



SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD
MEETING AGENDA

September 18, 2025, 5:30 P.M.
PMHS Media Center
Pittsfield Middle High School

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES – public and nonpublic minutes from September 4, 2025
5. PUBLIC INPUT- regarding agenda items only
6. SPECIAL AGENDA ITEM – GEAR UP
7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald
8. REPORTS FROM THE ADMINISTRATION
9. SITE COUNCIL REPORT
10. SCHOOL BOARD ACTION AND INFORMATION ITEMS
 - Open Enrollment update
 - Fair Funding update
 - Audit Update
 - Rescind Policy JBAB Transgender and Gender Non-Conforming Students
 - First Reading of Policy
 - DIA Fund Balances
 - IJOC School Volunteers
 - IJOC-R School Volunteers Form
 - Second Readings and Adoption of Policies:
 - BEDH Public Participation at Board Meetings
 - DFA Investment
 - DJ Purchasing Pittsfield
 - EHAA Computer Security, Email and Internet Communications

GBCD Background Investigation and Criminal Records Check

(Amended)

JH Attendance, Absenteeism, and Truancy

JICK Pupil Safety and Violence Prevention (Bullying)

JICK-R Pupil Safety and Violence Prevention (Bullying) Reporting Form

11. COMMITTEE ASSIGNMENTS

- Budget Committee: Sandra/Eric
- CIP and Facilities: Eric/Adam
- Negotiations: Tim and Molly
- Strategic Planning: Adam/Molly/Tim
- Policy Committee: Sandie, Administration team, Sandra

12. OLD BUSINESS: Grant-funded McKinney-Vento and Family Services Coordinator; Google Drive to house school board documents so they can be uploaded to the website; Pam Miller sign for PES Admin. Office; Title IX policies AC, ACA, ACAB, ACAB-R; policy JKB; Instructional policies and J (student) policies.

13. PLAN AGENDA FOR NEXT MEETING – October 2, 2025

14. SELECTBOARD LIAISON

15. ADDITIONAL BUSINESS- To address items that may arise during the meeting or other items not on the agenda that Board members would like to discuss.

16. NON-PUBLIC SESSION per RSA 91- A:3 – The Board may enter Nonpublic Session under RSA91-A:3 at any time during the meeting if needed.

17. PUBLIC INPUT – The Board may accept the public's input that is addressed directly to the Chair in a courteous and respectful time frame of three minutes. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting.

18. ADJOURNMENT

Pittsfield School District – Superintendent Report– September 18, 2025

Policy and Compliance

Over the past several weeks, our Policy Committee has focused on ensuring that district policies are fully aligned with state law and best practice. In particular, updates were made to clarify language around the roles of designated volunteers and to ensure compliance with RSA 189:13-a. Under this statute, and in alignment with District Policies GBCD and IJOC, all designated volunteers — including PTO officers, classroom volunteers, coaches, and field trip chaperones — must complete a criminal history record check and fingerprinting prior to working with students.

To maintain compliance:

- Volunteer background checks must be renewed every three years.
- If a volunteer has been separated from service for more than one year, a new background check is required before resuming duties.

These revisions strengthen our compliance posture, ensure consistency in practice, and reinforce our commitment to student safety.

Legislative Updates (2025 Session – Selected Bills)

The New Hampshire Legislature enacted several laws last session that will affect school district operations, staffing, finance, and compliance beginning this summer and into FY26. Highlights include:

- **HB 90 – Part-Time Teachers:** Defines “part-time teacher” (≤ 20 hrs/wk, no DOE credential). Requires hiring/CBA review and additional mentoring.
- **HB 108 – Bullying Across Districts:** Requires collaboration when bullying/cyberbullying crosses district lines. First district notified leads the investigation; cross-state incidents must be reported to the NH Attorney General.
- **HB 193 – Dual/Concurrent Enrollment Credits:** Caps state funding at 4 credits per course and 4 courses per grade level. Additional costs are family responsibility unless the district elects to subsidize.
- **HB 265 – Meeting Minutes:** Requires minutes to include start/end times and the printed name of the recording secretary. Templates will be updated.
- **HB 520 – DOE Subpoena Authority:** DOE hearing officers may issue subpoenas in educator misconduct cases. Staff must notify their principal/Superintendent if served.
- **HB 532 – Special Education ADR:** Adds IEP facilitation as a dispute resolution method. District must notify NHED within 30 days if a parent rejects an IEP.
- **HB 571 – Patriotic Exercises:** Adds Constitution Day (Sept. 17) as a required observance alongside Memorial Day and Veterans Day, including Pledge, Star-Spangled Banner, and constitutional discussions.
- **HB 677 – Epinephrine in Schools:** Requires schools with nurses to stock epinephrine, broadens emergency use authority, and establishes a state fund.
- **HB 699 – Special Education Definitions:** Replaces “special education” with “specially designed instruction”; adds new definitions (e.g., “acquired brain injury,” “approved educational environment”). Requires updates to paperwork, forms, and communications.

- **HB 763 – Sports Injury Emergency Plans:** Requires written athletic emergency plans, AED access, CPR training, and maintenance protocols.
- **HB 771 – Open Enrollment Funding:** Requires budget line items for open enrollment tuition expenditures and revenues. A pending NH Supreme Court decision may expand district obligations.

The Administrative Team is preparing revised policies, forms, and trainings to ensure Pittsfield is in compliance.

Public Input at Board Meetings

At our last meeting, there was some confusion regarding public input. To clarify, RSA 189:74 requires that school boards provide a minimum of 30 minutes for public comment at each regular school board meeting. The law prohibits requiring pre-registration, though advance sign-up may be requested, and it allows boards to set equal time limits for speakers and establish other reasonable standards, provided they are applied equally to all participants.

In Pittsfield, this requirement is implemented through Policy BEDH, which provides two 15-minute public comment periods, one at the beginning and one at the end, of each meeting. This ensures compliance with the law while supporting the orderly conduct of Board business.

The purpose of public input is to provide community members with an opportunity to share comments with the Board. It is not intended as a debate or a question-and-answer session, but rather a time for the public to be heard. The Board may acknowledge input, refer matters for administrative follow-up, or place items on a future agenda for discussion.

Measuring School Success

At our last meeting, Mr. William Rupp raised the thoughtful question of whether there exists an objective set of standards to define success for Pittsfield schools.

There are several benchmarks we use:

1. **State Accountability System (DOE & ESSA):** Includes assessment results, graduation rates, attendance, and growth measures, published publicly on the NH DOE's iPlatform.
2. **District Goals & Improvement Plans:** Annual goals set by the Board and administration, reported regularly on student learning, safe climate, and fiscal stewardship.
3. **External Accreditation:** Pittsfield Middle High School undergoes NEASC accreditation reviews, which provide independent benchmarks.
4. **Student & Community Outcomes:** Success is also reflected in graduates' college, career, military, and workforce participation.

Together, these measures provide a transparent and balanced picture of how Pittsfield schools are performing and where we are growing.

Facilities and CIP Planning

The Facilities Committee has continued its important work reviewing our capital priorities. We are coordinating with the Town's CIP process to ensure that district needs are properly represented. Current discussions include review of major systems, roof resurfacing, gym floor refinishing, and Drakes Field facility safety. Collaboration with the Town remains essential, and district leadership will remain engaged as budget and capital discussions continue.

The Facilities Committee also intends to review security footage to determine responsibility for damage that occurred during the FY25 winter plowing season.

Plowing RFP

In preparation for the winter season, the District has issued a detailed RFP for snow plowing and removal services at district properties. Proposals will be reviewed to ensure cost-effective and reliable coverage. The goal is to finalize a contract promptly to ensure readiness for the first storm, protecting both safety and fiscal responsibility.

Finance Update

In Finance, we are working closely with several financial experts to ensure compliance and maximize funding opportunities. Alongside our Forensic Accountant and Fiscal Auditor, we have engaged an experienced Business Administrator to consult on year-end balances and assist with the completion of the DOE-25 and MS-25 state reporting forms.

As we review prior years, it has become clear that significant work remains to uncover and correct errors. Our focus is not only on resolving past issues but also on establishing systems that ensure accuracy, accountability, and sustainability moving forward.

Currently, the final item being reconciled is FY25 revenue. We have discovered that the estimated revenue submitted last fall was significantly overstated. In addition, certain grant revenues were incorrectly posted to both the General Operating Fund and the Grant Funds. These errors — overstated estimates combined with double-counted revenue — contributed to a shortfall in budgeted expenditures. This reconciliation is a key step in understanding how the financial deficit was created and in preventing such errors in the future.

Corrective Actions Underway

- Implementing tighter internal controls to ensure revenues are posted to the correct fund.
- Requiring monthly reconciliations of all revenues and expenditures against approved budgets.
- Establishing a multi-tier review process for revenue estimates before submission.
- Providing ongoing training and support for business office staff to align with state and federal reporting requirements.
- Engaging external financial experts annually to validate reporting accuracy and compliance.

Instruction & Student Learning

This fall, principals and instructional staff are reviewing assessment data to guide literacy and math interventions, strengthen instructional practices, and ensure alignment with NH DOE standards.

Professional learning tied to Title II-A and mentoring support continues to be a priority as we focus on student growth and achievement.

Budget Development

Preparations are underway for the FY27 budget cycle. Principals are using a zero-based budgeting process, requiring all staffing and expenditures to be justified. Elementary staffing will be tied to class size; middle/high staffing will be tied to subject loads and class sizes. Special education paraeducator positions will be directly tied to IEP needs. All other requests must be itemized with clear rationale and cost. This approach strengthens accountability and builds community trust.

Grants and Federal Funding

The District continues to leverage federal funds:

- **Title I** – Literacy and math interventions.
- **Title II-A** – Professional development and mentoring.
- **Title IV-A** – Enrichment opportunities.
- **IDEA** – Special education services.

All activities meet evidence standards and supplement-not-supplant rules.

All funds available in FY25 were fully encumbered and expended. FY26 allocations have been assigned and are in use.

Title I Audit Update

The District has received the list of required items for the FY24 Title I grant audit. In the spirit of transparency, it is important to acknowledge that many of the documents being requested were not maintained during the grant period. We will not attempt to recreate or backdate these records, as doing so would be both dishonest and unethical.

As a result, we anticipate that the District will be required to complete a corrective action plan. This plan will focus on establishing proper documentation and accountability procedures to ensure compliance moving forward. The corrective action plan will be shared with the Board and the community through a future Superintendent's Report.

Corrective Actions Under Development

- Creation of a standardized Title I documentation and retention system.
- Develop grant management checklists for each Title I activity, signed by the responsible administrator.
- Scheduling of quarterly internal grant compliance reviews to confirm all documentation is complete and accurate.
- Providing annual training for staff and administrators on federal grant documentation and reporting requirements.

These measures will ensure Pittsfield is positioned not only for compliance but also for stronger stewardship of federal funds in the years ahead.

Contract Negotiations

The District and the Teachers' Association have begun negotiations for the next contract. Both sides are working collaboratively and in good faith, with the shared goal of reaching an agreement that supports our educators, strengthens instructional practices aligned with NH DOE requirements, and promotes student achievement — while remaining fiscally responsible to the community.

Website & Communications Update

The Superintendent's Office has recently taken on the responsibility of posting School Board and District business to the District website. We appreciate your patience as we incorporate this new duty into our work to strengthen transparency, improve operations, and correct past errors in finance and business functions.

Emergency Operations Plan Update

The District Emergency Management Team will meet on Thursday, September 18. In preparation, the District Office has begun redrafting the Emergency Operations Plan to ensure statutory compliance and alignment with Police and Fire Department policies and procedures. During the meeting, team members will review the updated draft to confirm that our procedures meet current state requirements, incorporate lessons learned from past drills, and provide consistency across all schools.

Once finalized, the plan will be shared with staff and families to ensure everyone understands their role in keeping students safe.

Community Engagement

The strength of Pittsfield lies in its community partnerships. A special thank you to all of the volunteers that helped with the school floats! It was so wonderful to see the community and volunteers come together to create a memorable Homecoming/Old Home Day event.

It was also nice to see the number of fans at the soccer games! These events strengthen student pride and highlight the importance of community partnerships in supporting our schools.

Closing Reflection

Balancing facilities needs, compliance requirements, budgeting, and community expectations is significant work - but our focus remains on what matters most: creating safe, supportive, and engaging schools where every student can thrive. Each policy update, facilities discussion, and budget decision strengthens the foundation for the future of Pittsfield schools. I am deeply grateful for the partnership of the Board, our staff, and our community as we continue this important work together.

Respectfully submitted,
Sandie MacDonald

Legislative Summary Table – Quick Reference

Bill	Effective Date	Summary of Change	Action for Pittsfield
HB 90 – Part-Time Teachers	July 7, 2025	Defines 'part-time teacher' (≤20 hrs/week, no DOE credential needed; requires background check, etc.)	Update hiring policies, consult CBAs, add mentoring/supervision supports.
HB 108 – Bullying Across Districts	August 1, 2025	Requires collaboration when bullying/cyberbullying spans multiple districts; AG notified if cross-state.	Develop inter-district bullying protocols; train principals & staff on reporting duties.
HB 193 – Dual/Concurrent Enrollment	May 8, 2025	Limits state funding to 4 credits/course & 4 courses per grade level; extras at family expense.	Update counseling materials; decide if district will subsidize additional credits.
HB 265 – Meeting Minutes	August 22, 2025	Minutes must include start/end times and printed name of recording secretary.	Update templates; train clerks/secretaries.
HB 520 – DOE Subpoena Authority	2025	DOE hearing officers can issue subpoenas for educator misconduct investigations.	Create internal process for staff to notify Superintendent if subpoena received.
HB 532 – IEP Facilitation	2025	Adds IEP facilitation as ADR option; requires DOE notification if IEP rejected by parent.	Train LEAs on new requirement; set up reporting procedure.

HB 571 – Constitution Day	August 1, 2025	Adds Constitution Day to required patriotic exercises alongside Memorial and Veterans Day.	Plan building-level observances; update Policy IMDA.
HB 677 – Epinephrine in Schools	July 1, 2025	Schools with nurses must stock epinephrine; establishes state Epinephrine Fund.	Purchase devices; train staff; apply for fund as Title I/high-need district.
HB 699 – Special Education Definitions	September 5, 2025	Updates terms and definitions, replaces 'special education' with 'specially designed instruction'.	Revise IEP paperwork and manuals; train staff and parents on updated terminology.
HB 753 – Expedited Due Process Hearings	2025	Expedited hearings must meet same (≤ 45 day) timeline as regular hearings.	Prepare for rapid response; involve counsel immediately.
HB 754 – Automatic Discovery	June 2, 2025	Requires automatic disclosure of IEP-related documents from last 3 years before hearings.	Ensure strong recordkeeping; train staff on new obligations.
HB 763 – Sports Injury Emergency Plans	July 1, 2025	Mandates emergency action plans, CPR/AED training, AED access, new AED Fund (\$80k FY26–27).	Submit EAPs to qualify for funding; audit AED inventory; train coaches & staff.
HB 768 – Contracts with Nonpublic Schools	June 23, 2025	Allows contracts with any approved nonpublic school (including religious).	Optional authority; consult counsel before contracting; community debate likely.

HB 771 – Open Enrollment Funding	September 1, 2025	Defines open enrollment, mandates budget line item, sets tuition $\geq 80\%$ of per pupil cost.	Budget line item required; continue responsibility for special ed students.
SB 57 – SAU & Special Ed Study	July 15, 2025	Creates committee to study SAU consolidation & commission on special ed costs.	Monitor progress; provide Pittsfield data/testimony if possible.
SB 98 – CTE Donations	July 1, 2025	Extends authority for CTE donations & BPT tax credits until 2031.	Engage local businesses for CTE support partnerships.
SB 99 – Regional CTE Agreements	July 1, 2025	Mandates CTE agreements allow non-CTE course access, calendar alignment, and tuition/transportation responsibilities.	Coordinate calendars; budget tuition & transportation; communicate process to families.
SB 292 – Catastrophic Aid	August 24, 2025	Guarantees 80% minimum reimbursement for catastrophic special ed costs.	Continue tracking costs; expect improved budget predictability.

PES School Board Report

School: Pittsfield Elementary School

Principal Report – September 11th, 2025

1. Current Enrollment:

Preschool: PK 3- 8 Students PK 4- 10 Students
Grade K: 37 students
Grade 1: 31 students
Grade 2: 27 students
Grade 3: 27 students
Grade 4: 31 students
Grade 5: 44 students
Total Enrollment - 225 Students

2. Academics – Student Learning & Progress

Foundation for Data Dives at PES

At Pittsfield Elementary School, we are laying a strong foundation for how staff use data to guide instruction and support every student. Our focus is on creating clear protocols so that conversations about data are consistent, collaborative, and strength-based.

Key Actions We Are Taking:

- **Establishing Data Dive Protocols:** Staff are trained to follow a structured agenda that includes celebrating growth, reviewing whole-school and grade-level data, and engaging in small-group analysis
- **Strength-Based Conversations:** Teachers use student profiles to identify strengths first, then discuss areas of need, set goals, and build action plans that leverage what works for each learner.
- **SMART Goal Development:** Grade-level teams draft specific, measurable goals and identify Tier 1, Tier 2, and Tier 3 supports along with strategies for classroom instruction, interventions, and family engagement.
- **Embedding Data into PLCs:** Attendance, behavior, and academic data are reviewed in weekly PLCs, ensuring that all instructional decisions are grounded in evidence and monitored regularly.
- **Accountability & Celebration:** Protocols guide teams to assign roles, monitor progress, and intentionally celebrate student and staff growth.

Next Steps

We are continuing to strengthen the habit of reviewing multiple data sources—academics, attendance, and behavior—at every PLC meeting, building a culture where data is not a one-time event but an ongoing foundation for improving student outcomes.

Interventions in Place:

Behavioral & SEL Supports

PES School Board Report

- Implementing a schoolwide Multi-Tiered System of Supports for Behavior (MTSS-B) and Academics MTSS - A
- Providing MTSS-B training for all staff to ensure consistent, proactive practices.
- Using flowcharts to clarify processes and responses.
- Holding Behavior and Academic Expectation meetings with all students to establish shared norms.
- Encouraging students to set personal goals and celebrating
- Reinforcing the PES Pledge daily as a commitment to respect, responsibility, safety, and kindness.
- Building strong student-staff connections and positive peer supports.

Instructional Focus Areas:

At PES, our instructional focus remains on closing learning gaps through intentional use of our core programs, *HMH Into Reading* and *Eureka Math*. Teachers, supported by Heather Galley(HMH) Nicole Davis (Title I) and Leslie Schuster (Eureka), are implementing strategies that strengthen core instruction and provide targeted support where students need it most.

Current Strategies:

- Using small-group instruction and targeted skills practice within HMH to reinforce foundational reading skills and comprehension.
- Embedding daily math talks and hands-on problem-solving in Eureka to deepen conceptual understanding and build fluency.

For September Focus for Professional Development, CPT and PLC:

- Using common language and modeling across the grades.
 - What do you notice and what do you wonder (used in all areas including UA)
- Choosing assessments to identify areas of struggle.
- Making sure students have the opportunity to reason abstractly and quantitatively (translate the real world into math and vice versa) in daily lessons.
- Following the curriculum with fidelity, differentiation

3. Attendance

Average Daily Attendance (YTD): 91%

Chronic Absenteeism Rate: ____%

Actions Taken:

Actions to Combat Attendance Concerns 2025–26

- Created individualized attendance plans for students who struggled last year.

PES School Board Report

- Held summer family meetings to address anxieties and build readiness for the school year.
- Offered one-on-one classroom visits before school started to ease transitions.
- Connected students with trusted adults and encouraged peer connections for support.
- Make weekly positive phone calls home to celebrate progress and build relationships.

Additional Action Steps to Strengthen Attendance Efforts

- Monitor attendance data weekly and review trends at PLCs to intervene early and to address barriers (transportation, health, family needs).
- Provide staff professional development on trauma-informed practices that support students with anxiety or school avoidance.
- Collaborate with Boys & Girls Club to encourage consistent routines outside school hours.
- Schedule attendance check-ins with students (short morning “welcome and check-in” to increase sense of belonging).

4. Behavior

Office Referrals (MTD/YTD): 10 / 10

Minor Referrals that the office is also processing due to Behavior Interventionist and Student Success Staff serving as one to one supports. 26/26

Most Common Infractions:

- Physical aggression
- Self-regulation challenges (difficulty managing emotions/impulses)
- Defiance/non-compliance

Early data shows that the majority of incidents are tied to self-regulation and defiance, indicating the continued importance of proactive supports (Zones of Regulation, behavior plans, and MTSS-B practices). Our next step is to focus upcoming PD on self-regulation strategies, ensuring staff have the tools to meet this need.

Disciplinary Actions Taken:

- **Restorative Practices:** Using restorative chats, parent/guardian meetings, and student voice in problem-solving to strengthen relationships and repair harm.
- **Behavior Matrix Redesign:** Last year’s staff survey informed updates to the MTSS-B Behavior Matrix. The revised version is more user-friendly and emphasizes educating students and equipping them with tools for better choices. Non-negotiables still carry clear consequences, but the focus is on growth and learning.
- **Student Voice in Planning:** Students with specific behavior plans were invited to meetings with staff to reflect on their summer, review strategies, and contribute to ensuring fidelity to their plans.

PES School Board Report

- **Visible Leadership:** Principal presence at recess, especially in grades K–2, to build relationships, ensure safety, and model positive interactions.
- **Safety Enhancements:** Added a barrier at the playground exit that leads to the walking path and water, with a staff member specifically assigned to monitor that area.
- **Targeted Support for Elopement:** For students with elopement behaviors, implemented 2:1 staffing at recess as part of individualized safety plans.
- **Student Empowerment:** Encouraging students to set personal goals and reflect on choices, reinforcing that they are partners in building a safe and respectful school culture.

Positive Supports:

- **Zones of Regulation:** Delivering age-appropriate lessons to help students identify emotions, build self-regulation skills, and develop strategies for success.
- **Positive Office Referrals:** Recognizing and celebrating students for demonstrating respect, responsibility, safety, and kindness.
- **Family Connection Calls:** Making daily phone calls to welcome families and celebrate student successes, with a goal that every family receives at least one positive call home.
- **Student Voice & Belonging:** Embedding the schoolwide theme *Every Student! Every Moment! MATTERS!* in routines, conversations, and celebrations to affirm each child's value.

5. Upcoming Focus / Needs

- **Self-Regulation:** Continued focus on teaching and reinforcing self-regulation strategies through Zones of Regulation and classroom routines. This work will help students manage emotions, increase time on learning, and strengthen peer interactions.
- **NWEA Testing:** Facilitation for fall NWEA assessments to gather baseline data. Staff will use this data to set instructional goals, identify learning gaps, and tailor interventions for students.
- **Challenge/Resource Need:** Ensuring sufficient staffing and time for intervention blocks remains a challenge, and additional resources for intervention materials and training would increase effectiveness.

6. Celebration of Success

PSU Internship: I've been working closely with Plymouth State University to bring interns to PES, and I'm excited to share that we have secured a placement. This student is exploring multiple facets of education before choosing her path, which I think is wonderful. We'll meet again this week once her paperwork is finalized to plan her next steps.

Volunteer Support: Our School Reading Specialist, Mrs. Davis and I recently met with *Dianne Melim*, a longtime Pittsfield resident and retired educator who has served in both general and special education and now works on literacy committees across the state. While she originally anticipated limited availability, she has generously committed to volunteering two full days each week with our Title I team, starting soon. She'll be with us on Tuesdays and Fridays.

PES School Board Report

Faces of PES - At Pittsfield Elementary, we know our staff are the heart of our school. This year we launched our Faces of PES initiative to highlight their dedication and to help families get to know the incredible educators who support their children each day. Each spotlight shares a glimpse into their passions and their commitment to our community, strengthening the connection between home and school and reminding us that Every student. Every moment. MATTERS!

Homeschool Connection- We have several students joining us this year for Unified Arts classes and for small portions of the day. I had a family stop me to say that they feel extremely supported by the school, that when they come in we are glad they are here. Mom shared that the teachers make their child feel part of the class.

Respectfully submitted,

Kristen M. White

Proud PES Principal

Pittsfield School District Student Services Board Report

Director Report – September 8, 2025

Given the size of our District, and our need to follow FERPA guidelines, the numbers in this report are written using the terms “about”, “around”, “under”, and “just over/under”.

General Education Provision Act (GEPA), which is commonly referred to as the Family Educational Rights and Privacy Act (FERPA). The purpose of this part is to set out requirements for the protection of privacy of parents and students under section 444 of the General Education Provisions Act, as amended.

(Authority: 20 U.S.C. 1232g)

Note to §99.2: 34 CFR 300.610 through 300.626 contain requirements regarding the confidentiality of information relating to children with disabilities who receive evaluations, services or other benefits under Part B of the Individuals with Disabilities Education Act (IDEA). 34 CFR 303.402 and 303.460 identify the confidentiality of information requirements regarding children and infants and toddlers with disabilities and their families who receive evaluations, services, or other benefits under Part C of IDEA. 34 CFR 300.610 through 300.627 contain the confidentiality of information requirements that apply to personally identifiable data, information, and records collected or maintained pursuant to Part B of the IDEA.

[53 FR 11943, Apr. 11, 1988, as amended at 61 FR 59295, Nov. 21, 1996; 73 FR 74851, Dec. 9, 2008]

1. Student Services Overview

Total Students with IEPs: just over 130 students 504 Plans: around 60

Students Targeted for Exit or Service Reduction: At this time, data is being collected to determine student needs in the areas of services and accommodations.

Note: A significant number of students are being reviewed for potential transition out of special education or Section 504 as part of this year's focus on appropriate identification and support.

New Referrals This Period: under 5

Evaluations in Progress: under 5

IEP/504 Meetings Held: just under 15

Pittsfield School District Student Services Board Report

2. Student Supports & Programming

Out-of-District Placements: under 25 (under 10 are attending charter schools, under 5 are in an Episode of Treatment)

Note: Currently monitoring for cost trends and return-to-district potential.

Transportation Oversight: Transportation routes and vendor agreements are being monitored closely due to rising costs. At this time Marston Bus Company is transporting all of our students, regardless if the school is placing them in district or out of district.

Highlights: Our Student Services Department is a small, but mighty group of people. Our staff has been working hard to ensure that student needs are met, and move towards the goal of our District working together to provide consistent and current best practices. We have started working with Constellations for our Applied Behavior Analysis (ABA) services, and the staff and consultants are eager to move forward in collaboration. We are excited to welcome Julie Hoell, to help meet the needs of the District, as a Local Education Agency (LEA) in providing consistent oversight of meetings.

Concerns/Challenges: Our Student Services Department has been navigating many roles and responsibilities. Should there be a staff absence (paraprofessional, special educator), we have to pivot with our plans to provide the coverage needed; for example, at this time, the Student Services Administrator is also the Out of District Coordinator, 504 Coordinator for PES, and the 6th grade special educator. This has led to difficulties with prompt communication, and paperwork completion.

3. Family & Community Engagement

Parent Outreach or Meetings Held: Since the start of the school year, we have had just under 15 meetings scheduled with families, with a close to perfect family attendance rate. Special Educators are setting up meetings well in advance to help with family attendance and participation.

Community Partnerships: Since the start of the school year, our Student Services Department has had ongoing collaboration with Riverbend Community Mental Health, Community Bridges, local mental health agencies, and local physicians' offices.

Pittsfield School District Student Services Board Report

4. Upcoming Focus / Needs

- Continued review of IEP and 504 eligibility with a focus on appropriate coding, services needed, programming, and placement.
- Strategic planning around Out of District placements, including charter schools.
- Data-informed decision-making for support intensity levels and Least Restrictive Environment (LRE) placements.

5. Celebration of Success

Our Department is celebrating our collaboration with service providers, both in and out of school, in order to educate the whole student, and to help with generalization and carryover of skills across settings. We are also celebrating our comradery and ability to problem solve on a daily basis. We are focused on providing the programming needed for all of our students to make growth and move forward.

Respectfully submitted,

Jerrica Smith, M.Ed.

Student Services Administrator

Pittsfield School District

Request for Bids – Snow and Ice Removal, Sanding, and Spring Sand Removal from Roadways and Parking Areas

Bid Deadline: October 15, 2025 – 4:00 p.m.

I. Introduction

The Pittsfield School District invites sealed bids from qualified contractors for **snow and ice removal, sanding, and spring sand removal** for roadway and parking areas on the Pittsfield School District campus for the **2025–2026 winter season**. Work will include services at **Pittsfield Middle High School, Pittsfield Elementary School, and the School District Office building**, with requirements for full district-wide coverage.

II. Scope of Services

A. Pittsfield Middle High School

- Three (3) parking areas
- Loop around the entire school
- Main entrance walkway
- Sidewalk behind the school leading to the Elementary School

B. Pittsfield Elementary School

- Driveway loop in front of the school
- Two (2) parking areas
- Asphalt areas in front of the school, including:
 - Main entrance areas
 - Kindergarten entrance area
 - Sidewalks around bus pickup and drop-off loop
- Dumpster area
- Fire lane extending the entire length of the school

C. District-Wide Requirements

- Snow removal shall be performed for any snow event of **two (2) inches or more**.
- All lots, driveways, sidewalks, and travel ways must be **cleared and treated prior to the start of the school day (7:00 a.m.)** following any snow event. If snow continues during school hours, the contractor must provide return visits to maintain safe conditions for buses, staff, and emergency vehicles.

- Evening and weekend coverage is required to ensure safe access for school-sponsored and community events, including athletics, concerts, and meetings. Coordination with school administration will be expected.
- Removal of accumulated snow from parking areas with a front loader as needed.
- Application of a sand/salt mix to all areas during and after events where asphalt surfaces become hazardous.
- Complete removal of sand in **April 2026** following the conclusion of the snow season.

Note: This bid includes all entrances previously noted and:

- The two entrances at the back of PES
- The boiler room door near the dumpster at PMHS
- The walkways from PMHS to the SAU
- The walkways within the Head Start fence

III. Bid Submission Requirements

Bids must include:

1. Pricing for plowing, sanding, loader work, and spring sand removal (see Bid Response Form).
2. Description of equipment available, including plows, loaders, and sanding/salting units.
3. Approximate response times for snow events.
4. Contractor contact information and references for similar contracts, if available.
5. Certificate of Insurance.

IV. Submission Instructions

Bids will be accepted until **October 15, 2025, at 4:00 p.m.** Submit sealed bids to:

Sandie MacDonald – Snow Removal Bid

Superintendent of Schools
Pittsfield School District
23 Oneida Street
Pittsfield, NH 03263

V. Conditions

- The Pittsfield School District reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the District.
- The District may waive any formalities or reject any part of any bid.
- Bids may be withdrawn prior to the submission deadline.
- Bids received after **4:00 p.m. on October 15, 2025** will not be considered.
- If all bids exceed the budgeted appropriation, the District reserves the right to negotiate with bidders.

Bid Response Form – Pittsfield School District

Snow Removal, Sanding, and Spring Sand Removal – 2025–2026 Season

Service Description	Unit Cost	Notes (e.g., per storm, per hour, per application)
Snow plowing – parking areas		
Snow plowing – driveways/loops		
Sidewalk clearing		
Loader work (snow removal from lots)		
Sand/salt mix application		
Sand removal – April cleanup		
Other charges (specify)		

Company Name: _____

Contact Person: _____

Phone/Email: _____

Signature: _____

Date: _____

2025-2026 Pittsfield School Board Meetings and 2026-2027 Budget Creation Schedule

The Pittsfield School Board typically meets on the first and third Thursdays of each month. Meetings start at 5:30 PM and are held in the PMHS Media Center.

The School Board will meet to discuss and create the upcoming year's operating budget. The School District follows the SB2 Towns & Schools Annual Timeline created by the NH Department of Revenue Administration.

July 17	Regular Board Meeting	<div style="border: 1px solid black; padding: 5px;"> Revenue Received for FY 25-26: State Adequacy: Four payments – Sept, Nov, Jan, and April Tax Payments: Two payments per month Special Education Aid: One payment in Dec or Jan </div>
July 31	Regular Board Meeting	
August 14	Regular Board Meeting	
September 4	Regular Board Meeting	
September 18	Regular Board Meeting	
Fall TBA	24-25 Audit Completed (Schedule in spring for fall/winter completion)	
October 2	Regular Board Meeting	
October 3	Budget requests for the upcoming year due from building administration to SAU	
October 16	Regular Board Meeting	
October 23	School Board Budget Workshop – Session 1	
November 6	Regular Board Meeting	
November 13	School Board Budget Workshop – Session 2	
November 15	NH Dept. of Education distributes Base Adequacy Estimate for upcoming year.	
November TBA	School Board Budget Workshop – Session 3 (if needed - discuss revenues, finalize proposed operating budget)	
November 20	Regular Board Meeting	
December 4	Regular Board Meeting (finalize proposed operating budget to be presented to Town Budget Committee)	
December TBA	Present Budget to Town Budget Committee	
December 18	Regular Board Meeting (finalize and approve proposed 26-27 operating budget)	
January 8	Regular Board Meeting	
January TBA	26-27 Proposed Operating Budget Public Presentation (with Town)	
January 13	Last Day to finalize negotiated cost items (i.e., CBA); Last Day for petition warrant articles (CONFIRM DATE when DRA Timeline is published)	
January 22	Regular Board Meeting	
January 26	Last Day to Post Proposed and Default Budgets (MS-27) (CONFIRM DATE with DRA)	
February 5	Regular Board Meeting	
February TBA	First Session – Deliberative	
February 19	Regular Board Meeting	
March 3	Last Day to post Annual Report with final budget and ballot questions (CONFIRM DATE with DRA)	
March 5	Regular Board Meeting	
March 10	Second Session – Voting by Ballot (CONFIRM DATE with DRA)	
March 19	Regular Board Meeting	
April 2	Regular Board Meeting	
April 16	Regular Board Meeting	
May 7	Regular Board Meeting	
May 21	Regular Board Meeting	
June 4	Regular Board Meeting	
June 18	Regular Board Meeting	

The School Board reserves the right to amend this schedule as necessary or required by law.

Established by the Pittsfield School Board – 6-5-2025

Pittsfield School District

TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

I. Purpose

The Pittsfield School District (District) is committed to providing a safe and supportive learning environment for all students that is free from discrimination, harassment, bullying and intimidation. The District is further committed to ensuring that every student shall have equal access to the District's educational programs and activities. Additionally, District policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy is intended to be interpreted in light of applicable federal and state laws and regulations, as well as the Department of Education and the District School Board policies, procedures, and school rules. This policy is not intended to anticipate every possible situation that may occur, since the needs of particular students and families differ depending on the student's age and other factors. In addition, the programs, facilities, and resources of each school differ. Administrators and school staff are expected to consider the needs of students, and to utilize this policy and other available resources as appropriate.

The term "transgender" is an umbrella term for an individual whose gender identity or expression is different from that traditionally associated with their assigned sex at birth. A student will be considered transgender if, at school, they consistently assert a gender identity or expression different from that traditionally associated with assigned sex at birth. This includes students who identify as transgender, or who are gender nonconforming.

Parents and/or students are encouraged to discuss with building administrators any issues that may arise in relation to student's transgender and non-conforming status including but not limited to: privacy; official records; names/pronouns; restrooms; locker rooms; other gender-segregated facilities or activities; dress code; and safety and support for transgender and transitioning students.

II. DEFINITIONS

The definitions provided here are not intended to label students but rather are intended to assist in understanding this policy and the students that it applies to. Students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the biological sex listed on a person's birth certificate.

"Transgender" describes people whose gender identity is different from their biological sex listed on a person's birth certificate.

"Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

"Gender nonconforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

II. Guidance

- A. Privacy. The Board recognizes a student's right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential information.

School personnel are discouraged from disclosing information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. 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. If this information is disclosed to a school district staff person, that person will encourage the student to discuss this with their parent(s)/guardian(s).

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 is 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 shall adopt practices to avoid inadvertent disclosure of such confidential information.

- C. Names / Pronouns. A student should be addressed by a name or 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 disrespectfully intentional and persistent refusal to respect a student's gender identity is a violation of this policy.

If a student or school personnel disagrees with name/pronoun, a plan will be created to help both parties find a satisfactory set of expectations to move forward in being part of the school community.

- 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. All students shall have access to gender neutral and gender specific restrooms. 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.
- F. Locker Room Accessibility. The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room 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 with a reasonable alternative changing area such as a curtain, a physical education instructor's office in the gym, or a health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

- G. Physical Education Classes and Intramural Sports. Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.
- H. Interscholastic Competitive Sports Teams. Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.
- I. Dress Codes. Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender, but all students are expected to abide by the District's dress codes.
- J. Discrimination / Harassment. It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident with due process, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

If a complaint is received, the school administration will meet with the student(s) involved to determine the cause for the complaint. If the cause of the complaint is found to be purposeful and disrespectful discrimination or harassment, that student will be dealt with in accordance with school protocol. If the cause of the complaint is found not to be purposeful and disrespectful, a plan will be created to help both parties find a satisfactory set of expectations to move forward in being part of the school community.

*“Should” in this policy does not mean “shall” or “must” but it is a permissive term. Nothing in this Policy limits the rights of individuals under the federal or state constitutions.

Adopted: November 1, 2018
Revised: December 15, 2022

FUND BALANCES

RSA 198:4-b, II allows a school district to retain any unused portion of the year-end unassigned general funds, from the preceding fiscal year in subsequent fiscal years, provided that the total amount of year-end unassigned general funds does not exceed, in any fiscal year, 5 percent of the current fiscal year's net assessment under RSA 198:5.

The Pittsfield School District voted in 2022 to accept RSA 198:4-b, II as follows:

Article 4: To see if the Pittsfield School District will vote to adopt the provisions of RSA 198:4-b, II enacted in 2020, which allows the District to authorized, indefinitely until rescinded to retain up to 5% of the District's net assessment in any year and allows the expenditure of any amount retained after the School Board first holds a public hearing, and requires the School Board to include an annual reporting of the retained fund balance in its annual report to the District.

Therefore, the Board has the authority to retain from the year-end unassigned fund balance up to 5 percent of the District net assessment from the preceding fiscal year.

Prior to expending retained general funds, the Board shall hold a prior public hearing on the action to be taken with such funds. Notice of the time, place, and subject of such hearing shall be published in a newspaper of general circulation in the relevant municipality at least 7 days before the meeting is held. An annual accounting and report of the activities of the retained general funds shall be presented to the Board of the district and published in the annual report.

Any year-end unassigned fund balance shall only be used or returned to the Town to reduce the school portion of the tax rate in accordance with applicable New Hampshire law and/or Governmental Standards Board Statement 54 (GASB 54).

District History:

New policy – Distributed September 11, 2025: created in response audit discovery of absence of this required policy).

First reading: September 18, 2025

Second reading/adopted:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Legal References:

NH Statutes	Description
RSA 32	Municipal Budget Law
RSA 33	Municipal Finance Act
RSA 35	Capital Reserve Funds
RSA 198:4-b	Contingency Fund
Governmental Standards Board Statement 54 (GASB 54)2023	

SCHOOL VOLUNTEERS

The Pittsfield School District recognizes the valuable contribution made by volunteer assistance of parents and other citizens. The Superintendent is responsible for developing and implementing procedures for the selection and utilization of volunteers. School district employees who desire the assistance of a volunteer should request a volunteer through proper administrative channels.

Designated Volunteers. Designated volunteers are required to undergo a background investigation and a criminal records check. “Designated volunteer” means any volunteer who:

- Comes in direct contact with students on a daily basis;
- Meets regularly with students;
- Meets with students on a one-to-one basis;
- Has regular direct contact with students, may be alone with students, or chaperone/supervise students at school events;
- May be in the school during student hours or at student events where they interact with or supervise students;
- Any other volunteer so designated by the Board or Superintendent.

Designated volunteers are subject to the provisions of Policy GBCD, Background Investigation and Criminal Records Check.

Volunteer Application and Selection. Persons wishing to volunteer in the district are to contact the School Principal directly, describing their skills, interests, and availability. Volunteer selection will be based on the qualifications and availability of the volunteer. Volunteers shall be assigned only to those teachers who have requested volunteer assistance. Staff members may request volunteers through administrative channels for selected activities and as resource persons. Assignment shall be made by the School Principal or designee.

Volunteers are provided with appropriate training consistent with their tasks and existing district standards. This training is developed under the leadership of the School Principal. A volunteer may be asked to terminate his/her services when circumstances in the judgment of the School Principal necessitate termination.

Volunteer Duties. Selected volunteers will serve in the capacity of assistants and will not be assigned to roles that require specific professional training. Instructional services are rendered only under the supervision of certified staff.

All volunteers are required to sign a confidentiality agreement and must refrain from discussing the performance or actions of students, except with the student’s teacher, counselor, Principal, or other district employee who has a legitimate educational purpose for discussing such information.

Volunteer assignments are limited to assisting staff members with duties, such as routine supervisory, tutorial, clerical, housekeeping, and material preparation tasks. Assignment are limited to situations that may be supervised by a certificated staff person. In some instances, volunteers may perform clerical and material preparation tasks away from the school site.

Volunteers with special talents, hobbies, or experiences may share those with students on a scheduled basis in a suitable setting.

Volunteers are required to refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical, or operational nature.

Volunteers will receive an orientation to their assignment to include (1) general role responsibilities; (2) information about school facilities, routines, and procedures, including safety protocols; (3) work schedule and location of assignment; and (4) expected relationship to regular staff. The orientation will be developed by the School Principal.

Coaches.

All coaches, including assistant coaches, whether receiving a stipend or not, are Designated Volunteers in this policy. Additionally, head coaches of team or individual sports must be in compliance with all regulations and certification requirements for that sport as set by NHIAA or the applicable organization within which the athletes/members compete or participate. Assistant coaches must meet the same requirements as head coaches or be under the direct supervision of the head coach.

District Policy History:

First Reading: January 5, 2006
Adopted: January 19, 2006
Amended: November 6, 2014
Amended: October 4, 2018
Reviewed September 11, 2025
Adopted:

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes	Description
RSA 189:13-a	School Employee and Designated School Volunteer Criminal History Records Check
RSA 193:40	Prohibition on Teaching Discrimination
RSA 354-A:32	Prohibition on the Content of Government Programs and Speech
RSA 508:17	Volunteers; Nonprofit Organizations; Liability Limited.
RSA 632-A:10	Prohibition from Child Care Service of Persons Convicted of Certain Offenses

Federal Regulations Description

29 CFR 553.101	"Volunteer" defined (state and local governments).
29 U.S.C. 201-219	Fair Labor Standards Act Fair Labor Standards Act

~~IJOC~~~~Pittsfield School District~~**SCHOOL VOLUNTEERS**

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Designated Volunteers. Designated volunteers are required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:

- Comes in direct contact with students on a daily basis;
- Meets regularly with students;
- Meets with students on a one-to-one basis;
- Has regular direct contact with students, may be alone with students, or chaperone/supervise students at school events;
- May be in the school during student hours or at student events where they interact with or supervise students;
- Any other volunteer so designated by the Board or ~~superintendent-Superintendent~~.

Designated volunteers are subject to the provisions of Policy GBCD, Background Investigation and Criminal Records Check.

Volunteer Application and Selection. Persons wishing to volunteer in the district are to contact the ~~Dean of Operations-School Principal~~ directly, describing their skills, interests, and availability. Volunteer selection will be based on the qualifications and availability of the volunteer. Volunteers shall be assigned only to those teachers who have requested volunteer assistance. Staff members may request volunteers through administrative channels for selected activities and as resource persons. Assignment shall be made by the ~~dean-of-operations-School Principal~~ or designee.

Volunteers are provided with appropriate training consistent with their tasks and existing district standards. This training is developed under the leadership of the ~~dean-of-operations-School Principal~~. A volunteer may be asked to terminate his/her services when circumstances in the judgment of the ~~dean-of-operations-School Principal~~ necessitate termination.

Volunteer Duties. Selected volunteers will serve in the capacity of assistants and will not be assigned to roles that require specific professional training. Instructional services are rendered only under the supervision of certified staff.

All volunteers are required to sign a confidentiality agreement ~~(see below)~~ and must refrain from discussing the performance or actions of students, except with the student's teacher, counselor, ~~dean-Principal~~, or other district employee who has a legitimate educational purpose

for discussing such information.

Volunteer assignments are limited to assisting staff members with duties, such as routine supervisory, tutorial, clerical, housekeeping, and material preparation tasks. Assignment are limited to situations that may be supervised by a certificated staff person. In some instances, volunteers may perform clerical and material preparation tasks away from the school site.

Volunteers with special talents, hobbies, or experiences may share those with students on a scheduled basis in a suitable setting.

Volunteers are required to refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical, or operational nature.

Volunteers will receive an orientation to their assignment to include (1) general role responsibilities; (2) information about school facilities, routines, and procedures, including safety protocols; (3) work schedule and location of assignment; and (4) expected relationship to regular staff. The orientation will be developed ~~under the leadership by the of the dean of instruction, dean of operations, or other building level administrator, depending on the volunteer assignment.~~ School Principal.

Coaches.

All coaches, including assistant coaches, whether receiving a stipend or not, are Designated Volunteers as defined in this policy. Additionally, head coaches of team or individual sports must be in compliance with all regulations and certification requirements for that sport as set by NHIAA or the applicable organization within which the athletes/members compete or participate. Assistant coaches must meet the same requirements as head coaches or be under the direct supervision of the head coach. ~~Volunteer coaches of individual sports must comply with regulations and standards set by the New Hampshire Interscholastic Athletic Association.~~

District Policy History:

First Reading: January 5, 2006
Adopted: January 19, 2006
Amended: November 6, 2014
Amended: October 4, 2018
Reviewed September 11, 2025
Adopted:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 189:13-a

Description

School Employee and Designated

NH Statutes**Description**School Volunteer Criminal History
Records CheckRSA 193:40Prohibition on Teaching
DiscriminationRSA 354-A:32Prohibition on the Content of
Government Programs and SpeechRSA 508:17Volunteers; Nonprofit
Organizations; Liability Limited.RSA 632-A:10Prohibition from Child Care Service
of Persons Convicted of Certain
Offenses**Federal Regulations****Description**29 CFR 553.101"Volunteer" defined (state and local
governments).**Federal Statutes****Description**29 U.S.C. 201-219Fair Labor Standards Act

SCHOOL VOLUNTEERS CONFIDENTIALITY AGREEMENT

While performing volunteer services for the _____ School District, I understand that I am bound by laws and policies which protect the privacy of student information I am given access to. I agree to keep this information in the strictest confidence and recognize that the failure to do so may result in my being denied the opportunity to volunteer.

Signature of Volunteer

Date

Signature of District designee
(Principal)

Date

District Policy History:

First Reading: January 5, 2006

Adopted: January 19, 2006

Amended: November 6, 2014

Amended: October 4, 2018

Moved to Separate Form: September 11, 2025

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NH Statutes	Description
RSA 189:13-a	School Employee and Designated School Volunteer Criminal History Records Check
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RSA 508:17	Volunteers; Nonprofit Organizations; Liability Limited.
RSA 632-A:10	Prohibition from Child Care Service of Persons Convicted of Certain Offenses

Federal Regulations Description

29 CFR 553.101 "Volunteer" defined (state and local governments).

29 U.S.C. 201-219 Fair Labor Standards Act Fair Labor Standards Act

PUBLIC PARTICIPATION AT BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs, and operations. The Board encourages residents to attend board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public, except as otherwise provided by law. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions of RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, that it may conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at board meetings:

1. Two public input sessions will be held—one near the beginning and one near the end of the meeting. Each session will normally be 15 minutes but may be adjusted at the discretion of the Chair or by majority vote of the Board.
2. Each speaker is limited to three (3) minutes. Speakers representing the same group or topic are encouraged to select a spokesperson. The Chair may adjust time limits depending on the number of speakers and length of the agenda.
3. Public comment should relate to district matters, policies, procedures, or governance. The Board does not permit discussion of individual personnel, students, or other confidential matters in public session, in accordance with RSA 91-A and FERPA. Complaints of this nature will be directed to the Superintendent.
4. All comments must be civil, respectful, and appropriate for a public setting. Personal attacks, profanity, or inflammatory remarks will not be tolerated. The Board Chair may rule a speaker out of order or end their time if norms are violated. Applause, clapping, or verbal disruptions are discouraged.
5. Speakers must sign in before the meeting or prior to the public input portion and state their name and role (e.g., parent, resident, staff). Public input is limited to those physically present at the meeting.
6. Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board.
7. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting.

Policy BEDH: Public Participation at Board Meetings

8. Community members may submit written comments to the Board through the Superintendent's office. Written submissions will be shared with all Board members.
9. Public input is not a debate or dialogue; it is one way the Board receives feedback. Board business continues after public input, and members may use public feedback to inform future discussions or agenda items.

District Policy History:

First Reading: December 18, 2008

Second Reading/Adopted: January 8, 2009

Amended: June 30, 2011; November 2, 2017; August 7, 2025

Adopted:

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Case Law & Lower Court Orders		Description
117 N.H. 573 (1977)		State v. Dominic
130 N.H. 688 (1988)		State v. Comley
NH Statutes		Description
RSA 189:65, VII & VII-a		Definitions (Student and Teacher personally identifiable information)
RSA 189:74		School Board Public Comment Period
RSA 644:2		Disturbing the Peace
RSA 91-A:2		Meetings Open to Public
RSA 91-A:3		Non-Public Sessions
Federal Statutes		Description
1st Amendment		U.S. Const.

PITTSFIELD SCHOOL BOARD - Public Input Norms

(Modeled after Policy BEDH: Public Participation at Board Meetings)

The Pittsfield School Board values public participation and encourages community input as part of its commitment to transparent and responsive governance. To ensure that public comment is respectful, orderly, and productive, the following norms will guide public input at board meetings:

1. Sign In and Identify Yourself

All individuals wishing to speak must sign in before the meeting or prior to the public input portion. Please state your name and, if applicable, your role (e.g., parent, resident, staff member) before making your comment.

2. Time Limits

Each speaker is limited to three (3) minutes. The board chair may adjust time limits depending on the number of speakers and the length of the agenda. Speakers representing the same group or topic are encouraged to select a spokesperson.

3. Respectful and Civil Discourse

Comments must be civil, respectful, and appropriate for a public setting. Personal attacks, profanity, or inflammatory remarks will not be tolerated. Applause, clapping, or verbal disruptions are discouraged during public input.

4. Topics Permitted During Public Input

Public comment should relate to district matters, policies, procedures, or governance. The board does not permit public discussion of individual personnel, students, or confidential matters in public session **(per RSA 91-A and FERPA)**.

5. Board Response Protocol

The board does not engage in discussion or answer questions during public comment. The superintendent may be asked to follow up on specific concerns after the meeting.

6. Board Chair's Role

The board chair is responsible for facilitating the public input session. The chair may end a speaker's time or rule a speaker out of order if the norms are violated.

7. Written Comments

Community members may submit written comments to the board through the superintendent's office. Written submissions will be shared with all board members.

8. Public Input Is One Part of the Meeting

Public input is not a debate or dialogue. It is one way the board receives feedback. Board business continues after public input, and members may use public feedback to inform future discussions or agenda items.

We appreciate your engagement and respectful participation.

Together, we strive to create a safe, inclusive, and responsive school environment for all.

INVESTMENT

The Pittsfield School District Treasurer, working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, is authorized to invest the funds of the District subject to the following objectives and standards of care.

Objectives. The three objectives of investment activities shall be safety, liquidity, and yield:

1. Safety. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.

Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.

2. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

Standards of Care. The three standards of care shall be prudence, ethics and conflicts of interest, and internal controls.

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent, or his/her designee involved in the investment process, shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the Government Finance Officers' Association Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Ethics and Conflicts of Interest. The School District Treasurer and Superintendent, or his/her designee involved in the investment process, shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial institutions with which they conduct business. They shall also disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District, particularly with regard to the timing of purchases and sales.
3. Internal Controls. The District Treasurer and Superintendent, or his/her designee, shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.
4. The investment of funds will be left to the discretion of the Finance Committee without prior approval of the Board.

The Board will periodically review the investment policy.

District Policy History:

Adopted: December 17, 2015

Reviewed: January 18, 2018

Reviewed: June 1, 2023; September 4, 2025

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 197:23-a

RSA 383:22

Description

School Meetings & Officers: Treasurers Duties

Public Deposit Investment Pool

PURCHASING

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 Board assigns the Superintendent the responsibility for the quality and quantity of purchases made. The prime guidelines governing this responsibility are that all purchases fall within the framework of budgetary limitations and that they be consistent with the approved educational goals and programs of the District.

The Financial Manager will be solely responsible for the final approval of all non-educational purchases. The superintendent will approve educational purchases beyond budget limitations.

The Financial Manager shall be responsible for all phases of purchasing in accordance with Board Policy; for requisitions, current order purchasing, writing of specifications for bids, deliveries, storage, and other tasks related to the purchases, acceptance, and distribution of supplies.

District Policy History:

First Reading: October 1, 2009

Second Reading/Adopted: October 15, 2009

Reviewed: February 1, 2018; September 4, 2025

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 194-C:4 II (a)

Description

[Superintendent Services](#)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 303.01 (b)

Description

[Substantive Duties of School Boards](#)

COMPUTER SECURITY, E-MAIL, AND INTERNET COMMUNICATIONS

The Pittsfield School District establishes this policy with regard to access and disclosure of electronic data composed, stored, sent, or received by employees using the district's computer system. This policy is designed to protect the safety and security of the district's computer systems, including e-mail and Internet use.

The district intends to enforce the rules set forth below and reserves the right to change these rules at any time.

1. The computer hardware system, software, and e-mail system are owned by the district, and all messages or data composed, stored, sent, or received using the system are and remain the private property of the district. They are not the property of the employee.
2. The computer and e-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.
3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations.
4. The district prohibits discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs.
5. The electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.
6. The district reserves, and intends to exercise without prior notice, the right to read, review, audit, intercept, access, or disclose any and all information on an employee's computer system or messages created, received, or sent over the electronic mail system for any purpose, even if coded or pass-worded.
7. The confidentiality of any message or data should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. The use of passwords for security does not guarantee confidentiality, or that the district will not retrieve it. All passwords must be disclosed to the IT manager.

8. Any communications created, sent, or retrieved using e-mail may be read by individuals other than the intended recipient.
9. Notwithstanding the district's right to retrieve and monitor any e-mail messages, such messages should not be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail that is not sent to them. Any exception to this policy must receive prior approval by the superintendent of schools.
10. Any employee who violates this policy or uses the computer system or electronic mail system for improper purposes shall be subject to discipline up to and including discharge.
11. The district has the authority to terminate or limit access to any program at any time.
12. Personal disks or other data storage units cannot be used on the district system unless pre-authorized by the IT manager.
13. The district will take all necessary measures to maintain student privacy relative to the district's website, online information, and storage of student personally identifiable information as required by federal and state law.

District Policy History:

First reading/Second reading/adopted: October 1, 2015

Reviewed: May 3, 2018

Revised: September 15, 2022

Reviewed: September 4, 2025

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes	Description
RSA 189:68-a	<u>Student Online Personal Information</u>
RSA 194-C:4 II (a)	<u>Superintendent Services</u>
RSA 194:3-d	<u>School District Computer Networks</u>

Background Investigation and Criminal History Records Checks

To help assure the safety of District students, it is the policy of the School Board that before any person is employed by the School District, or otherwise placed into positions whereby they have frequent close contact with – or supervision of – students, the administration conduct proper investigation into such person’s background, including, without limitation, a criminal history records check under **RSA 189:13-a – 189:13-c**.

A. Definitions

Applicant – An applicant for employment or any person seeking to serve in any position falling within the term “Covered Person” as defined below, who is selected by the District for further consideration for such position.

Background investigation – An investigation into the past employment and other background of an Applicant with the intent of determining whether:

1. The Applicant is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform; and
2. The Applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible or unsuitable for employment or service in the District.

Conditional offer of employment – An offer of employment extended to a selected Applicant subject to a successfully completed criminal history record check (defined below) which is satisfactory to the SAU or School District.

Contractor – A private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:

- Cafeteria workers
- School bus drivers
- Custodial personnel
- Any other direct services to students of the District or charter school

Covered Person – Every employee, stipend position (e.g., coach, trainer, advisor), candidate, designated volunteer (whether direct or through a volunteer organization) who has regular or direct contact with students, or may be left alone with students, or chaperone or assist at school functions involving students, or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any applicant/person seeking to serve in any of those positions. Only those volunteers who meet the definition of “Designated Volunteer” below are considered “Covered Persons.” See Board policy **IJOC** for additional provisions relating to all volunteers.

Criminal History Records Check (CHRC) – A criminal history records inquiry under RSA 189:13-a – 189:13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.

Designated Volunteer – Any volunteer who:

- Comes in direct contact with students on a predictable basis (e.g., library volunteer, overnight field trip chaperone);
- Meets regularly with students (e.g., community mentor, volunteer assistant coach);
- Meets with students on a one-on-one basis without the presence of a teacher or other professional staff member; OR
- Is otherwise designated as such by the Superintendent or the School Board.

Educator Candidate – A student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This includes both Educator Candidates placed as student teachers in the District, and those who might be present for observation, practicum, or methods courses.

Section V Offenses – Those criminal offenses listed in RSA 189:13-a, V, as amended from time to time.

Non-Section V Offenses – All other criminal offenses, whether felonies or misdemeanors.

Designee – A person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee may only be an assistant superintendent, head of human resources, personnel director, business administrator, or finance director.

B. Background Investigation and Restrictions

1. **General Requirements.** The Superintendent will require a Background Investigation of any Applicant or Covered Person, including but not limited to reviewing the most recent NHED List of Revoked & Suspended Credentials. A record of completion of the Background Investigation shall be retained in the employee's personnel file.
2. **Waiver for Contractors/Agencies.** For Covered Persons employed by a third-party contractor or assigned by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting entity. This waiver does not apply to the CHRC.
3. **Revoked or Suspended Credentials.** The District will not hire or appoint any individual whose credential issued by the NH Department of Education is revoked or suspended, unless:
 - The employment would begin after reinstatement; or
 - The individual retains another valid endorsement.

No person whose credential is revoked or suspended may serve in any volunteer position.

C. False Information

The falsification or omission of information on a job application, during the application process, or in a job interview – including, but not limited to, information concerning criminal convictions or pending criminal charges – shall be grounds for disqualification, withdrawal of offer, or immediate dismissal.

D. Criminal History Records Check (CHRC)

1. **General.** Each Applicant must submit to a CHRC with the State of New Hampshire and the FBI. The CHRC must be initiated before employment begins.
2. **Process.** The Applicant must provide the District with the required release forms and fingerprints. Refusal results in disqualification.
3. **Special Provisions.**
 - **Educator Candidates:** Must undergo CHRC prior to student teaching; the Superintendent may require CHRC for other placements.
 - **Bus Drivers:** CHRC processed through NHED; the Superintendent will also require a Background Investigation.
 - **Substitute Teachers (optional, multi-district SAUs):** Applicants who have completed a CHRC within 3 years in another SAU district may be exempt.
4. **Results.** The Superintendent or Designee shall receive CHRC results, maintain confidentiality, and destroy results within 60 days.
5. **Pending/Convictions – Section V Offenses.** Any pending charge or conviction for a Section V Offense disqualifies the Applicant.
6. **Non-Section V Offenses.** The Superintendent or Designee shall evaluate all reliable information, considering student safety as the priority. Circumstances such as date, nature, and relation to duties will be considered. In such cases, final appointment must be approved by the Board, though specific CHRC details may not be shared.
7. **Fees.** Applicants or contractors are responsible for CHRC fees unless otherwise determined by the Board.
8. **Additional Checks.** The Superintendent or Designee may require CHRC of any Covered Person at any time after hire or appointment.

E. Conditional Offer of Employment

Applicants selected for employment may receive a conditional offer, with the final offer contingent upon satisfactory completion of the Background Investigation and CHRC. All conditional contracts must clearly state that employment is contingent upon successful completion.

F. Final Offer of Employment

No Applicant shall be extended a final offer of employment or appointment if convicted of, or pending disposition of, a Section V Offense (including equivalent offenses from other jurisdictions).

Applicants may only be extended a final offer after satisfactory completion of the Background Investigation and CHRC.

G. Administrative Protocols

The Superintendent is authorized to establish written protocols for Background Investigations, which may vary by position and may include additional disqualifying convictions (e.g., theft, fraud, prostitution).

H. Contractor and Vendor Provisions

All third-party agreements involving Covered Persons must include requirements for Background Investigations and CHRCs under RSA 189:13-a, XII.

I. Training of Superintendent/Designee

The Superintendent or any Designee shall complete training required by NHED for reading and interpreting criminal records.

J. Reports of Criminal Offenses Post-Hire

When the District is notified that a Covered Person has been charged with or convicted of a Section V Offense or other disqualifying crime, the Superintendent shall immediately remove the individual from contact with students. Employees may be placed on paid administrative leave or terminated consistent with law and contract.

If the individual holds a credential under the NH Code of Conduct for Educators, the Superintendent shall report the matter to NHED in accordance with Ed 510.05 and Board policy GBEAB (Mandatory Code of Conduct Reporting).

District Revision History:

First Reading: September 2, 1997

Adopted: September 15, 1997

Amended: November 17, 2005

Reviewed: January 8, 2009

Amended: January 22, 2009

Reviewed: June 26, 2014

Amended: June 28, 2018

Reviewed: June 16, 2022

Reviewed: November 16, 2023

Reviewed: September 4, 2025

Amended: September 11, 2025

Adopted:

ATTENDANCE, ABSENTEEISM, AND TRUANCY

Absences. The Pittsfield School Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Documented illness;
2. Recovery from an accident;
3. Required court attendance;
4. Medical and dental appointments;
5. Death in the immediate family;
6. Observation or celebration of a bona fide religious holiday;
7. Such other good cause as may be acceptable to the Principal or permitted by law.

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

A documented illness is determined with the recommendation from a physician or medical practice. On-going medical conditions, such as asthma, should be documented in the nurse's office. Absences due on-going medical conditions are considered documented and do not need multiple verifications from a doctor or medical practice.

In the event of an illness, parents/guardians must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance. The decision of the Principal is final in determining "other good cause".

Family Vacations / Educational Opportunities. Generally, absences other than for illness during the school year are discouraged. The principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to submit a family vacation / educational opportunity request form to the Principal at least two weeks prior to the planned trip for absence(s) to be considered excused. This advance communication will allow teachers enough time to work with parents and the student regarding homework completion.

Truancy. Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy.

A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Principal is hereby designated as the district employee responsible for overseeing truancy issues.

Chronic Absenteeism. Chronic absenteeism is defined as being absent from school for ten percent or greater of the academic year for any reason, including both excused and unexcused absences, suspensions, and time missed due to changing schools. Based on a 180-day school year, being absent for eighteen or more days in a school year is considered chronic absenteeism.

The principal is designated as the district employee responsible for overseeing chronic absenteeism issues.

Intervention Process to Address Truancy and Chronic Absenteeism. The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy and chronic absenteeism by including a process that identifies students who are habitually truant or chronically absent, as defined above.

When the principal identifies a student who is habitually truant is in danger of becoming habitually truant, chronically absent, or in danger of becoming chronically absent, he/she shall commence an intervention with the student, the student's parents / guardians, and other staff members as may be deemed necessary. The intervention shall include the processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy ;
3. Involves the parents in the development of a plan designed to reduce the truancy ; and
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention and Chronic Absenteeism. When a student reaches habitual truancy status, ~~or~~ is in danger of reaching habitual truancy status, has reached chronically absent status, or is in danger of reaching chronically absent status, the principal will send the student's parent/guardian a letter which includes:

1. Investigates the cause(s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy ;
3. Involves the parents in the development of a plan designed to reduce the truancy ; and
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Developing and Coordinating Strategies for Truancy Reduction and Chronic Absenteeism. The Board

encourages the administration to seek truancy-prevention, truancy-reduction, chronic absenteeism-prevention, and chronic absenteeism-reduction strategies along with the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines, and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention and chronic absenteeism-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents/guardians.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.

The principal shall also ensure that this policy is included in or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

District Policy History:

Reading: September 3, 2009
 Adopted: September 17, 2009
 Reading: September 9, 2010
 Revised: September 22, 2010
 Reviewed: January 15, 2015
 Amended: December 20, 2018
 Reviewed: March 17, 2022
 Revised: August 15, 2024
 Reviewed: September 4, 2025

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes	Description
RSA 189:34,	<u>Appointment</u>
RSA 189:35-a	<u>Truancy Defined</u>
RSA 193:1	<u>Duty of Parent; Compulsory Attendance by Pupil</u>
RSA 193:16	<u>Bylaws as to Nonattendance</u>
RSA 193:7	<u>Penalty</u>
RSA 193:8	<u>Notice Requirements</u>
NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 306.04(b)(1)	<u>Attendance and Absenteeism</u>

PUPIL SAFETY AND VIOLENCE PREVENTION (BULLYING)

I. Definitions (RSA 193-F:3)

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

- 1) Physically harms a pupil or damages the pupil's property,
- 2) Causes emotional distress to a pupil,
- 3) Interferes with a pupil's educational opportunities,
- 4) Creates a hostile educational environment, or
- 5) Substantially disrupts the orderly operation of the school.

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

Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term "bullying" shall include "cyberbullying."

Electronic Devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

School Property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Board is committed to providing all pupils with a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the district reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- 1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property, or
- 2) Occurs off of school property or outside of a school-sponsored activity or event if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The superintendent of schools is responsible for ensuring that this policy is implemented.

III. Statement Prohibiting Retaliation or False Accusations (RSA 193-F:4, II(e))

False Reporting. A student found to have wrongfully and intentionally accused another of bullying shall face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, district policies, established procedures, and collective bargaining agreements.

Reprisal or Retaliation. The district will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

- 1) The consequences and appropriate remedial action for a student, teacher, school administrator, or school volunteer who engages in reprisal or retaliation shall be determined by the principal after consideration of the nature, severity, and circumstances of the act, in accordance with law, Board policies, and any applicable collective bargaining agreements.
- 2) Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to and including suspension and expulsion.
- 3) Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to and including termination of employment.

- 4) Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to and including exclusion from school grounds.

Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the principal or other staff member that he/she believes that he/she may be retaliated against the principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of All Pupils (RSA 193-F:4, II(e))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the district.

V. Disciplinary Consequences for Violations of This Policy (RSA 193-F:4, II(e))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the Board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution, and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers. All staff will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.).

The superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district policies.

Students. All students will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.).

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents. All parents will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school, they should encourage their children to:

- 1) Report bullying when it occurs,
- 2) Take advantage of opportunities to talk to their children about bullying,
- 3) Inform the school immediately if they think their child is being bullied or is bullying other students,
- 4) Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs. The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, counselors, school psychologists, and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

Student Reporting.

- 1) Any student who believes that he or she has been the victim of bullying should report the alleged acts immediately to the principal. If the student is more comfortable reporting the alleged act to a person other than the principal, the student may report to any school district employee or volunteer.
- 2) Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the principal as soon as possible, but no later than the end of that school day.

- 3) The principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers, and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
- 4) The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
- 5) Upon receipt of a report of bullying, the principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

- 1) An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
- 2) All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
- 3) Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the principal as soon as possible, but no later than the end of that school day.
- 4) Upon receipt of a report of bullying, the principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within ten school days of any substantiated incident. Upon completion of such forms, the principal or designee shall retain a copy for him/herself and shall forward one copy to the superintendent of schools. The superintendent of schools shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The principal shall report to the parents of a student who has been reported as a victim of bullying and to parents of a student who has been reported as a perpetrator of bullying within forty-eight hours of receiving the report. Such

notification may be made by telephone, writing, or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The superintendent of schools may, within a forty-eight hour time period, grant the principal a waiver from the requirement that parents of the alleged victim and the alleged perpetrator be notified of the filing of the report. A waiver may only be granted if the superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigation Procedures (RSA 193-F:4, II(j))

- 1) Upon receipt of a report of bullying, the principal shall, within five school days, initiate an investigation into the alleged act. If the principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the superintendent shall direct another district employee to conduct the investigation.
- 2) The investigation may include documented interviews with the alleged victim, alleged perpetrator, and any witnesses. All interviews shall be conducted privately, separately, and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
- 3) If the alleged bullying was in whole or in part cyberbullying, the principal may ask students and/or parents to provide the district with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
- 4) A maximum of ten school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- 5) Factors that the principal or other investigator may consider during the course of the investigation include, but are not limited to:
 - Description of the incident, including the nature of the behavior;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;

- The characteristics of parties involved (name, grade, age, etc.);
 - The identity and number of individuals who participated in bullying behavior;
 - Where the alleged incident occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident, and
 - The date, time, and method in which parents or legal guardians of all parties involved were contacted.
- 6) The principal shall complete the investigation within ten school days of receiving the initial report. If the principal needs more than ten school days to complete the investigation, the superintendent may grant an extension of up to seven school days. In the event that such extension is granted, the principal shall notify in writing all parties involved of the granting of the extension.
- 7) Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the superintendent.
- 8) Students who are found to have violated this policy may face discipline in accordance with other applicable Board policies, up to and including suspension or expulsion. Students facing disciplinary action will be afforded all due process required by law.
- 9) Consistent with applicable law, the district will not require or request that a student disclose or provide to the district the student's user name, password, or other authenticating information to a student's personal social media account. However, the district may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing district investigation.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment;
- Temporary removal from classroom;
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to student support center;
- In-school suspension;
- Out-of-school suspension;
- Expulsion.

Examples of remedial measures may include, but are not limited to:

- Restitution;
- Mediation;
- Peer support group;
- Corrective instruction or other relevant learning experiences;
- Behavior assessment;
- Student counseling;

- Parent conferences.

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the superintendent and principal to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4,II(l))

The principal shall forward all substantiated reports of bullying to the superintendent upon completion of the Principal's investigation.

XIV. Communications with Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

- 1) Within two school days of completing an investigation, the principal will notify the students involved in person of his/her findings and the result of the investigation.
- 2) The principal will notify, either in person or via telephone, the parents of the alleged victim and alleged perpetrator of the results of the investigation. The principal will also send a letter to the parents within twenty-four hours, again notifying them of the results of the investigation.
- 3) If the parents request, the principal shall schedule a meeting with them to further review his/her findings and reasons for his/her actions.
- 4) In accordance with the Family Educational Rights and Privacy Act (FERPA) and other law concerning student privacy, the district will not disclose educational records of students, including the discipline and remedial action assigned to students, to other students and parents of other students involved in a bullying incident.

XV. Appeals

A parent or guardian who is aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the superintendent for review. The appeal shall be in writing addressed to the superintendent, shall state the reason why the appealing party is aggrieved, and the nature of the relief they seek. The superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families, and the district that these matters be promptly resolved. Therefore, any such appeal to the superintendent shall be made within ten calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the superintendent, they may appeal the decision to the School Board within ten calendar days of the date of the parent/guardian's receipt of the superintendent's decision. An appeal to the superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to the School Board Chair in care of the superintendent, shall state the reason why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and the State of New Hampshire Department of Education regulation set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown including, but not limited to, illness, accident, or death of a family member.

XVI. School Officials (RSA 193-F:4, II(n))

The superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the superintendent may designate roles to other school employees as he/she may decide.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The superintendent shall ensure the posting of notice in buses informing the occupants of school buses that such recordings may be occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The district reserves the right to use audio and/or video recording devices on district property (including school buses, which may not be district property but are provided through contractual arrangement) to ensure the health, safety, and welfare of all staff, students, and visitors. Placement and location of such devices will be established in accordance with the provisions of Pittsfield School District Policies.

In the event that an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's educational record. If an audio or video recording does become part of a student's educational record, the provisions of

Policy JICK: Pupil Safety and Violence Prevention

Required

Pittsfield School District Policies shall apply.

The superintendent is authorized to contact the district's attorney for a full legal opinion in the event of such an occurrence.

District Policy History:

First Reading: May 7, 2009

Second Reading/Adopted: May 21, 2009

Reviewed: July 22, 2010

Amended/Adopted: December 9, 2010

Amended/Adopted: April 2, 2015

Amended/Adopted: October 1, 2015Reviewed: December 6, 2018

Revised: January 4, 2024

Reviewed: September 4, 2025

Revised:

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes

RSA 189:70

RSA 193-F

RSA 193-F:3

RSA 570-A:2

NH Dept. of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(7)

Description

Educational Institution Policies
Media

Pupil Safety and Violence Prevention

Definitions (Pupil Safety and Violence
Prevention)

Capture of Audio Recordings (Pupil Safety and
Violence Prevention)

Description

Student Harassment

PUPIL SAFETY AND VIOLENCE PREVENTION (Bullying) – REPORTING FORM

School: _____

Directions: The Pittsfield Board is committed to providing all pupils a safe and secure school environment. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited. This is a form to report alleged bullying that occurred on school property; at a school-sponsored event either on or off-campus; on a school bus; or on the way to and/or from school. This form should be completed and returned to the Building Principal. Contact the school for additional information or assistance.

Today's Date: _____

Person Reporting the Incident:

Name: _____ Telephone: _____

Place an X in the appropriate box:

- ☐ Student ☐ Student (Witness/Bystander)
☐ Parent/guardian ☐ School staff member
☐ Other (Please state: _____)

Information of Alleged Incident:

1. Name of student who was bullied: _____ Age: _____

2. Name(s) of alleged offenders: _____ Age: _____

_____ Age: _____

_____ Age: _____

3. Date(s) on which the alleged incident occurred: _____

4. Place an X next to the statement(s) that best describe what happened (choose all that apply):

Any bullying that involves physical aggression

- ☐ Getting another person to hit or harm the student
☐ Teasing, name-calling, critical remarks, or threats
☐ Demeaning and making jokes of the alleged victim
☐ Rude or threatening gestures
☐ Intimidating, extorting, or exploiting
☐ Spreading harmful rumors or gossip
☐ Electronic communication (specify) _____
☐ Other (specify) _____

5. Where did the incident happen?

- ☐ On school property
☐ On a school bus
☐ At an off-campus school-sponsored activity
☐ On the way to/from school
☐ Off-campus (specify) _____

6. Were there any other witnesses present, and if so, who were they?

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

7. Describe the incident in your own words, to the best of your ability. Include the names of the people involved, what occurred, and what each person did and said, including specific words used. Please use additional paper, if necessary.

*****FOR ADMINISTRATIVE USE ONLY*****

1. Name and Title of Person Investigating this Report: _____ Date: _____

2. Names and dates of persons interviewed:

(1) Name: _____ Date: _____
☐ Student ☐ Staff ☐ Other

(2) Name: _____ Date: _____
☐ Student ☐ Staff ☐ Other

(3) Name: _____ Date: _____
☐ Student ☐ Staff ☐ Other

3. Any prior documented incidents by the alleged aggressor? Yes No

4. Did the alleged victim report any of the following? (check all that apply)

☐ Physical harm or damage to the victim's personal property

☐ Emotional distress

☐ Interference with educational opportunities

☐ Fear of retaliation or reprisal

5. Plan to protect victim or witnesses from retaliation or reprisal (if applicable):

6. Notification of Parent/Guardian:

Date: _____ Time: _____

Person spoken to: _____ Method of Communication: _____

7. Investigation:

(a) Date began: _____

(b) Persons interviewed:

Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

(c) Results and Findings of the Investigation:

(c) Date investigation completed: _____

(d) Date parents/guardians were contacted with results of the investigation:

8. Conclusions of investigation:

(a) Finding of bullying or retaliation: Yes No

(b) If “No” the incident is documented as: _____

(c) If “Yes” the District’s action taken:

☐ Loss of privileges☐ Detention☐ Suspension☐ Other: _____

Signature and Title: _____ Date: _____

Form History:**Adopted: September 3, 2009****Amended: April 2, 2015****Reviewed: December 6, 2018; January 4, 2024; September 4, 2025**

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 189:70

Description[Educational Institution Policies on Social Media](#)

RSA 193-F

[Pupil Safety and Violence Prevention](#)

RSA 193-F:3

[Definitions \(Pupil Safety and Violence Prevention\)](#)

RSA 570-A:2

[Capture of Audio Recordings on School Buses Allowed](#)**NH Dept of Ed Regulation**

N.H. Code Admin. Rules Ed 306.04(b)(7)

Description[Student Harassment](#)