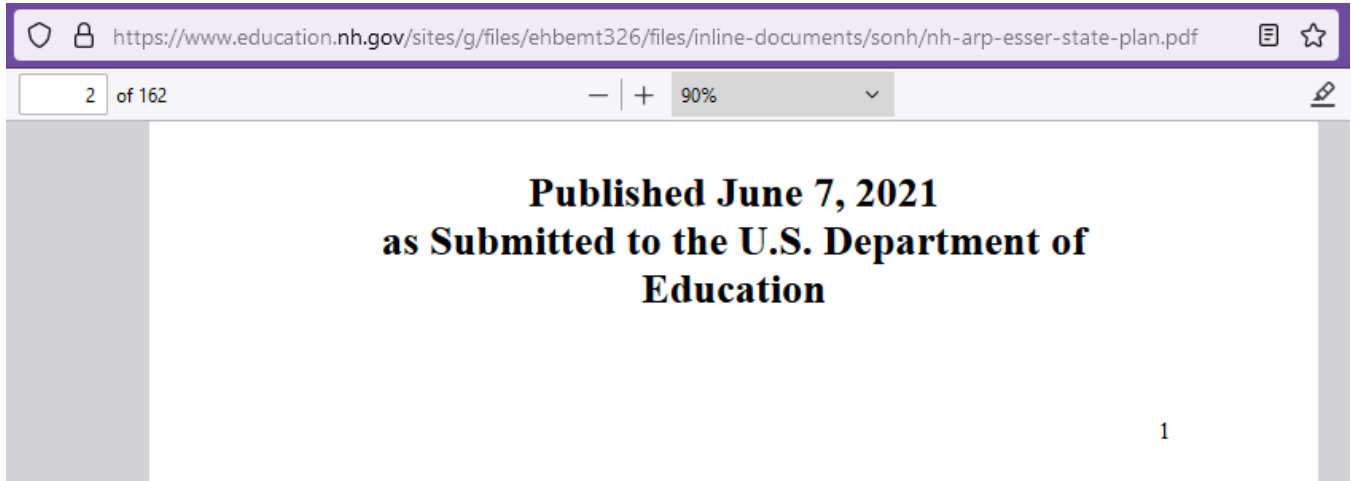
Landmark 1:
Prioritize the health and safety of students, school personnel, and families.
[Learn more >](#)

Landmark 2:
Build school communities, and support students' social, emotional, and mental health.
[Learn more >](#)

Landmark 3:
Accelerate academic achievement.
[Learn more >](#)

The Biden Administration recognizes we must make long-term investments in our education system to build truly equitable schools and close gaps that were exacerbated by the

11_a-g 2021_June, NH ARP ESSER STATE PLAN for GOV FUNDS:
Effort to provide vaccination for eligible students



of 162 90%

	public schools in the state. This program will continue to be offered to schools for the 2021-2022 school year
Efforts to provide vaccinations to educators, other staff, and students, if eligible	New Hampshire had one of the nation's most successful vaccine roll-out programs in the country. New Hampshire educators were prioritized for vaccines just behind emergency and medical personnel and the most vulnerable populations. Vaccine administration was coordinated through Community Health Centers, including options for on-site clinics at school locations. In New Hampshire, there are today available vaccine opportunities for those eligible and seeking a vaccination.

12 Trauma competent, Trauma informed care = RE: gender, “school actively moves past cultural stereotypes”

and manifest as disruptive, and often unsafe, behavior in the classroom. Creating “trauma competent” schools has become an imperative for administrators who work to ensure safety and promote learning for ALL students and who want to retain an effective and satisfied staff. School administrators play a vital role in creating trauma competent systems.

What is Trauma-Informed Care?

“A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.” (SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach Substance Abuse and Mental Health Services Administration, 2011, p. 9).

Pennsylvania Psychiatric Institute (PPI) | Setting New Standards with Trauma Informed Care SAMSHA’s 6 Core Principles of Trauma-Informed Care

1. **Safety** - Throughout the school/district, staff and the students and families they serve feel physically and psychologically safe.
2. **Trustworthiness and transparency** - School district operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, students, and family members.
3. **Peer support and mutual self-help** - These are integral to the organizational and service delivery approach and are understood as a key vehicle for building trust, establishing safety, and empowerment.
4. **Collaboration and mutuality** - There is true partnering and leveling of power differences between educational staff and students and among organizational staff from support services to district-level administrators. There is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making. The school/district recognizes that everyone has a role to play in a trauma-informed approach. One does not have to be a therapist to be therapeutic.
5. **Empowerment, voice, and choice** - Individuals’ strengths are recognized, built on, and validated and new skills developed as necessary. The school/district aims to strengthen the staff’s, students’, and family members’ experience of choice and recognize that every person’s experience is unique and requires an individualized approach. This includes a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from trauma. This builds on what students, staff, and communities have to offer, rather than responding to perceived deficits.
6. **Cultural, historical, and gender issues** - The school/district actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography), offers gender responsive.

Trauma-Sensitive Schools Defined

“A trauma-sensitive school is one in which all students feel safe, welcomed and supported” (Cole, Eisner, Gregory, & Ristuccia, 2013).

12 NHSBA Gender Policy, Adopted by some NH public schools

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

B. Official Records

The District is required to maintain a mandatory permanent pupil record (“official record”) that includes a student’s legal name and legal gender. However, the District is not required to use a student’s legal name and gender on other school records or documents. The District will change a student’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

C. Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. The intentional or persistent refusal to respect a student’s gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student’s gender identity) is a violation of this policy.

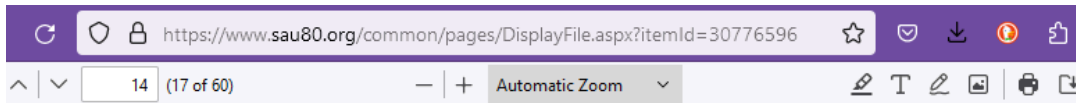
D. Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their gender identity.

E. Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

13 Belmont School gives Chromebooks to every student



Belmont Middle School Report of the Principal

Belmont Middle School is the proud home of the Bulldogs. We are pleased to offer high quality, innovative educational programs to our 369 students in grades five through eight.

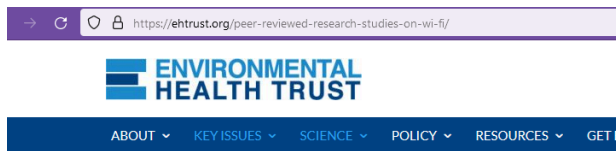
BMS has a proficiency based learning environment that focuses on what each student knows and is able to do. Students are assessed and scored on a series of standards that are specific to each content area. This allows our teachers to see a student's specific area of strength and weakness. Exciting work with curriculum in all subject areas continues to improve instruction to best meet the needs of our students.

The middle school has adopted a Response to Instruction model. Identified students receive academic and behavioral interventions in addition to their regular academic classes. Teachers work with small groups of students on specific needs to help them be successful in their regular classes. This model also works for our students that may need more advanced programming. Several students work with our enrichment teacher, some take online classes and others are provided with a more rigorous program. BMS ABLE (Academic and Behavioral Learning Environment) program is in its second year to support our Tier III students.



Each student at BMS is issued a Chromebook for academic purposes. Having a device for every student in the building has really changed the teaching and learning process. Our staff utilizes technology to develop meaningful and engaging lessons for our students. The Chromebooks have allowed students to access their learning at any point during the day as well as for many students that take them home, 24/7. It has also supported more timely feedback, less paper use and higher level work from our students. These chromebooks have proven to be more important than ever working remotely with students.

13 Known dangers of WiFi - EHTrust.org Gender Related Alterations, Cognitive Impairment



Maganioti, A. E., et al. "Wi-Fi electromagnetic fields exert gender related alterations on EEG." 6th International Workshop on Biological Effects of Electromagnetic fields, 2010.


The present study investigated the influence of 2.4GHz electromagnetic fields, similar to that emitted by Wi-Fi system, on human brain activity. The presence of radiation had no effect on the energies of alpha and beta band of male subjects, while it reduced these energies of female subjects, resulting in significantly lower energies, as compared to those of males. Delta and theta band energies did not experience any noteworthy effect from gender, radiation condition and their interaction. Conversely, there was a significant interaction effect (gender x radiation) on the energies of alpha and beta rhythms. The present data support the idea that Wi-Fi signal may influence normal physiology through changes in gender related cortical excitability, as reflected by alpha and beta EEG frequencies.



Deshmukh, P.S., et al. "Cognitive impairment and neurogenotoxic effects in rats exposed to low-intensity microwave radiation." International Journal of Toxicology, vol. 34, no. 3, 2015, pp. 284-90.

The present study aimed to investigate the effects of chronic low-intensity microwave exposure (900, 1800 or 2450 MHz for 180 days) on cognitive function, heat shock protein 70 (HSP70), and DNA damage in the rat brain. The results showed declined cognitive function, elevated HSP70 level, and DNA damage in the brain of microwave-exposed animals. The results indicated that, chronic low-intensity microwave exposure in the frequency range of 900 to 2450 MHz may cause hazardous effects on the brain.

https://ehtrust.org/peer-reviewed-research-studies-on-wi-fi/



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"The results revealed that **WiFi exposure caused a significant increase in anxiety level** and affect locomotor function. Furthermore, there was a significant decrease in AChE activity with a concomitant increase in AChE mRNA expression level in WiFi exposed rats when compared with control. In conclusions, these data showed that long term exposure to WiFi may lead to adverse effects such as neurodegenerative diseases as observed by a significant alteration on AChE gene expression and some neurobehavioral parameters associated with brain damage."


Afolabi Olakunle Bamikole, Obajuluwa Adejoke Olukayode, Tiwa Obajuluwa, Okiki Pius, Oloyede Omotade Ibidun, Fadaka Oluwaseun Adewale, Ojo Oluwafemi Adeleke. Exposure to a 2.5 GHz Non-ionizing Electromagnetic Field Alters Hematological Profiles, Biochemical Parameters, and Induces Oxidative Stress in Male Albino Rats[J]. *Biomedical and Environmental Sciences*, 2019, 32(11): 860-863.

In the current study, alterations were noted in hematological and biochemical parameters of groups exposed to a 2.5 GHz EMF emission from an indoor Wi-Fi device over a period of 4-8 weeks.

RFR exposure and had statistically significant higher frequency of micronuclei and greater lipid peroxidation in their blood. These changes are considered biomarkers predictive of cancer (Zothansiam et al., 2017).

- A 2011 study on human subjects exposed to Wi-Fi found gender-related alterations of neural activity (Papageorgiou et al., 2011).
- A 2012 study "**Use of laptop computers connected to internet through Wi-Fi decreases human sperm motility and increases sperm DNA fragmentation**" found exposure of human sperm to a wireless laptop decreased motility and induced DNA fragmentation by a nonthermal effect" (Avendaño et al., 2012).

https://ehtrust.org/peer-reviewed-research-studies-on-wi-fi/



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highest exposure level while traveling and to the lowest exposure while they were sleeping.

A 2019 publication in the industry journal Building and Environment summarizes the scientific evidence showing harmful effects at low levels- well below government limits and details best practices in buildings to reduce radiofrequency as including wired technology instead of Wi-Fi, and corded phones in buildings.

The World Health Organization International Agency for the Research on Cancer's classification of wireless radiofrequency frequencies a **Class 2B carcinogen includes wireless radiation** from any transmitting source such as cellphones, baby monitors, tablets, cell towers, radar, other wifi, etc. The radiofrequency classification applies to RF-EMF in the range of 30 KHz to 300 GHz emitted from any device. Cell phone frequencies commonly start at 900 MHz (with some cell phones having up to 7 antennas all at different frequencies) and Wi-Fi device frequencies are at 2.45 GHz and 5GHz.

A study entitled **Radiofrequency at 2.45 GHz increases toxicity, pro-inflammatory and pre-apoptotic activity caused by black carbon in the RAW 264.7 macrophage cell line** published in Science of the Total Environment found a sub thermal exposure of 2.45 GHz – the frequency used in Wi-Fi- combined with fine/coarse black carbon prolong innate and inflammatory immune responses. "Radiofrequency (RF) dramatically increased BC-induced toxicity at high doses in the first 24 h and toxicity levels remained high 72 h later for all doses." The paper concludes, "Our results indicate that the interaction of BC and RF modifies macrophage immune response, activates apoptosis.

- Developing brains are more vulnerable to neurotoxic exposures:** Not only do children absorb higher peak doses in the brain than adults, their brain is growing rapidly, subject to different windows of vulnerability, and thus more susceptible to adverse impacts and environmental neurotoxicants. Exposures that take place during fetal development or early childhood may cause permanent brain injury, whereas the same doses may have little impact in adults (Heindel et al., 2015, Weiss 2000, Lanphear 2015, Redmayne and Johansson 2014 and 2015).
- Regulations based on an adult head and body:** Government regulations were based on a 220-pound man's head, not a child's head. This is one reason why the American Academy of Pediatrics has repeatedly written to the FCC and FDA calling for more protective laws (Ghandi 2012, AAP 2012 & 2013).

https://ehtrust.org/peer-reviewed-research-studies-on-wi-fi/



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Eser, O. "The effect of electromagnetic radiation on the rat brain: an experimental study." *Turkish Neurosurgery*, vol. 23, no. 6, 2013, pp. 707-15.

The aim of this study was to determine the structural changes in the frontal cortex, brainstem and cerebellum in the male rat brain due to electromagnetic wave exposure (900, 1800, 2450 MHz, 1h/day for 2 months). While the histopathological changes in the frontal cortex and brainstem were normal in the control group, there were severe degenerative changes, shrunken cytoplasm and extensively dark pyknotic nuclei in the EMR groups. Biochemical analysis demonstrated that the Total Antioxidative Capacity level was significantly decreased in the EMR groups and also Total Oxidative Capacity and Oxidative Stress Index levels were significantly increased in the frontal cortex, brainstem and cerebellum. **Researchers concluded that EMR causes structural changes in the frontal cortex, brainstem and cerebellum and impairs the oxidative stress and inflammatory cytokine system. This deterioration can cause to disease including loss of these areas function and cancer development.**

I, Colleen Palmer, Affirmant, a woman, upon my full unlimited commercial liability, do affirm and say that I have read the above Affidavit and do know the contents to the best of my knowledge to be true, correct, complete, and not intended to be misleading.

IN WITNESS WHEREOF,

Autographed at Town of Belmont and dated _____
(city) (date)

Colleen Palmer, Claimant/Affirmant, All Rights Reserved (autograph)

Before me, appeared Colleen Palmer, known to me to be the one whose name is subscribed above, and acknowledged execution of the same for the purposes therein contained.

Witness my hand and official seal on this day, _____.

SIGNATURE AND SEAL