



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

May 7, 2026, 5:30 P.M.

Pittsfield Middle High School Media Center

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. REVIEW OF MANIFEST COMPLETED
4. APPROVAL OF MINUTES – public and nonpublic minutes from April 2, 2026
5. PUBLIC INPUT – an opportunity for the public to request items to be included on the agenda limited to school-related issues. The Board may accept the public’s input that is addressed directly to the Chair in a courteous and respectful manner with a time frame of three minutes per individual with an opportunity for public input for a total of twenty 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. You are not required to sign in if you wish to speak, however it would assist the notetaker for the purpose of accurate minutes.
6. ACTION ON AMENDED AGENDA
7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald
8. REPORTS FROM THE ADMINISTRATION
9. SCHOOL BOARD ACTION AND INFORMATION ITEMS

Policies for FIRST Reading:

- BCB – Board Member Conflict of Interest
- IHBH – Extended Learning Opportunities
- JICJ – Unauthorized Devices
- JH – Attendance, Absenteeism, and Truancy
- DFGA and DFA-R – Crowdfunding
- ADC – Tobacco Products
- ADB – Drug-Free Workplace
- JICA – Student Dress Code

Policies for SECOND Reading:

IHBI – Alternative Learning Programs and Individual Plans
IK – Earning of High School Credit-Achievement of Competencies
IKFG Career Exploration, Readiness, Pathways, and Credentials
IKC – Academic Honors, Class Ranking, Valedictorian and Salutatorian
IKF – Graduation Requirements

Open Enrollment Update - SB 101 and HB 751
Financials
CBA update
Public Education Day in Concord, April 28, 2026

10. COMMITTEE ASSIGNMENTS

- CIP and Facilities: Adam/Sandra
- Policy Committee: Sandie, Administration team, Sandra
- Foss Family Scholarship - Sandra
- Legislative Committee – Becky and Sandra

11. OLD BUSINESS: IA policy, AB policy: Parental Rights – wait for NHSBA guidance;
Consideration of 2027 Deliberative session to be held on a Saturday

12. SELECTBOARD LIAISON

13. PLAN AGENDA FOR NEXT MEETING – June 4, 2026, at 5:30 p.m.

14. 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.

15. PUBLIC INPUT – Three minutes per individual – opportunity for a total of twenty minutes of public input

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

17. ADJOURNMENT



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Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD

MEETING AGENDA

April 2, 2026, 5:30 P.M.

Pittsfield Middle High School Media Center

School Board Members Present: Sandra Adams

Molly Goggin

Adam Gauthier

Tim Robinson

Becky Berk via telephone

Others Present:

Dr. Sandie MacDonald, Supt.

Dr. Erik Anderson, PMHS Principal

Kristen White, PES Principal

Melissa Brown, PMHS Assistant Principal

9 Members of the Public

1. CALL TO ORDER – led by Sandie followed by the PLEDGE OF ALLEGIANCE and the ELECTION OF OFFICERS
Tim made the motion, seconded by Molly to nominate Sandra as Chair. Roll-call vote – unanimous. Sandra made the motion, seconded by Becky, to nominate Molly as Vice Chair. Roll-call vote – unanimous 5-0.

2. REVIEW OF MANIFEST COMPLETED by Sandra and Adam for the March 27th payroll and March 25th vendor checks

3. ACTION ON AMENDED AGENDA - Sandie has 7 non-public items as well as information on the student lunch debt, the preschool, and adding the IHBAB Special Education Evaluations policy for first and second reading and 2 policies – JICJ (use of outside devices) and JH (attendance) for first reading at our May meeting; also move policy AB first reading to our May meeting. Sandra asked to add Erin Flanders' request to install a Little Free Library. Adam made the motion, seconded by Molly to accept the amended agenda. Roll call vote 5-0.

4. APPROVAL OF MINUTES – public and nonpublic minutes from March 5, 2026. Tim made the motion, seconded by Molly to approve the March 5 public minutes. Roll call vote 4-0-1, with Becky abstaining. Adam made the motion, seconded by Tim, to approve the March 5 nonpublic minutes. Roll call vote 4-0-1 with Becky abstaining. Sandra made the motion, seconded by Tim to seal the nonpublic minutes. Roll call vote 4-0-1, with Becky abstaining.

5. PUBLIC INPUT- regarding agenda items only – please sign in if you wish to speak.

6. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald - Sandie shared the justification for combining 3-and 4-year-old preschool program She would like a motion to accept a \$1,500 donation from the NH Charitable Foundation and a motion to accept the 3-year Summerscape proposal; also to accept the resignation of PES music teacher Jaylyn Chafee. 73 students owe money to the school lunch program. Sandra made the motion, seconded by Molly to accept the \$1,500 donation from NH Charitable Foundation. Roll call vote 5-0. Adam made a motion, seconded by Tim, to accept the 3-year proposal from Summerscape. Roll call vote 5-0. Molly made the motion, seconded by Adam to accept the resignation of Jaylyn Chafee. Roll call vote 5-0. Sandie shared the message from the Dept. of Education Commissioner Caitlin Davis of the number of student meeting or exceeding expectations in reading and writing, in SAT scores, and passing the Civics exam. Kudos were given to Sarah Carson with her consistency, care and commitment to her students.

7. REPORTS FROM THE ADMINISTRATION – Erik shared the substantive changes in the PMHS Program of Studies for 2026-2027. Kristen shared the success of Math night and the artwork displayed at Camden Bank, the Friendly Diner, and the Josiah Carpenter Library.

8. SCHOOL BOARD ACTION AND INFORMATION ITEMS

Policies for first reading:

JIAA – Eighteen Year-Old Students - rescind – Adam made the motion, seconded by Molly to rescind. Roll call vote 5-0.

IHBI – Alternative Learning Programs and Individual Plans

IK – Earning of High School Credit-Achievement of Competencies

IMBC – Alternative Credit Options – rescind – Molly made the motion, seconded by Adam to rescind. Roll call vote: 5-0.

IKFG Career Exploration, Readiness, Pathways, and Credentials

IKC – Academic Honors, Class Ranking, Valedictorian and Salutatorian

IKF – Graduation Requirements

AB – Parental Bill of Rights (amended March 6) to be move to May 7 meeting.

IHBAB - Special Education Evaluations – Sandra made the motion, seconded by Molly, to accept the 1st and 2nd reading. Roll call vote – 5-0.

Open Enrollment Update (SB 101) – public hearing held on March 25, 2026, and April 1st – formal process going forward.

Update on the shared services model/Superintendent and BA search move to nonpublic

Cell phone policy enforcement update – followed consistently by staff. 153 violations, mostly high school, 73 detentions, and 1 in-school suspension.

Financials – revenues and expenditures and current operating budget balance – looking ok

Motion to accept FY27 School Calendar – motion made by Becky, seconded by Tim to accept. Roll call vote 5-0.

After much discussion, a motion to establish the Study Committee relative to Warrant Article 9 as approved by voters at the March 10, 2026, election for the purpose of

examining the long-term future of the Pittsfield School District was made by Adam, seconded by Molly to combine the committee efforts in warrant articles 9 and 10 voted in by voters on March 10th. Roll call vote 5-0. Anyone interested in being a community member on that committee should submit letters of interest to Sandie, who will relay them to the Board. A special public meeting will be held on April 16 at 5:30 p.m. to establish the committee and review the purpose and scope of the committee.

Motion to call one Special Meeting (Warrant Article 7) as approved by voters at the March 10, 2026, election to address CBA cost items only made by Molly, seconded by Tim. Roll call vote 5-0. The election will be to vote on a one-year contract.

Molly made the motion, seconded by Tim to approve Erin Flanders' request to install a Little Free Library on school grounds. The Board agreed that it would be installed in Drake Field near a camera. Roll call vote 5-0.

9. COMMITTEE ASSIGNMENTS

- CIP and Facilities: Adam/Sandra – meeting March 25th – Next meeting April 22nd
- Policy Committee: Sandie, Administration team, Sandra – met March 12, 2026 Next meeting April 9th
- Foss Family Scholarship – meeting on March 26th at the Town Hall. Sandra shared the schedule for applications and review of applications.
- Negotiations – The CBA was renegotiated as a one-year contract
- New Legislative Committee – Becky and Sandra

10. OLD BUSINESS: IA policy, PMHS Program of Studies (covered this evening), Consideration of 2027 Deliberative session to be held on a Saturday

11. PLAN AGENDA FOR NEXT MEETING – May 7, 2026, at 5:30 p.m. Policies for first and 2nd reading.

12. SELECTBOARD LIAISON – Art St. Laurent shared that the town is in default budget – work in progress.

13. 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. Beautification date for PTO/PES Saturday, April 25th, at 8 a.m.

14. 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. Please sign in if you wish to speak.

15. 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. At 7:58, on a motion made by Sandra, seconded by Tim, the board entered into nonpublic session. Roll call vote 5-0.

16. PUBLIC SESSION RESUMED at 9:15 p.m.

1. Sandra made the motion, seconded by Molly to accept the resignation of Amy Philbrick, School Psychologist, effective April 10, 2026, noting that the resignation does not meet the contractual 90-day notice requirement and constitutes a material breach of contract. The Board authorized the Superintendent to ensure continuity of services, require completion of transition responsibilities to the extent practicable, and pursue any contractual remedies as appropriate. Roll call vote 5-0.
2. Molly made the motion, seconded by Adam to accept the nomination list. Roll call vote 5-0.
3. Sandra made the motion, seconded by Molly, to pursue a 3-year contract with SAU8 (Concord) Superintendent Tim Herbert and BA contractual services with the option to extend 3 years. Roll call vote 5-0.
4. Molly made the motion, seconded by Adam to accept the renegotiated 1-year CBA contract. Roll call vote 5-0.
5. Molly made the motion, seconded by Tim to hold a public meeting to vote on the renegotiated contract on Thursday, May 7th at 7 p.m. Roll call vote 5-0. Sandie emailed on Monday, April 6th, that there is a process to be followed as an SB2 town, so this will not occur on May 7th.

17. ADJOURNMENT – On a motion made by Adam, seconded by Tim, the meeting was adjourned at 9:35 p.m.

Prepared by Sandra Adams, Chair
April 4, 2026



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Dr. Sandie MacDonald- Superintendent of Schools

PITTSFIELD SCHOOL BOARD POLICY COMMITTEE MINUTES

April 9, 2026, 4:15 P.M.

SAU Office

CALL TO ORDER – Dr. MacDonald called the meeting to order at 4:19 p.m.

PRESENT – Dr. Sandie MacDonald, Superintendent; Dr. Erik Anderson, PMHS Principal; Kristen White, PES Principal; melissa Brown, PMHS Assistant Principal; and Sandra Adams, School Board Chairperson.

AGENDA

Minutes from March 12, 2026, committee meeting – On a motion made by Sandie, and seconded by Erik, the minutes were approved. Vote 5-0.

Discussion and review of the following policies:

AB – Parental Rights (tabled at April 2, 2026, mtg.) Wait for NHSBA guidance

BCB – Board Member Conflict of Interest (requested by a board member) Move to May 7 Board meeting for first reading.

IHBH – Extended Learning Opportunities (last reviewed by NHSBA on 6/10/25 – our latest review was in 2023); tabled at our March 12th meeting. Along with IHBH-R1 and R2 – Move to May 7th Board meeting for first reading

JICJ – Unauthorized Devices (2nd reading – adopted August 14, 2025). Along with JICJ-R – Move to first reading at May 7th Board meeting

JH – Attendance, Absenteeism, and Truancy reviewed and (adopted September 11, 2025) – move to May 7th Board meeting for second reading along with JH-R, JH-R1, JH-R2, and JH-R3

DFGA – Crowdfunding - move to May 7th Board meeting for first reading along with DFGA - R

ADB – Drug-Free Workplace (last reviewed November 3, 2022)

ADC – Tobacco Products – Use and Possession (last reviewed March 7, 2024) First reading May 7th at board meeting

Added JICA (Held over from March 12th meeting) – first reading on May 7th at Board meeting

The Policy Committee will review the J policies at their May 14th meeting. We did not review any of the following, however the I policies have already been reviewed.

IGDJ – Eligibility Requirements

IKFA – Early Graduation - RESCIND – move to IKF – High School Graduation Requirements

IHBG – Home-Education Instruction (last reviewed May 4, 2023)

IKAA – Interdisciplinary Credit – RESCIND – move to IK along with ILBAA. (already completed)

JIA – Student Due Process Rights (last reviewed March 17, 2022)

JICD – Student Discipline and Due Process (last reviewed Dec. 6, 2018)

JIC – Student Conduct – (last reviewed Nov. 15, 2018)
JICDD – Student Discipline. Out-Of-School Actions (last reviewed Dec. 6, 2018)
JICDAA – Employee Student Relations (last reviewed Dec. 15, 2022)
JICD-R – Memorandum of Understanding (reviewed June 15, 2022)
JICH – Drug and Alcohol Use (reviewed Nov. 3, 2022)
JICI – Weapons of School Property – (reviewed Dec. 6, 2018)
JIH – Searches of Students and Their Property (reviewed Dec. 20, 2018)
JICI-R – Modification of a Weapons Expulsion (reviewed Nov. 7, 2019)

ADJOURNMENT at 5:41 p.m.

Prepared by Sandra Adams, Board Chair

April 10, 2026



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Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD
SPECIAL PUBLIC SCHOOL BOARD MEETING MINUTES

April 16, 2026

5:30 p.m.

Pittsfield Middle High School Media Center

School Board Members Present: Sandra Adams, Chair
Molly Goggin, Vice Chair
Adam Gauthier
Tim Robinson
Becky Berk

Members of the Administration: Dr. Sandie MacDonald, Superintendent
Dr. Erik Anderson, PMHS Principal
Melissa Brown, PMHS Assistant Principal

Members of the Public

1. CALL TO ORDER by Chairperson Adams at 5:30 p.m.
2. AGENDA – For the School Board to appoint 9 Study Committee members as follows: 2 School Board Members, the Superintendent or designee, 3 staff members, and 3 community members. Membership of the Study Committee is the result of combining the efforts of the two committees outlined in Warrant Articles 9 and 10 for the purpose of examining the long-term future of the Pittsfield School District.

Appointment Results:

Molly Goggin and Tim Robinson will represent the School Board
PMHS Principal Dr. Erik Anderson will be the Superintendent's designee.
The Board unanimously accepted the School Level Committee (three staff members): Jenn Tyrell, MS Science Teacher; Ed Bell, Building Maintenance; and Beth Colon Pagan, Support services Administrative Assistant presented by Dr. Anderson.
Of the 13 community members submitting letters of intent, the following 3 were selected:
Molly nominated Devin Funk, PT, DPT, CMTPT, seconded by Tim. Vote 5-0.
Molly nominated Weston Martin, LCMHC, seconded by Adam. Vote 5-0.
Discussion ensued regarding the third member. The Board reviewed 6 additional applicants and agreed to move forward with several candidates for consideration. The Board then voted on the following:

Tim moved to consider Art St. Laurent, seconded by Molly. Vote 4-1.

Tim moved to consider Louis Houle, seconded by Molly. Vote 5-0.

Sandra moved to consider Heather Elliot, seconded by Molly. Vote 5-0.

Molly moved to consider Samantha Gourley, seconded by Becky. Vote 4-0-1, with Adam abstaining.

Becky moved to consider Katie Worthen, seconded by Sandra. Vote 5-0.

The Board continued discussion.

On a motion made by Adam, seconded by Becky, we voted to appoint Heather Elliott, BSN, MHA, RN-BC as our 3rd community member. Vote 5-0.

3. MEETING ADJOURNED at 6:25 p.m. with a motion by Tim and seconded by Sandra. Vote 5-0.

Minutes prepared by Sandra Adams, Chair
April 17, 2026

Superintendent Report - May 7, 2026

Dr. Sandie MacDonald

General Assurances

The annual General Assurances are included in my Board packet and are required as part of the Elementary and Secondary Education Act (ESEA) Consolidated Application. By signing these assurances, the District affirms that all federally funded programs will be implemented in compliance with applicable laws and regulations, including civil rights protections, equitable access for all students, and student data privacy requirements. The assurances also confirm that the District maintains appropriate fiscal controls and oversight in accordance with 2 CFR 200, including proper use of funds, procurement practices, supplement-not-supplant requirements, and audit compliance, as well as ongoing program monitoring and reporting to the New Hampshire Department of Education. These assurances are signed annually by the School Board Chairperson and the Superintendent.

Collective Bargaining Agreement - Special Meeting Timeline

The timeline has been established for the Special Meeting related to the Collective Bargaining Agreement vote. This timeline has been coordinated with the Town to ensure compliance with SB2 statutory requirements.

- Post Budget Hearing: May 28, 2026
- Budget Hearing: June 4, 2026
- Post Warrant: June 18-22, 2026
- Checklist Correction (Deliberative): June 27, 2026
- Deliberative Session: July 7, 2026
- Checklist Correction (Voting): July 25, 2026
- Official Ballot Voting: August 4, 2026

Winter Athletics Recognition

Pittsfield Middle High School earned the highest sportsmanship rating in New Hampshire this winter, achieving a perfect score of 16.00 across all divisions. This recognition reflects the character of our student-athletes and the culture of respect, accountability, and community established by our staff, led by Athletic Director Jay Darrah, and supported by our families. A letter recognizing this achievement was submitted to the Pittsfield Post so the broader community can share in this accomplishment.

Senior Class Trip - Memorial Day Weekend

The senior class is seeking the Board permission to take their class trip over Memorial Day weekend. Dr. Anderson can provide additional details.

This policy will be brought forward to the Policy Committee at the next meeting to address an identified gap in current guidance. The associated trip request has been amended to align with the recommended chaperone threshold.

The existing policy establishes a 15:1 student-to-chaperone ratio for middle and high school field trips; however, it does not differentiate or provide sufficient direction for overnight travel. This lack of specificity presents potential supervisory and liability concerns.

To align with best practice and strengthen student safety protocols, it is recommended that overnight field trips be staffed at a ratio of 10:1. In addition, a minimum of two female and two male chaperones is recommended to ensure appropriate supervision, address student needs, and provide adequate coverage in the event of an emergency or unforeseen circumstance. Given the low number of male students attending this excursion, it was deemed two male chaperones would not be necessary. This was cleared with Primex and with our legal team.

This proposed clarification is intended to provide clear expectations, reduce risk, and ensure consistent implementation across all overnight student travel.

Policy EEAG - Use of Private Vehicles to Transport Students

An additional amendment to Policy EEAG will be brought forward to the Policy Committee to clarify transportation requirements, ensure statutory compliance, and align district practice with risk management and insurance guidance.

Based on legal counsel's review of New Hampshire law (RSA 259 and RSA 189), vehicles designed to carry more than ten passengers, when used to transport students, may meet the statutory definition of a "bus," and in the context of school-sponsored activities, may be considered a "school bus." Under RSA 259:7 and RSA 259:96, such classification carries specific regulatory requirements, including driver certification. Pursuant to Saf-C 1304.01, no individual may operate a school bus without a valid school bus driver's certificate.

While statutes provide limited flexibility through classifications such as "mixed use school buses" and "school transportation vehicles," these options introduce additional compliance requirements related to inspection, licensing, and operational control. Misapplication of these provisions creates ambiguity and increases the district's exposure to liability.

In addition, the District's risk management provider, Primex, has advised that the use of 15-passenger vans is not permissible under coverage expectations and may void liability protection. Federal guidance further indicates that vehicles carrying 11 or more passengers and used to transport students are required to meet Federal Motor Vehicle Safety Standards (FMVSS) applicable to school buses, which include enhanced safety features not present in standard passenger vans. The National Highway Traffic Safety Administration strongly discourages the use of 15-passenger vans due to increased rollover risk and reduced occupant protection.

Primex further advises:

- If vehicle capacity beyond a standard passenger vehicle is required, a properly equipped minibus should be utilized rather than a 15-passenger van
- When renting vehicles, districts should secure collision damage waivers and supplemental liability coverage
- When staff transport students in personal vehicles, personal auto insurance applies first, creating potential gaps and exposure
- To reduce risk, districts should avoid one-on-one student transport and require multiple adults when private vehicle use is permitted

Given the combined legal, safety, and insurance considerations, the recommended policy amendment will:

- Require the use of school buses or fully compliant contracted transportation providers for student transportation to and from school-sponsored activities
- Prohibit the use of 15-passenger vans for student transport
- Limit the use of private vehicles to narrowly defined, pre-approved circumstances with strict compliance requirements
- Require adherence to driver certification, insurance, and supervision standards in all cases

This amendment is intended to eliminate ambiguity, ensure compliance with state and federal requirements, maintain insurance coverage, and significantly reduce district liability. Failure to follow these standards could expose the district to negligence claims if it is determined that reasonable care was not exercised in the transportation and supervision of students.

Innovative Schools Waiver Proposal (2026-2027)

Dr. Anderson and I will be presenting an application for an Innovative Schools Waiver for the 2026-2027 school year.

This proposal is designed for a targeted cohort of approximately 16 to 20 students who are not currently finding success within the traditional high school structure. The District is seeking Innovation School designation under RSA 194-E and Ed 1500/1501 to create a flexible, rigorous pathway to graduation.

The proposed model includes a combination of traditional credit-bearing coursework, competency-based learning, Extended Learning Opportunities, and flexible scheduling and pacing.

The District is not seeking to lower standards, reduce graduation requirements, or waive federal protections. Rather, we are seeking targeted flexibility in how students earn credit and how instruction is structured, while maintaining alignment with district and state expectations. This proposal is grounded in state statute, New Hampshire's leadership in competency-based education, and the documented needs of Pittsfield students who are currently off-track for graduation.

Nominations

The following nominations are presented for Board consideration:

- Maddison Flibotte: Elementary School Case Manager
- Eric Pascoal: High School Humanities
- Maegan Sherburne: K-12 Music Teacher
- Ronald Libby: Physical Education

Staffing Update

Daniel Murphy has been hired as Technology Manager. This is an hourly support staff position and does not require Board approval. Daniel will begin on July 1.

Open Positions

The District continues to recruit for the following positions:

- Elementary School Guidance Counselor
- Kindergarten Teacher
- Grade 4 Teacher
- Elementary School Special Education
- High School Humanities
- Middle School Reading/ELA
- High School Reading/ELA
- High School Math
- Business Education Teacher

RFQ Summary - Safety and Security Projects

The District issued five RFQs for safety and security projects. Despite clearly defined scopes and an extended submission window, responses were limited, and several proposals did not align with project specifications or budget expectations.

Project 5 - PMHS Entry Replacement Doors

Estimated Cost: \$75,000

Status: No quotes received

Next Step: Redistribute RFQ to encourage broader vendor participation.

Project 7 - PMHS Night Locks

Estimated Cost: \$11,000

Quotes Received: AST: \$17,499; Kamco: \$84,459.20

Recommendation: Do not award. Both proposals exceed the project budget, with the lowest quote nearly 60 percent over. The Facilities Team and I exploring an alternative approach, including purchasing materials directly and contracting separately for installation.

Project 8 - PMHS Push-Arm Exterior Door Alarms

Estimated Cost: \$12,000

Quotes Received: Oak Security: \$8,350.20; Kamco: \$30,960.88

Recommendation: Award to Oak Security. The proposal is within budget and aligned with the project scope. References have been verified.

Project 9 - Rekeying of PMHS Interior and Exterior Doors

Estimated Cost: \$30,000

Quotes Received: AST: \$66,999.00; Oak Security: \$29,994.23

Recommendation: Award to Oak Security. The proposal is within budget and aligned with the project scope. References have been verified. As permitted, the District has discussed the quote with Oak Security will be adding additional locks on single use restroom doors.

Project 10 - Technology Building Fob Access, Video Intercom, and Door Monitoring System

Estimated Cost: \$10,000

Quotes Received: AST (Cloud-Based): \$64,538.50; AST (On-Premises): \$73,976.00; Oak Security: \$2,162.19

Recommendation: Award to Oak Security. The proposal is within budget and aligned with the project scope. References have been verified.

All quotes were required to be submitted through the formal RFQ process by the stated deadline. The District extended the deadline by one week; however, no additional compliant submissions were received. In order to remain compliant with federal procurement requirements under 2 CFR 200, proposals submitted outside of the established process could not be considered.

Kamco pricing is included for informational purposes only. Kamco did not follow the required submission process and exceeded budgeted amounts. Oak Security references have been verified, and I am confident in proceeding with the recommended awards.

The following companies were solicited:

- ESL Distributing, LLC, Pittsfield, NH
- Door Control Inc., Londonderry, NH
- Oak Security, Manchester, NH
- AST Security Systems Integration, Hudson NH
- Integrated Door Solutions, Manchester, NH
- Northeast Door Corporation, Bow, NH
- Kamco Supply Corporation, Boston, MA
- A & B Lock and Security, Concord, NH
- BEST Door and Lock, LLC, Goffstown, NH
- Adams Lock and Safe, Concord, NH
- H & H Locksmith, Durham, NH
- CountrySide Lock and Key, Concord, NH

Water Meter Project

The installation of the water meter at Drake Field has been substantially completed; however, a design concern remains. The current configuration requires approximately 40 inches of exposed copper tubing to accommodate the backflow preventer. Both the Facilities team and I have significant concerns with this design, as it presents a clear trip hazard, creates vulnerability to damage, and introduces the risk of theft given the exposed copper.

To mitigate these risks, the exposed copper tubing has been temporarily removed until a secure solution can be implemented. The plan is to install a locked protective structure to house and safeguard the backflow assembly.

The total cost paid to NEEEM for the installation was \$9,500. A total of \$10,000 had been allocated from the Drake Field Trust for this project, leaving a remaining balance of \$500. To remain within budget, Ed Bell and Peter Marston will install the protective structure using a combination of donated materials, purchased structure, and materials already on hand.

This approach ensures both the safety of the site and the protection of the District's investment while maintaining fiscal responsibility.

Recommendation/Next Step: I recommend the Board acknowledge this update and support the installation of the locked protective structure as outlined, allowing the District to resolve the safety concern while remaining within the approved project budget.

Policy Committee Update

The following policies are being presented for a first reading. In most cases, revisions are intended to align district policy with updated NHSBA model policies, current legal requirements, administrative practice, and related policy coding.

Policies for First Reading

- ADB – Drug Free Workplace
Minor revisions for formatting consistency and the addition of related partner policy coding: GBEC.
- ADC – Tobacco Products Use and Possession In and On School Facilities and Grounds
Revisions include updated definitions and the addition of related partner policy coding: GBED and JICG.
- BCD – Board Member Conflict of Interest
New policy recommended for adoption to provide clearer expectations and procedures regarding conflicts of interest and ethical governance practices for Board members.
- DFGA – Crowdfunding
New policy establishing expectations, approval procedures, and oversight related to crowdfunding activities conducted on behalf of the district, schools, classrooms, or student programs.
- IHBH – Extended Learning Opportunities (ELOs)
Revised language and formatting updates to align with current state guidance and district implementation practices.
- IHBH-R1 – Extended Learning Opportunities Applicant Process
New accompanying administrative procedure outlining the application and approval process for students participating in ELO opportunities.
- IHBH-R2 – Extended Learning Opportunities Memorandum of Understanding (MOU)
New accompanying administrative procedure establishing expectations, responsibilities, and documentation requirements for ELO partnerships and experiences.

The following policies are being presented for a second reading and potential adoption:

Policies for Second Reading

- JH – Attendance
- JICJ-R – Unauthorized Communication Device Exception Procedure
- IHBI – Alternative Learning Programs and Individual Plans
- IKF – Graduation Requirements
- IK – Earning of High School Credit / Achievement of Competencies
- IKFG – Career Exploration, Readiness, Pathways, and Credentials
- IKC – Academic Honors, Class Ranking, Valedictorian and Salutatorian

These policies support the district's continued work to align instructional programming, competency-based education practices, graduation pathways, student expectations, and Board governance procedures with current law, administrative rules, and district priorities.

Behavioral Services Contract Recommendation

I recommend awarding the behavioral services contract currently operating under the Constellations Program to McBride Consultants for a two-year term in the amount of \$242,000 annually.

The proposed contract includes BCBA services, Extended School Year (ESY) programming support, Behavior Technician services, and Lead Behavior Technician services. The recommendation is based on both programmatic continuity and fiscal sustainability. The contract does include a 30-day exit clause, so both districts would have an opportunity to reassess if the arrangement was not working operationally.

Currently, these services are being provided through contracted behavioral services totaling approximately \$248,397, in addition to two contracted support positions totaling approximately \$119,700, as well as unbudgeted summer school programming costs.

The proposed contract would consolidate these supports into a more coordinated and stable service model. Based on current expenditures, the district is projected to realize an estimated first-year cost savings of approximately \$136,637. Additional savings are anticipated in year two as staffing and program operations continue to stabilize.

This recommendation supports the district's continued efforts to strengthen behavioral programming, reduce reliance on higher-cost contracted staffing models, and improve long-term operational and financial sustainability.

Closing

As we move into the final weeks of the school year, the district remains focused on stabilization, strengthening systems, and planning for the future. Significant work continues across academics, special education, finance, facilities, safety, and operations.

I would like to thank the Board, staff, students, families, and community members for their continued support and partnership throughout this year. While challenges remain, meaningful progress continues to be made as we work toward a stronger and more stable future for the district.

Respectfully submitted,
Sandie MacDonald



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 of Schools

This winter, something pretty special happened at Pittsfield Middle High School, and it's the kind of thing that doesn't always show up on a scoreboard.

Our students earned the highest sportsmanship rating in the entire state of New Hampshire. Not just in Division IV, but across all divisions. **A perfect 16.00.**

That's something to be proud of. But more than anything, it says a lot about who we are.

In Pittsfield, sports are just an extension of our school and our community. Our student athletes are the same kids who look out for each other in the classroom, help younger students, and represent this town wherever they go. What they showed this season wasn't just about following the rules. It was about how they handled themselves, especially when things didn't go their way.

That doesn't happen by accident.

There's leadership behind it. Athletic Director and Varsity Basketball Coach Jay Darrah has set a tone where respect and accountability matter. Not just at the end of a game, but from the start.

The sportsmanship ratings come from officials throughout the season. They're based on how teams handle pressure, how they treat opponents and officials, and how they respond when things get tough. What this tells us is simple. Our students chose to handle those moments the right way.

That reflects what happens in our school every day.

I see our teachers and staff. I see the way they show up for students. It goes far beyond academics. They care about the kids. They build relationships. They hold them to high expectations, but they also support them through hard moments. That carries over into everything, including athletics.

And I do want to say thank you.

Thank you to Jay Darrah for the leadership and consistency. Thank you to our families for reinforcing these values at home. And thank you to our teachers and staff. You are educators, but you are also mentors, coaches, advisors, and steady adults in our students' lives. It shows.

In a small district like ours, that matters.

You can see it in how our students treat each other, how they compete, and how they represent Pittsfield.

This recognition belongs to all of Pittsfield. And it's something we can feel really good about. It's a good reminder that what we're building here goes beyond any season. And I'm really proud to be part of it.

Respectfully submitted,

Dr. Sandie MacDonald
Superintendent

2025-26 WINTER SPORTSMANSHIP RATINGS

DIVISION I	
SCHOOL	RAT.
Alvirne	7.18
Bedford	9.56
Bishop Guertin	3.36
Concord	7.94
Dover	11.93
Exeter	10.77
Goffstown	9.36
Keene	10.12
Londonderry	14.00
Man. Central	5.62
Man. Memorial	2.15
Merrimack	5.93
Nashua North	10.57
Nashua South	10.57
Pinkerton	8.60
Portsmouth	11.54
Salem	5.50
Spaulding	6.31
Timberlane	6.79
Windham	6.46
Winnacunnet	6.24

DIVISION II	
SCHOOL	RAT.
Bow	4.81
Coe-Brown	8.56
ConVal	3.43
Hanover	8.54
Hollis-Brookline	3.93
John Stark	9.75
Kennett	7.17
Kingswood	6.73
Laconia	5.45
Lebanon	6.14
Man. West	11.11
Merrimack Valley	12.14
Milford	7.73
Oyster River	13.73
Pelham	8.82
Pembroke Academy	4.80
Plymouth	8.40
Sanborn	7.00
Souhegan	9.93

DIVISION III	
SCHOOL	RAT.
Belmont	6.30
Berlin	7.88
Campbell	3.45
Conant	3.57
Derryfield	3.00
Fall Mountain	5.57
Gilford	6.92
Hillsboro-Deering	7.00
Hopkinton	11.67
InterLakes	4.27
Kearsarge	10.93
Mascoma	8.56
Monadnock	7.00
Newfound	5.17
Newport	5.44
Prospect Mt	1.00
Raymond	4.29
Somersworth	8.14
St. Thomas	8.09
Stevens	5.18
Trinity	3.50
White Mountains	6.50
Winnisquam	10.29

DIVISION IV	
SCHOOL	RAT.
Bishop Brady	3.70
Canaan Schools	0.00
Colebrook	7.00
Concord Christian	0.00
Epping	8.40
Farmington	0.67
Franklin	15.75
Gorham	11.14
Groveton	3.67
Hinsdale	13.33
Holy Family	11.33
Lin-Wood	14.20
Lisbon	10.00
Littleton	6.83
Mascenic	3.00
Moultonborough	8.29
Mount Royal	8.00
Newmarket	9.50
Nute	2.00
Pittsburg	0.00
Pittsfield	16.00
Portsmouth Christian	7.00
Profile	14.17
Sunapee	11.17
Wilton-Lyndeborough	3.40
Woodsville	7.00

EEAG

Pittsfield School District

USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. The Board specifically forbids any employee to transport students, except the employee's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Individuals providing unauthorized student transportation do so at their own expense and liability.

Persons under contract with the School District to provide school transportation services must have a valid School Bus Driver Certificate / License in accordance with the applicable rules and laws. All vehicles must be approved by the New Hampshire Department of Safety as meeting all applicable school bus safety standards. Parents transporting their own children are exempt from this requirement, per Department of Safety regulations.

Persons providing transportation on an incidental basis, i.e., not specifically as part of a contract to transport, must do so only with the approval of the dean of operations. Such persons must have a valid driver's license; the vehicle used must have a current New Hampshire inspection sticker, and proof of automobile insurance with minimum liability limits of \$100,000 / \$300,000 must be provided. Additionally, persons who anticipate incidental transportation on a periodic basis must provide a Driver Record issued by the Department of Motor Vehicles on an annual basis. A commercial license is required for any vehicle that has a capacity of sixteen or more. Persons providing incidental transportation are to ensure that a second adult accompany them within the vehicle when transporting students.

Exception to the provisions in the above paragraph may be made in extenuating or individual circumstances, such as a person providing transportation as an element of an extended learning opportunity. Such exception must be made in writing by the dean of operations and only with written parent / guardian permission.

No student will transport another student for school authorized transportation without written consent of parents of all students involved and approval of the school administration.

Reimbursement for use of private vehicles may be made, but only if the employee or other person has prior approval of the supervising administrator.

Reading: June 24, 2010
Adopted: July 22, 2010
Amended: April 10, 2014

Reviewed: April 19, 2018
Reviewed: April 18, 2024

Pittsfield School District

FIELD TRIPS AND EXCURSIONS

Field trips are an important supplement to the learning experiences of students when used judiciously and effectively. A field trip is defined as a visit to a site off school grounds that school personnel have determined to be a valuable part of a student's educational program. Field trips are to be educationally relevant, consistent with goals and objectives of the class curriculum, and offer experiences not available through direct classroom instruction. Field trips do not include transportation for interscholastic sports, band, cheerleaders, etc.

An excursion is defined as any overnight, out-of-state, or foreign travel. An excursion should meet the educational criteria established above for field trips with the exception of the annual senior class trip. All excursions must have the approval of the School Board; funds may not be collected from students for excursions prior to Board approval.

The chaperones and teachers who accompany students on trips are responsible for supervision of students and are approved by the principal. The maximum student-to-chaperone ratio is established at 15:1 for middle high school and 10:1 for elementary school. Excursions must have at least one female and at least one male chaperone, with an exception being granted for single-gender excursions, such as a school team's overnight excursion to attend a team-oriented training event.

As part of the experience, students will be required to show some evidence of the knowledge gained as a result of the field study.

Procedures

Field trips must be authorized by the administration.

The teacher, in requesting permission to take his/her class away from school grounds, should submit the details of such a trip to the dean of instruction. The dean of instruction is authorized to establish procedures for field trip and excursion proposals.

A *Warning and Consent Form* must be sent to parents/guardians of each participating student for signature and return. The forms should be distributed after the field trip has been authorized. No child may leave school grounds on a field trip unless the form has been signed by a parent/guardian. Consent forms of those attending should be filed with the dean of instruction before the trip.

Arrangements for financing all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the administration before the trip is taken.

Reading: September 12, 2002
Adopted: September 26, 2002
Revised: April 12, 2012
Revised: November 6, 2014
Reviewed: October 4, 2018
Reviewed: February 16, 2023



Caitlin D. Davis
Commissioner

Richard K. Sala
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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March 27, 2026

TO: Federal Subrecipients

FROM: Jessica Lescarbeau, Bureau Administrator
Bureau of Instructional Support

SUBJECT: 2026-2027 General Assurances

The New Hampshire Department of Education (NHED) has developed the attached “General Assurances, Requirements and Definitions for Participation in Federal Programs” document that must be signed by all subrecipients of federal funds passed through the NHED. The federally funded programs require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore considered “general assurances.”

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subawardees for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHED has consolidated the general assurances into one document which includes requirements and definitions in an effort to provide guidance relative to implementation of the underlying assurances.

Each subrecipient must fully execute these assurances by;

1. Initialing **each page** in the space provided (no initials required for the signature pages)
2. Execute the proper certification for your subrecipient type on the certification page. Your subrecipient type may require further certification by the local board.
3. **Local Educational Agency (LEA) subrecipients:** upload the document in its entirety to the LEA 2026-2027 homepage in the Grants Management System (GMS).
4. **Reporting Authority (RA) subrecipients:** if in GMS, upload the document in its entirety to the RA 2026-2027 homepage in GMS.
5. **Other subrecipients (not in GMS):** return this document to the appropriate Federal Program Manager.

Please note, other program specific assurances will still be requested by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during federal compliance monitoring. Annual audits by CPAs in accordance with the Single Audit Act may also include compliance checks.

These assurances must be uploaded or returned (as described above) no later than **July 1, 2026**, in conjunction with federal program application deadlines. These general assurances are a requirement of all federal program applications.

Additionally, local educational agency subrecipients, please note that the practice of the School Board authorizing the Senior Educational Official to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

General assurances must be uploaded and/or submitted for each subrecipient applying for federal funds.

If you have any questions regarding these general assurances, please contact Jessica Lescarbeau, Bureau Administrator, Bureau of Instructional Support at Jessica.L.Lescarbeau@doe.nh.gov.

Thank you,

Jessica Lescarbeau

Jessica Lescarbeau
Bureau Administrator

New Hampshire Department of Education

2026-2027

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

A. Definitions (2 CFR 200.1)

- 1) **Audit finding** – Deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Community based organization** – The term “community-based organization” means a public or private nonprofit organization of demonstrated effectiveness that— (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.
- 3) **Local educational agency** – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
- 4) **Management decision** – The Federal awarding agency’s or pass-through entity’s written determination, provided to the auditee, of the adequacy of the auditee’s proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 5) **Pass-through entity** – A recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out of a Federal program. The authority of the pass-through entity under this part flows through the subaward agreement between the pass-through entity and subrecipient.
- 6) **Period of performance** – The total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.

- 7) **Reporting authority** – An eligible entity for a subaward that does not meet the definition of local educational agency. Such as; public academies, non-public schools, child care centers, adult education centers, etc.
- 8) **Subaward** – An award provided by a pass-through entity to a subrecipient for the subrecipient to contribute to the goals and objectives of the project by carrying out part of a Federal award received by the pass-through entity. It does not include payments to a contractor, beneficiary, or participant. A subaward may be provided through any form of legal agreement consistent with criteria in with 2 CFR 200.331, including an agreement the pass-through entity considers a contract.
- 9) **Subrecipient** – An entity that receives a subaward from a pass-through entity to carry out part of a federal award.
- 10) **Senior Official** – The top executive in an organization who makes the key decisions on spending, staffing, and other education policies.

B. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will comply with the requirements regarding construction and real property within 34 CFR Part 75.600-75.684. The non-Federal entity is required to comply with any reporting requirements on the status of real property in which the Federal Government retains an interest pursuant to 2 CFR 200.330.
- 4) The subrecipient will establish safeguards to prohibit employees from using their positions for purposes that constitute or appear to present a personal or organizational conflict of interest, or for personal gain.

- 5) The subrecipient will initiate and complete the work within the applicable time frame after receiving approval from the awarding agency.
- 6) The subrecipient will comply with all Federal statutes, administrative rules and executive orders including provisions protecting free speech, religious liberty, public welfare, the environment, and those prohibiting discrimination. These include, but are not limited to:
 - a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex.
 - c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made;
 - j) The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98); and
 - k) The requirements of any other statute(s), administrative rule, executive order, dear colleague letter, or non-regulatory guidance which may apply to the application.
- 7) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
- 8) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee

of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- 9) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
- 10) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
- 11) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 12) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, dear colleague letter, non-regulatory guidance and policies governing all program(s).
- 13) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
- 14) The subrecipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
- 15) The control of funds provided to a subrecipient that is a local educational agency, under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 16) Personnel funded by federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the

US Department of Education).

- 17) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303(a)). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303(b)(1)). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303(e)(1)).
- 18) The subrecipient will comply with the Stevens Amendment.
- 19) The subrecipient will comply with the Buy America Preference for Infrastructure Projects as required by 2 CFR Part 184.
- 20) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234(f), and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 21) The subrecipient will ensure compliance with 2 CFR 200.415(a) and (b).
- 22) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 23) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 24) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 25) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 26) The subrecipient will submit a fully executed and accurate FY26 Single-Audit Certification

(required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2026. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website.

- 27) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (non-procurement).
- 28) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 29) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 30) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 31) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction sub-agreements.
- 32) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 33) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 34) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 35) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 36) As appropriate and to the extent consistent with law, the subrecipient should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).
- 37) The subrecipient will comply with the Prohibition on Certain Telecommunications and Video Surveillance Equipment requirement per 2 CFR 200.216.
- 38) The subrecipient will comply with the Protection for Whistleblowers (41 U.S.C. §4712).

C. Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in section *B. General Assurances*. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions, and to trace funds to establish that such funds have been used in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets.

The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.

- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for (this list is not all inclusive):

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988	<input checked="" type="checkbox"/>	N/A
Procurement Policy & Procedure	2 CFR 200.317-327	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)	<input checked="" type="checkbox"/>	N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Travel Policy	2 CFR 200.475(b)	<input checked="" type="checkbox"/>	N/A
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Time and Effort Policy & Procedure	2 CFR 200.430	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Records Retention Policy & Procedure	2 CFR 200.334	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA Section 8546	<input checked="" type="checkbox"/>	N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)	<input checked="" type="checkbox"/>	N/A
Gun Free School Act	Gun Free School Act of 1994	<input checked="" type="checkbox"/>	N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nonsmoking Policy for Children's Services	ESEA Section 8573	<input checked="" type="checkbox"/>	N/A

3. Internal Controls

The subrecipient must:

- a) Establish, maintain, and document effective internal controls over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should comply with the guidance outlined in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of

- Sponsoring Organizations of the Treadway Commission (COSO).
- b) Comply with the U.S. Constitution, federal statutes, regulations, applicable executive order, and non-regulatory guidance, as applicable, and the terms and conditions of the federal awards.
 - c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
 - d) Take reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information (PII) and other types of information. This also includes information the Federal agency or pass-through entity designates as sensitive or other information the recipient or subrecipient considers sensitive and is consistent with applicable Federal, State, local and tribal laws regarding privacy and responsibility over confidentiality.
 - e) Retain all Federal award records and other supporting documentation in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are:

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$1,000,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$1,000,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the

event that the subrecipient expends less than \$1,000,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities:

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509) and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards, in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan, in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) If an audit reveals the basis for a finding related to a federally funded program, upon request of the NHED, promptly submit a corrective action plan using the NHED template provided for audit findings related to the federally funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to NHED for findings related to all federally funded programs. NHED will review the subrecipient's submission and issue an appropriate management decision adhering to the same framework as set forth in 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: The Federal Audit Clearinghouse

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

a) **New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301 Or via email to: federalcompliance@doe.nh.gov**

b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate FY26 Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2026**. A copy of the forms will be provided to each subrecipient by the NHED via email.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified.

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a

civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace;
 - o The recipient's policy of maintaining a drug-free workplace;
 - o Any available drug counseling, rehabilitation, and employee assistance programs; and
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement; and
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
- o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The subrecipient assures that it shall comply with the provisions of RSA 193:13, IV.

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.

The subrecipient assures that it shall timely file the report required by Ed 317.07.

The subrecipient assures that it has established policies on school discipline as required by RSA 193:13, XI and XII and Ed 317.03.

10. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under federal awards, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

11. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

12. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHED.

13. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, services performed by public utilities, travel, or the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel occurred, and/or when facilities were used (see 34 CFR 76.707).

14. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430 and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee;
- b) Account for the total activity for which each employee is compensated;
- c) Prepared at least monthly and must coincide with one or more pay period; and
- d) Signed and dated by the employee.

15. Protected Prayer in Public Elementary and Secondary Schools

The subrecipient certifies that the LEA has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools. (Section 8524(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act and codified at 20 U.S.C. § 7904).

16. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with

the standards of this section and 2 CFR 200.317 - 2 CFR 200.327 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Simplified Acquisition
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

17. Retention and Access to Records

The subrecipient certifies that it will comply with all federal regulations, including but not limited to, 2 CFR 200.334 – 2 CRF 200.338.

18. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

19. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure (RSA 193-D:8) to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public

elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.

- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

20. Compliance with FERPA and PPRA

The subrecipient certifies that it complies with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) by ensuring the following:

- a) The subrecipient has established and implemented effective internal processes to ensure that student's complete education records are maintained;
- b) The subrecipient has established and implemented effective internal processes to ensure that parents are provided with the opportunity to review their student's education records;
- c) The subrecipient has established policies and procedures that permit disclosure of personally identifiable information from a student's education records in order to address safety issues in a manner that complies with FERPA;
- d) The subrecipient provides parents and eligible students annual notification of their rights under FERPA consistent with 34 CFR § 99.7; and
- e) The subrecipient, if applicable, has established procedures to provide military recruiters the same access to secondary students as provided to postsecondary institutions or to prospective employers and require that schools provide student information to military recruiters, when requested, unless the parent has opted out of providing such information (schools are required to provide to military recruiters include student names, addresses, electronic mailing addresses, and telephone listings. See Section 8528 of the ESEA, as amended, 20 U.S.C. § 7908 and 10 U.S.C. § 503(c)).

CERTIFICATION

Instructions: The Senior Official **must** consult with the Board (School Board, Board of Trustees, Board of Directors, etc.) of the subrecipient by informing said Board about the subrecipients participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Senior Official and the Chair/President of the Board **must** sign this certification page (and initial all other pages) as described below and return it to the NHED. **No subawards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.**

Senior Official Certification:

We the undersigned acknowledge that a person is guilty of a violation of R.S.A. § 641:3 if: (a) He or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named subrecipient hereby apply for participation in federally funded education programs on behalf of the subrecipient named below. I certify, to the best of my knowledge, that the below subrecipient will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 19 inclusive). I further certify, as is evidenced by the Minutes of the Board Meeting held on 5-7-26, that I have informed the members of the Board of the federal funds the subrecipient will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the subrecipients participation in said programs.

Subrecipient Name (must match applicant name): Pittsfield School District

Sandie MacDonald [Signature] 4-9-26
Typed Name of Senior Official Signature Date

Board Certification:

I, the undersigned official representing the Board, acknowledge that the Senior Official, as identified above, has consulted with all members of the Board, in furtherance of the Board's obligations (including those enumerated in RSA 189:1-a for local educational agencies), and pursuant to the Board's oversight of federal funds the subrecipient will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Sandra J Adams
Typed Name of Board Chair/
President (on behalf of the Board)

Sandra J Adams
Signature

04/09/25
Date



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 of Schools

PITTSFIELD SCHOOL BOARD POLICY COMMITTEE MINUTES

April 9, 2026, 4:15 P.M.

SAU Office

CALL TO ORDER – Dr. MacDonald called the meeting to order at 4:19 p.m.

PRESENT – Dr. Sandie MacDonald, Superintendent; Dr. Erik Anderson, PMHS Principal; Kristen White, PES Principal; melissa Brown, PMHS Assistant Principal; and Sandra Adams, School Board Chairperson.

AGENDA

Minutes from March 12, 2026, committee meeting – On a motion made by Sandie, and seconded by Erik, the minutes were approved. Vote 5-0.

Discussion and review of the following policies:

AB – Parental Rights (tabled at April 2, 2026, mtg.) Wait for NHSBA guidance

BCB – Board Member Conflict of Interest (requested by a board member) Move to May 7 Board meeting for first reading.

IHBH – Extended Learning Opportunities (last reviewed by NHSBA on 6/10/25 – our latest review was in 2023); tabled at our March 12th meeting. Along with IHBH-R1 and R2 – Move to May 7th Board meeting for first reading

JICJ – Unauthorized Devices (2nd reading – adopted August 14, 2025). Along with JICJ-R – Move to first reading at May 7th Board meeting

JH – Attendance, Absenteeism, and Truancy reviewed and (adopted September 11, 2025) – move to May 7th Board meeting for second reading along with JH-R, JH-R1, JH-R2, and JH-R3

DFGA – Crowdfunding - move to May 7th Board meeting for first reading along with DFGA - R

ADB – Drug-Free Workplace (last reviewed November 3, 2022)

ADC – Tobacco Products – Use and Possession (last reviewed March 7, 2024) First reading May 7th at board meeting

Added JICA (Held over from March 12th meeting) – first reading on May 7th at Board meeting

The Policy Committee will review the J policies at their May 14th meeting. We did not review any of the following, however the I policies have already been reviewed.

IGDJ – Eligibility Requirements

IKFA – Early Graduation - RESCIND – move to IKF – High School Graduation Requirements

IHBG – Home-Education Instruction (last reviewed May 4, 2023)

IKAA – Interdisciplinary Credit – RESCIND – move to IK along with ILBAA. (already completed)

JIA – Student Due Process Rights (last reviewed March 17, 2022)

JICD – Student Discipline and Due Process (last reviewed Dec. 6, 2018)

JIC – Student Conduct – (last reviewed Nov. 15, 2018)
JICDD – Student Discipline. Out-Of-School Actions (last reviewed Dec. 6, 2018)
JICDAA – Employee Student Relations (last reviewed Dec. 15, 2022)
JICD-R – Memorandum of Understanding (reviewed June 15, 2022)
JICH – Drug and Alcohol Use (reviewed Nov. 3, 2022)
JICI – Weapons of School Property – (reviewed Dec. 6, 2018)
JIH – Searches of Students and Their Property (reviewed Dec. 20, 2018)
JICI-R – Modification of a Weapons Expulsion (reviewed Nov. 7, 2019)

ADJOURNMENT at 5:41 p.m.

Prepared by Sandra Adams, Board Chair

April 10, 2026

Pittsfield School District

DRUG-FREE WORKPLACE

Drug-Free Workplace

- A. All district workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - 1. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a medical marijuana card;
 - 2. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
- B. For purposes of this policy, a “controlled substance or drug” means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. 812(c), or the New Hampshire Controlled Drug Act, RSA 318-B
- C. For purposes of this policy, “workplace” shall mean the site for the performance of work and will include at a minimum any district building or grounds owned or operated by the district, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored event or school-approved activity, event, or function, such as a field trip or athletic event where students are under the jurisdiction, care, or control of the district.
- D. As a condition of employment, each employee and all contracted personnel will:
 - 1. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations, or procedures implementing this policy; and
 - 2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on district premises or while performing work for the district no later than five days after such conviction.
- E. In order to make employees aware of dangers of drug and alcohol abuse, the district will endeavor to:
 - 1. Provide each employee with a copy of the district drug- and alcohol-free workplace policy;

ADB

2. Post notice of the district drug- and alcohol-free workplace policy in a place where other information for employees is posted;
3. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the workplace, the specifics of this policy, including the consequences for violating the policy and any information about available drug and alcohol counseling, rehabilitation, re-entry, or other employee assistance programs.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse employee-assistance rehabilitation program.

The Board will take disciplinary action, with respect to an employee convicted of a drug offense in the workplace, within thirty days of receiving notice of the conviction. Should district employees or contracted personnel be engaged in the performance of work under a federal contract or grant or under a state contract or grant, the superintendent will notify the appropriate state or federal agency from which the district receives contract or grant funds of an employee / contracted personnel's conviction within ten days of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for employee / contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and/or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the district and/or contractor personnel as the case may be.

Drug-Free School Zone

Pursuant to New Hampshire's Drug-Free School Zone law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, or compound any controlled drug or its analog, within a "drug-free school zone." The superintendent is directed to assure that the district is and remains in compliance with the requirements of RSA 193-B, I, and the New Hampshire Education Rules Part 316 with respect to establishment, mapping, and signage of the drug-free zone around each school in the district.

Implementation and Review

ADB

1. The superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy
2. In order to maintain a drug-free workplace, the superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to:
 - a. Determine and assure compliance with the notification requirements of Sections E1 and E2;
 - b. Determine the effectiveness of programs established under Section E2;
 - c. Ensure that disciplinary sanctions are consistently and fairly enforced; and
 - d. Identify any changes required.

Reading: April 2, 1992 (as Policy AHA)
Adopted: April 16, 1992
Reviewed: September 24, 1992
August 5, 1996
January 8, 2009
Amended: January 22, 2009
October 19, 2017
April 18, 2019
Reviewed: November 3, 2022

Drug Free Work Place and Drug Free School Zone

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
 - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
 - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
 - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
 - b. Notify his or her supervisor **in writing** of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:
 - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
 - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
 - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this

policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

D. Implementation and Review

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to:
 - i. determine and assure compliance with the notification requirements of section A.5.a, b and c;

- ii. determine the effectiveness of programs established under paragraph A.5.c above;
- iii. ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

District Policy History:

First reading: April 2, 1992 (AHA)

Second reading/adopted: April 16, 1992

District revision history: September 24, 1992; August 5, 1996; January 8, 2009; October 19, 2017; April 18, 2019; November 3, 2022; May 7, 2026

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 193-B

Drug Free School Zones

RSA 318-B

Controlled Drug Act

NH Dept of Ed Regulation

Description

N.H. Code Admin. Rules Ed 316

Procedure to mark drug-free school zones

Federal Statutes

Description

21 USC § 812

Schedules of Controlled Substances

41 U.S.C. §101, et. seq.
and Federal grant recipients

Drug-free workplace requirements for Federal contractors,

RSA 198:20-b
During Year

Appropriation for Unanticipated Funds Made Available

Pittsfield School District

TOBACCO PRODUCTS USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

No person shall use any tobacco product, E-cigarette, or liquid nicotine in any facility maintained by the Pittsfield School District, nor on any of the grounds of the district. Students and minors are further prohibited from possessing such items in or upon any school facility, school vehicle, or school grounds owned or maintained by the district.

A. Definitions.

1. "Tobacco products" means any product containing tobacco, including but not limited to cigarettes, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time to time.
2. "E-Cigarette" or "Vaping" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended or replaced from time to time.
3. "Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or items included in RSA 126-K:2, III-a as the same may be amended or replaced from time to time.
4. "Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the district. This definition shall include all administrative buildings and offices within facilities supportive of instruction and subject to educational administration, including but limited to lounge areas, passageways, restrooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage areas.

- B. Students. No student shall purchase, or attempt to purchase, possess, or use any tobacco product E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the district.

Enforcement of this prohibition shall initially rest with the administration or designee who may report any violation to law enforcement for possible juvenile,

ADC

criminal, or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

- C. Employees. No employee shall use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the Pittsfield School District.

Initial responsibility for enforcement of this prohibition shall rest with the administration or his/her designees. Any employee who violates this policy is subject to disciplinary action which may include warning, suspension, or dismissal.

Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

- D. All Other Persons. No visitor, contractor, vendor, or other member of the public shall use any tobacco products, E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the Pittsfield School District.

The administration, and where appropriate other site supervisors (athletic director, activity leader, etc.) or their designees shall have the initial responsibility to enforce this section by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette, or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the administration, site supervisor, or designee may contact law enforcement agencies for possible criminal or other proceedings as provided under state law.

- E. Implementation and Notice – Administrative Rules and Procedures

The superintendent shall establish administrative rules and procedures to implement this policy. Rules and procedures relating to student violations and resulting disciplinary consequences shall be developed in consultation with the administration.

The superintendent, working with the administration, shall provide annual notice to employees, students, and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this policy could lead to criminal or other such proceedings.

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Signs shall be placed by the district in all buildings, facilities, and school vehicles stating that the use of tobacco products, E-cigarettes, and liquid nicotine is prohibited.

Adopted: March 1, 1980
Amended: September 2, 2004
Reviewed: January 22, 2009
Amended: October 19, 2017
Amended: October 4, 2018
Amended: December 6, 2018
Amended: March 7, 2024

Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds

State law prohibits the use of any tobacco product, e-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

- A. **Definitions.** These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that may or may not contain nicotine or e-liquid. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"Employee" shall include all persons within the definition of "covered person" under Board policy GBCD.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Students are also subject to the provisions of D.2, below.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine, in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

Employees are also subject to the provisions of D.2, below.

D. All other persons

1. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.
2. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, e-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

District Policy History:

First reading: March 1, 1980

Second reading/adopted: March 1, 1980;

District revision history: September 2, 2004; January 22, 2009; October 19, 2017; October 4, 2018; December 6, 2018; March 7, 2024

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 126-K:2

RSA 126-K:7

RSA 126-K:8

RSA 126-K:6

RSA 155:64 – 77

Federal Statutes

20 U.S.C. 7973

Description

[Definitions](#)

[Use of Tobacco Products on Public Educational Grounds Prohibited](#)

[Youth Access to and Use of Tobacco Products, Special Provisions](#)

[Possession and Use of Tobacco Products by Minors](#)

[Indoor Smoking Act \(Act starts at section 155:64\)](#)

Description

[Nonsmoking Policy for Children's Services](#)

Board Member Conflict of Interest

As elected officials, school board members owe a duty of loyalty to the general public in protecting the school district's interests. Therefore, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, demonstrable, and which is or may be in conflict with the public interest.

A board member who has a personal or private interest in a matter proposed or pending before the Board will disclose such interest to the Board, will not deliberate on the matter, will not vote on the matter, and will not attempt to influence other members of the Board regarding the matter. Additionally, Board members should refrain from engaging in conduct or actions, that give the appearance of a conflict of interest, embarrass the Board, or personally embarrass another Board member.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses with which a Board member is an employee. The policy is designed to prevent placing a Board member in a position where his or her interest in the public schools and his or her interest in his or her place of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist. RSA 95:1 requires that "No person holding a public office, as such, in state or any political subdivision governmental service shall, by contract or otherwise, except by open competitive bidding, buy real estate, sell or buy goods, commodities, or other personal property of a value in excess of \$200 at any one sale to or from the state or political subdivision under which he holds his public office." Through the use of open competitive bidding or recusal of any Board member who has a conflict of interest, the Board will seek to obtain the best value for the district while avoiding impropriety or the appearance of impropriety.

Nepotism

The Board may employ a teacher or other employee if that teacher or other employee is the father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Superintendent or any member of the Board. This paragraph shall also apply to any other person who shares the expenses of daily living with the Superintendent or any member of the Board. Such a relationship will not automatically disqualify a job applicant from employment with the school district.

However, the Board member shall declare his/her relationship with the job applicant and will refrain from debating, discussing, or voting on a nomination or other issue. In the case where the relationship is with the Superintendent, the Superintendent shall disclose the relationship to the Board as early as possible in the recruitment/selection process for the open position or in the case of someone currently employed by the district, before recommending any job related action pertaining to the individual. The Board shall determine whether, were the candidate selected, the supervisor - subordinate relationship between the Superintendent and the prospective employee will be sufficiently indirect, to not disqualify the candidate. If not disqualified, and prior to candidates for the position being screened and a nominee being selected, or the Board approving any job related action, the Superintendent and the Board shall agree on a mechanism to address the conflict of interest. Where practical, the Board may designate another district staff member to fulfill the role of the Superintendent for the selection of a nominee for the position or take appropriate alternative steps. The job applicant is expected to declare his/her relationship with the Board member or Superintendent as well.

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

District Policy History:

First reading: May 7, 2026

Second reading/adopted:

District revision history:

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

109 N.H. 164 (1968)

113 N.H. 667 (1973)

Description

[Atherton v. Concord](#)

[Marsh v. Hanover](#)

NH Statutes

RSA 95:1

Description

[Public Officials Barred From Certain Private Dealings](#)

Crowdfunding

A. Purpose and General Policy Statement.

The purpose of this policy is to establish and regulate parameters for use of crowdfunding or other forms of online fundraising and solicitations for classroom, school or district programs.

The School Board recognizes that crowdfunding campaigns and other forms of online fundraising have become an increasingly popular method by which educators and school sponsored activity groups or organizations can procure funding for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide may be a benefit for District programs and classrooms. The Board further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the District can subject both the District and its employees to significant potential legal liability.

For purposes of this policy, “crowdfunding”, is the practice of using online sites (e.g, donorschoose.org, classful.com, etc.) to solicit donations, whether monetary or in-kind, on behalf of the School District, including any class, extra/co-curricular program. A crowdfunding campaign is considered “to be on behalf of the School District” if it uses imagery, logos or language that would lead a reasonable person to believe that (1) the School District or any school within the District, or program/activity of a school within the District, is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the District.

B. Unapproved Crowdfunding Prohibited.

Crowdfunding on behalf of the District is prohibited unless undertaken by an District employee or school sponsored organization with prior written approval under this policy. No public action towards initiating a crowdfunding campaign on behalf of the District may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the District. Students are permitted to participate in publicizing an employee’s approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the District. Employees or students who participate in crowdfunding on behalf of the District are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the District; using a District email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the District.

Approved crowdfunding campaigns will operate in compliance with all laws and other Board policies and regulations.

C. Crowdfunding Request and Approval Procedures.

1. Crowdfunding Requests. Any request for approval of a crowdfunding campaign shall be in writing and shall include the following information:
 - a. the employee's name, job title, school, and email address;
 - b. the approved crowdfunding website to be used;
 - c. the nature and quantity or amount of donations being requested;
 - d. the classroom, program, or activity to be benefitted and the educational purpose to be served;
 - e. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
 - f. the start and end dates of the crowdfunding campaign; and
 - g. a statement of recognition by the requester that any proceeds of the campaign are school property.

The Superintendent may create and make available a form, which may be online, to be used for such requests.

2. Approved Crowdfunding Sites

The Superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the District to go directly to the District. The Superintendent/designee shall encourage the use of sites focused on K-12 education.

If no site meets these requirements or the Superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

3. Approval Process. Notwithstanding anything to the contrary in Board policy, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.
 - a. Review by the Building Principal. To be eligible for approval under this policy, employees must submit in writing a fully completed approval request form to the building Principal. Regardless of the amount sought to be donated, the Building Principal has authority to deny a proposed campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Building Principal, the proposed campaign would produce unacceptable inequity in the educational environment.

If a proposed campaign seeks a dollar value in excess of \$500, and the building Principal believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the building Principal shall refer the proposed campaign to the Superintendent or designee.

- b. Review by the Superintendent. The Superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. The Superintendent or designee has authority to approve proposed campaigns seeking a dollar value up to \$1,000. Regardless of the amount sought to be donated, the Superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

Consistent with Board policy, if a proposed campaign seeks a dollar value in excess of \$1,000, and the Superintendent or designee believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the Superintendent or designee shall refer the proposed campaign to the Board.

- c. Review by the Board. Subject to the requirements of Board policy, the Board may approve a campaign that seeks a dollar value in excess of \$1,000, although pursuant to RSA 198:20-b, unanticipated funds of \$20,000 or more also require a public hearing before acceptance. After considering the Superintendent's or designee's recommendation, the Board will decide whether to approve or deny the proposed campaign.
4. Criteria of Approval of Crowdfunding Requests. Crowdfunding requests will not be approved unless the proposed campaign:
 - a. meets all requirements of applicable Board policies and administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable state or federal laws or regulations;
 - b. uses a crowdfunding site that has been approved by the Superintendent pursuant to Section C.2, above;
 - c. is consistent with the District's approved curriculum;
 - d. does not create significant disparities or inequities among similarly situated students;
 - e. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
 - f. seeks donations that are compatible with the District's Data and Privacy Governance Plan, as confirmed by the District's Technology Manager.
 - g. has a specific, pre-determined beginning and ending date;

- h. does not disparage the District or any of its buildings, programs, representatives, employees, or students;
- i. does not include pictures or the identifying or confidential information of any District student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
- j. furthers the educational mission of the school and is not used for the unrelated personal gain of any individual;
- k. does not result in donations being delivered directly to the requester;
- l. is not contingent on the District matching funds or making any expenditure;
- m. does not request food or beverage items inconsistent with the District Wellness Policy;
- n. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The Board reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time.

5. Receipt and Allocation of Donations

All monetary donations will be made payable to and deposited into an account designated by the SAU business office. All in-kind donations must be inventoried in accordance with Board policy and District procedures.

All donations, regardless of their form, obtained through crowdfunding on behalf of the District are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The Board reserves the right to transfer donations to a different use at the Board's sole discretion.

6. Record Keeping

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the Superintendent or Building Principal detailing how the donations were used and how students benefited. Such records will be forwarded to the District's business office.

District Policy History:

First reading: May 7, 2026

Second reading/adopted:

District revision history:

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 198:20-b Appropriation for Unanticipated Funds Made Available During Year

Pittsfield School District

EXTENDED LEARNING OPPORTUNITIES

Purpose

The Board encourages students to pursue extended learning opportunities (ELO's) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. ELO's may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses / distance education, or other opportunities approved by the superintendent or his / her designee, in conjunction with board policies.

The purpose of ELO's is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ ELO's that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by the state minimum standards and applicable board policies.

ELO's may be taken for credit or may be taken to supplement or in place of regular academic courses. ELO's may also be used to fulfill prerequisite requirements for advanced classes. If the ELO is taken for credit, the provisions of Policy ILBA, *Assessment of Educational Programs*, and ILBAA, *High School Competency Assessments* apply. ELO's must be supervised by a certified educator in the content area. The supervising certified teacher must authorize the granting of credit for learning accomplished through ELO's when students are taking the ELO for credit.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and district curriculum standards. All ELO's will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students in grades seven through twelve wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO coordinator(s) for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Student and Family Handbook or by contacting the school office or the director of college and career readiness. The ELO coordinator will assist students in preparing the application form and other necessary paperwork.

The director of college and career readiness will have primary responsibility and authority for ensuring the implementation of ELO's and all aspects of such programs. The director of college and career readiness will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages, and disadvantages to both the student and the district.

The director of college and career readiness, in consultation with the supervising certified teacher, will review and determine credits that will be awarded for ELO's toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the director of college and career readiness within the provisions below (see Appeal Process).

Students approved for an ELO must have parental/guardian permission to participate in such a program. Such permission will be granted through a completed ELO application signed by the parent/legal guardian and returned to the district before beginning the program.

All ELO's not initiated and designed by the district shall be the financial responsibility of the student or his/her parent/legal guardian. Students electing independent study, college coursework, internships, or other ELO's that are held off the middle high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the district may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation may request school assistance through the director of college and career readiness. Such requests may be granted if district resources are available and at the discretion of the superintendent. The ELO coordinator will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus ELO's are responsible for their personal safety and well-being. ELO's at off-campus sites will require a signed agreement between the school, the student, and a designated agent of the third-party host. The agreement would specify the roles and responsibilities of each party.

Evaluation Criteria

The director of college and career readiness will evaluate all applications. At a minimum, all applications must meet the following criteria:

1. Provides for administration and supervision of the program;
2. Provides that certified school personnel will oversee and monitor the program;

3. Requirement that each ELO meets rigorous standards, including the minimum standards established by the State Board of Education and other applicable district standards.

Awarding of Credit

Credit for an ELO is based on mastery of course competencies. Students must demonstrate mastery on all competencies identified for the ELO to be awarded credit.

The district reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated toward the overall grade point average. The course name and final course grade earned will be entered onto the student's official transcript.

Appeal Process

A student whose application has been denied may request a meeting with the director of college and career readiness. The director of college and career readiness will provide the students with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the director of college and career readiness rejects the resubmitted proposal, the student may appeal to the superintendent. All decisions made by the superintendent shall be final.

Program Integrity

To ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The director of college and career readiness will be responsible for certifying course completion and the award of credits consistent with the district's policies on graduation.

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

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

To certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Students transferring from other schools who request acceptance of course credits awarded through similar ELO programs shall have their transcripts evaluated by the director of college and career readiness.

It shall be incumbent upon the student or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.

Reading: July 16, 2009
Adopted: August 20, 2009
Amended: September 18, 2014
Reviewed: September 20, 2018
Reviewed: February 2, 2023

Extended Learning Opportunities

Purpose

"Extended learning opportunities" (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting. The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study outside the classroom. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, summer activities, or other opportunities approved as provided below, and in accordance with applicable Board policies.

The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Credit is earned when students achieve the District competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended learning opportunities allow students to earn credit through demonstration of competencies, or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes.

If a student can demonstrate proficiency in high school competencies after the completion of the extended learning opportunity, irrespective of current grade level, the provisions of Board Policy will apply.

Roles and Responsibilities

All areas of study in the program must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All learning opportunities approved as an ELO shall have specific instructional objectives aligned with the State minimum standards and/or District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue a specific learning opportunity must first present their proposal to the school's Building Administrator for approval. The name and contact information for the school's ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal's office or the Guidance Department. The designated administrator/educator will assist students in preparing the application form and other necessary paperwork, and will work with the Principal to determine the competencies and potential credits that may be earned through the ELO.

The Principal will have primary responsibility and authority for overseeing the implementation of ELOs and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the District.

The Principal will review and determine what credit(s) can be awarded for ELOs toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the District before beginning the program.

All extended learning opportunities not initiated and designed by the District shall be the financial responsibility of the student or his/her parent/legal guardian. Students seeking independent study, remote instruction, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the District may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through the Principal. Such requests may be granted if District resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement between the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Building Administrator.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.

5. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits (based on the achievement of competencies) consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal or Principal's designee, will evaluate the experience completed to date and make a determination for the award of partial credit (when the ELO has empowered the student to demonstrate some, but not all, of the required competencies) or recommend a different learning opportunity.

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

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

Students transferring from other schools who request acceptance of credit(s) awarded through extended learning opportunity programs shall have their transcripts evaluated as provided in Board Policy.

District Policy History:

First reading: July 16, 2009

Second reading/adopted: August 20, 2009

District revision history: September 18, 2014; September 20, 2018; February 2, 2023; May 7, 2026

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 188-E:25 through RSA 188-E:26-28

Description

[Dual and Concurrent Enrollment Program](#)

NH Dept. of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(13)

Description

[Alternative Means Of Demonstrating Achievement Of Competencies](#)

N.H. Code Admin. Rules Ed 306.04(b)(21)

[Instructional Program](#)

N.H. Code Admin. Rules Ed 306.22(c)(4)

[High School Curriculum, Credits, and Co-curricular Programs](#)

Extended Learning Opportunities – Applicants

Request for Approval of Extended Learning Opportunity Program of Study

Student: Current Grade: Application Date:

Course/Program to be taken and course number:

Semester/Year course is to be taken:

School: Location:

Course description: (Please attach)

Reason for request (check all appropriate boxes):

Review for credit/summer school (make-up course work for a previously failed course)

Failed course:

Advanced course level in a given sequence for upcoming school year

Name of (DISTRICT SCHOOL) equivalent course:

Earn additional high school credit (check all appropriate options)

College course work for high school credit

College course work for the alternate graduation option

Independent study

Distance Learning course work (online or virtual high school)

Request for credit to be utilized for early graduation

Other:

Rationale for request: (Attach pages if necessary.)

If course is approved, credits will be awarded upon proof of successful completion.

Student Signature: Date:

Parent/Guardian Signature: Date:

School Counselor Signature: Date:

Principal Signature: Date:

Copy to: Student/Parent Student File Guidance Counselor

District Policy History:

First reading: May 7, 2026

Second reading/adopted:

District revision history:

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[High School Curriculum, Credits, and Co-curricular Programs](#)

Extended Learning Opportunities - Memorandum of Understanding for Extended Learning Opportunities

Student Name	High School Name
Mentor Organization	Mentor Address

A. HIGH SCHOOL INTERN agrees to fulfill the following program obligations:

Duration: Participate in the program for a complete academic term, on-site with the sponsor and attending scheduled group meetings with intern coordinator.

Transportation: Arrange own transportation to and from the extended learning opportunity site. The District may provided transportation under certain circumstances consistent with Policy.

Communication: Maintain communication with the school district relative to assignments, progress reports, and other mandatory assignments.

Hours Worked: Learn the school procedure for recording hours worked and regularly report them.

Work Habits: Demonstrate good attendance, accuracy, orderliness, promptness, maturity, appropriate dress and proper business etiquette and professionalism.

Initiative: Seek additional responsibilities in the organization/company/sponsor to enhance the learning experience.

Assignments and Projects: Complete all assignments and projects as assigned by intern coordinator. Assignments and projects may be subject to review by the sponsor at the end of the internship.

B. PARENT OR GUARDIAN of the intern agrees to meet the following obligations:

Work Habits: Reinforce the need for good attendance and the development of good work habits.

Transportation: Assure that the student has transportation to and from the internship site.

Support: Provide encouragement and reinforcement.

Communication: Maintain contact with the school district about any program-related problems.

C. SPONSOR agrees to fulfill the following program obligations:

Insurance, Work-place Safety Standards, Applicable Labor Laws: Maintain all insurance and safety standards that are required by state and federal law.

Internship Plan: Work with the School District coordinator to prepare an individualized student work plan(s).

Supervision: Provide daily, appropriate supervision of the student.

Progress Reports/Assessment: Provide period progress reports regarding the student's work, as may, from time to time, be required and requested by the School District.

Attendance: Verify student attendance. Notify the School District coordinator when student is absent without prior approval or for any other situation requiring attention.

Summary: Review and sign off on the intern's summary of the internship experience.

D. COORDINATOR agrees to fulfill the following program responsibilities:

Academic Progress: Work with student and school personnel to monitor student's academic progress.

Objectives: Coordinate and monitor the internship experience on a day-to-day basis to assure that the program achieves the stated goals.

Policies: Inform the intern, sponsor, and parent or guardian about the purposes and policies of the program at the beginning of the term.

Site Visits: Make regular contacts with the sponsor to review the quality of the internship and the intern's development in the program, to suggest necessary changes in approach, and to follow-up on recommendations. These contacts may be in the form of electronic mail, on- and off-site visitations, or teleconferencing.

E. CONNECTING ACTIVITIES: INTERN, SPONSOR, COORDINATOR

Training Plan: Jointly develop a plan whereby the intern will use and improve the academic skills he or she already has while learning new skills.

Organizational Overview: The sponsor will provide the intern with activities that provide a comprehensive view of the organization and focus on the roles, responsibilities, and functions of the organization. The intern will undertake these activities and seek insight into the qualities, skills, and knowledge that help an executive or manager perform effectively.

Assignments: Jointly define special assignments for the intern to meet the educational objectives of the program.

F. ACADEMIC CREDIT

If the extended learning opportunity is being taken for credit, credit will be granted per the provisions of Board Policy.

Student signature	Date	MCPS Coordinator signature	Date
Parent signature	Date	Mentor Signature	Date

District Policy History:

First reading: May 7, 2026

Second reading/adopted:

District revision history:

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Description

[Dual and Concurrent Enrollment Program](#)

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[High School Curriculum, Credits, and Cocurricular Programs](#)

Attendance, Absenteeism, and Truancy

Purpose

The Pittsfield School Board requires that all school-aged children enrolled in the District attend school in accordance with RSA 193:1–7, Board policy, and administrative procedures. Regular attendance is essential to academic success, continuity of instruction, and student engagement.

Attendance Requirement

Attendance is required of all students enrolled in the District during the days and hours that school is in session unless excused in accordance with this policy.

Excused Absences (Administrative Determination)

The Principal or designee shall determine whether an absence is excused based on satisfactory evidence of a legitimate reason. The District retains sole authority to approve or deny all absences.

The following may be considered excused absences:

1. Documented illness or medical condition
2. Recovery from an accident
3. Required court attendance
4. Medical or dental appointments
5. Death in the immediate family
6. Observation of a bona fide religious holiday
7. Other reasons approved in advance by the Principal

Conditions and Limitations

- Parent notification alone does not constitute an excused absence.
- All absences are subject to verification and approval by the District.
- The District may require documentation for any absence at any time.
- Absences lacking sufficient documentation may be classified as unexcused.

Medical Absences

- Parent-reported illness may be accepted for up to three (3) consecutive days or five (5) cumulative days per semester.
- Absences exceeding these thresholds require verification from a licensed medical provider.
- Failure to provide requested medical documentation may result in absences being classified as unexcused.
- The District may require medical documentation at any time when a pattern of absences is identified, regardless of the number of days reported.
- Documentation of an ongoing medical condition does not exempt a student from attendance expectations. Excessive absences related to any condition remain subject to administrative review and intervention.

Unexcused Absences and Truancy

Absences not approved under this policy shall be considered unexcused.

Truancy is defined as absence from school or class without approval or justification as determined by the District.

Ten (10) half-days of unexcused absence during a school year shall constitute habitual truancy.

Truancy determinations and legal enforcement under RSA 193:1–7 are based on unexcused absences.

Chronic Absenteeism

Chronic absenteeism is defined as missing ten percent (10%) or more of a student's enrolled school days for any reason, including excused and unexcused absences and suspensions.

Chronic absenteeism shall trigger administrative review and intervention.

Monitoring and Early Intervention (Non-Discretionary)

All absences, whether excused or unexcused, shall be recorded and counted toward attendance thresholds.

The District shall implement a uniform, threshold-based attendance monitoring and notification system. These actions are mandatory and shall not be subject to staff discretion.

At established thresholds, including but not limited to:

- Five (5) absences
- Ten (10) absences
- Fifteen (15) absences

the District shall:

- Notify the parent/guardian in writing
- Initiate administrative review
- Implement appropriate intervention strategies

These notifications are intended to address attendance concerns and ensure student access to education and are not, in themselves, determinations of truancy.

Pattern-Based Intervention

A pattern of absences, regardless of designation, shall result in mandatory administrative review and may require intervention, documentation, and/or parent engagement to ensure regular attendance and access to education.

The District may:

- Re-evaluate previously excused absences
- Require additional documentation
- Require parent/guardian meetings
- Develop and implement attendance intervention plans

Excessive absences, regardless of designation, may be determined to be unjustified if sufficient documentation or compliance is not provided.

Administrative Authority

The Principal is designated as the attendance officer and is responsible for:

- Determining whether absences are excused
- Monitoring attendance patterns
- Initiating interventions
- Ensuring compliance with law and policy

Health office staff may document reported reasons for absences but shall not determine whether an absence is excused for enforcement purposes.

The determination of the Principal or designee shall be final.

Intervention and Enforcement

When a student:

- Meets habitual truancy thresholds,
- Is chronically absent, or
- Fails to respond to intervention efforts,

the District shall take appropriate action, which may include:

- Mandatory parent/guardian meetings
- Attendance intervention plans
- Referral to outside agencies

Failure to demonstrate improvement in attendance may result in:

- Referral to law enforcement
- Referral to DCYF for educational neglect
- Court action under RSA 193:1-7

Family Vacations / Educational Opportunities

Absences for family travel or educational opportunities require prior written approval from the Principal. Approval is not guaranteed.

Communication

This policy shall be published annually in the student handbook and made available to parents/guardians 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
 Adopted: September 11, 2025

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NH Statutes

RSA 189:34,

[Appointment](#)

RSA 189:35-a

[Truancy Defined](#)

RSA 193:1

[Duty of Parent; Compulsory Attendance by Pupil](#)

RSA 193:16

[Bylaws as to Nonattendance](#)

RSA 193:7

[Penalty](#)

RSA 193:8

[Notice Requirements](#)**NH Dept of Ed Regulation**

N.H. Code Admin. Rules Ed 306.04(b)(1)

[Attendance and Absenteeism](#)

Student Attendance, Absenteeism, and Truancy

Purpose

The Pittsfield School Board requires that all school-aged children enrolled in the District attend school in accordance with RSA 193:1–7, Board policy, and administrative procedures. Regular attendance is essential to academic success, continuity of instruction, and student engagement.

Attendance Requirement

Attendance is required of all students enrolled in the District during the days and hours that school is in session unless excused in accordance with this policy.

Key Definitions

All absences (excused and unexcused) count toward attendance monitoring and intervention thresholds, while legal truancy determinations are based solely on unexcused absences.

Chronic Absenteeism

Missing 10% or more of enrolled school days for any reason.

Truancy (Legal Definition)

Ten (10) half-days of unexcused absence constitutes habitual truancy under RSA 193:1–7.

Half-Day Definition

A half-day absence is defined as missing more than two (2) hours of instructional time.

Excused Absences (Administrative Determination)

The Principal or designee shall determine whether an absence is excused based on satisfactory evidence of a legitimate reason. The District retains sole authority to approve or deny all absences.

The following may be considered excused absences:

1. Documented illness or medical condition
2. Recovery from an accident
3. Required court attendance
4. Medical or dental appointments
5. Death in the immediate family
6. Observation of a bona fide religious holiday
7. Other reasons approved in advance by the Principal

Conditions and Limitations

- Parent notification alone does not constitute an excused absence.
- All absences are subject to verification and approval by the District.
- The District may require documentation for any absence at any time.
- Absences lacking sufficient documentation may be classified as unexcused.

Medical Absences

- Parent-reported illness may be accepted for up to three (3) consecutive days or five (5) cumulative days per semester.
- Absences exceeding these thresholds require verification from a licensed medical provider.
- Failure to provide requested medical documentation may result in absences being classified as unexcused.
- The District may require medical documentation at any time when a pattern of absences is identified, regardless of the number of days reported.
- Documentation of an ongoing medical condition does not exempt a student from attendance expectations. Excessive absences related to any condition remain subject to administrative review and intervention.

Unexcused Absences and Truancy

Absences not approved under this policy shall be considered unexcused.

Truancy is defined as absence from school or class without approval or justification as determined by the District.

Ten (10) half-days of unexcused absence during a school year shall constitute habitual truancy.

Truancy determinations and legal enforcement under RSA 193:1–7 are based on unexcused absences.

Chronic Absenteeism

Chronic absenteeism is defined as missing ten percent (10%) or more of a student’s enrolled school days for any reason, including excused and unexcused absences and suspensions.

Chronic absenteeism is an educational concern requiring intervention.

Truancy is a legal violation based on unexcused absences and may result in law enforcement involvement.

Monitoring and Early Intervention (Non-Discretionary)

All absences, whether excused or unexcused, shall be recorded and counted toward attendance thresholds.

The District shall implement a uniform, threshold-based attendance monitoring and notification system. These actions are mandatory and shall not be subject to staff discretion.

At established thresholds, including but not limited to:

- Five (5) absences – notification
- Ten (10) absences – administrative review
- Fifteen (15) absences – mandatory intervention

These actions are not discretionary.

the District shall:

- Notify the parent/guardian in writing
- Initiate administrative review
- Implement appropriate intervention strategies

These notifications are intended to address attendance concerns and ensure student access to education and are not, in themselves, determinations of truancy.

Pattern-Based Intervention

A pattern of absences, regardless of designation, shall result in mandatory administrative review and may require intervention, documentation, and/or parent engagement to ensure regular attendance and access to education.

The District may:

- Re-evaluate previously excused absences
- Require additional documentation
- Require parent/guardian meetings
- Develop and implement attendance intervention plans

Excessive absences, regardless of designation, may be determined to be unjustified if sufficient documentation or compliance is not provided.

Administrative Authority

The Principal is designated as the attendance officer and is responsible for:

- Determines excused/unexcused status
- Requires documentation
- Initiates intervention and enforcement

Health office staff may document reported reasons for absences but shall not determine whether an absence is excused for enforcement purposes.

The determination of the Principal or designee shall be final.

Intervention and Enforcement

When a student:

- Meets habitual truancy thresholds,
- Is chronically absent, or
- Fails to respond to intervention efforts,

the District shall take appropriate action, which may include:

- Mandatory parent/guardian meetings
- Attendance intervention plans
- Referral to outside agencies

Failure to demonstrate improvement in attendance may result in:

- Referral to law enforcement
- Referral to DCYF for educational neglect
- Court action under RSA 193:1–7

Family Vacations / Educational Opportunities

Absences for family travel or educational opportunities require prior written approval from the Principal. Approval is not guaranteed.

Communication

This policy shall be published annually in the student handbook and made available to parents/guardians at the beginning of each school year.

District Policy History:

- Reading: September 3, 2009, September 22, 2010
- Adopted: September 17, 2009 September 9, 2010
- Revised: January 15, 2015, March 17, 2022, September 11, 2025
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RSA 189:34,

[Appointment](#)

RSA 189:35-a

[Truancy Defined](#)

RSA 193:1

[Duty of Parent; Compulsory Attendance by Pupil](#)

RSA 193:16

[Bylaws as to Nonattendance](#)

RSA 193:7

[Penalty](#)

RSA 193:8

[Notice Requirements](#)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(1)

[Attendance and Absenteeism](#)

Student Attendance, Absenteeism, and Truancy: Processes

Purpose

The following process establishes a clear, consistent framework for monitoring student attendance, communicating with families, and enforcing compulsory attendance requirements in accordance with Board Policy and RSA 193:1–7.

I. Foundational Expectations

1. Student attendance is the legal responsibility of the parent/guardian and the student.
2. The District is responsible for:
 - Accurate attendance tracking
 - Timely communication with families
 - Implementation of interventions
 - Enforcement of compulsory attendance laws
3. Definition Authority:
 - “Excused absences” are defined by District Policy JEA.
 - “Unexcused absences” (truancy) are subject to enforcement under RSA 193:1–7.

All absences (excused and unexcused) count toward attendance monitoring and intervention thresholds. Legal truancy determinations and enforcement actions are based solely on unexcused absences.

II. Daily Attendance Monitoring

- Attendance shall be taken daily in all schools.
- For each absence, the District will issue an automated phone call and/or email notification to the parent/guardian.

III. Attendance Intervention Protocol

A. Tier A (5 absences)

5 Total Absences (Excused or Unexcused) – Early Intervention

- An auto-generated letter will be mailed to the parent/guardian.
- The letter will include:
 - Notification of attendance concern
 - Reference to District Policy JEA
 - Reference to RSA 193:1–7

B. Tier B (10 absences)

10 Total Absences – Pattern Identified

- A letter will be hand-delivered to the parent/guardian residence.
- The building administrator and designated support staff will be formally notified.
- The communication will:
 - Identify the student as demonstrating a concerning pattern of attendance
 - Reference RSA 193:1–7
 - Require immediate improvement in attendance

Note: Habitual truancy is defined separately as 10 half-days of unexcused absence under RSA 193:1–7.

Policy JH-R: Attendance, Absenteeism and Truancy: Process

C. Tier C (15 absences)

15 Total Absences – Mandatory Intervention

- A mandatory meeting will be scheduled with the parent/guardian and building principal.
- The District will develop and issue a written Attendance Intervention Plan.
- The written notice will include:
 - District Policy JEA
 - RSA 193:1–7
 - Required corrective actions and expectations
- Failure to Participate:
If the parent/guardian fails to attend the required meeting:
 - The District will notify the Police Department for truancy enforcement.

Police notification at this stage is for welfare/truancy support and does not constitute formal legal enforcement.

D. Tier D (20 absences)

20+ Total Absences and/or Continued Noncompliance – Enforcement

This threshold applies to continued noncompliance following intervention and may include cases of unexcused absences meeting truancy criteria.

- The District will initiate formal enforcement actions, including:
 - Requesting a police home visit
 - Submitting a referral to DCYF for educational neglect/truancy
- Additional legal action may be pursued under RSA 193:1–7.

IV. Administrative Authority

- The District may advance interventions at any stage based on severity or pattern of absences.
- Failure of a parent/guardian to respond or participate does not delay or prevent:
 - Implementation of an attendance plan
 - Advancement to the next intervention level
 - Legal enforcement actions

V. Documentation Requirements

At each stage, the District shall maintain:

- Copies of all communications
- Attendance records
- Notes from meetings and interventions
- Documentation of attempted contacts

VI. Non-Exclusivity

This procedure does not limit the District’s authority to:

- Address attendance concerns through additional supports
- Refer cases earlier when warranted
- Ensure compliance with all applicable laws and regulations

VII. Alignment with Law and Policy

This procedure is intended to operate in conjunction with District Policy JH and RSA 193:1-7

Policy JH-R: Attendance, Absenteeism and Truancy: Process

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Student Attendance, Absenteeism, and Truancy: Procedure

I. Purpose

The following procedures will support the processes for monitoring student attendance, communicating with families, and implementing intervention and enforcement in alignment with Board Policy and RSA 193:1-7.

II. Foundational Requirements

1. All student absences shall be recorded daily.
2. All absences-whether excused or unexcused-shall count toward attendance thresholds.
3. Attendance notifications and interventions at defined thresholds are mandatory and shall not be subject to staff discretion.

III. Daily Notification

- For each absence, the District shall issue:
 - Automated phone call and/or
 - Email notification to the parent/guardian

IV. Attendance Intervention Framework

Non-Negotiable Rule

All intervention thresholds are based on total absences (excused and unexcused combined).

Legal truancy determinations and enforcement actions are based solely on unexcused absences in accordance with RSA 193:1-7.

Tier 1: Early Concern (5 Absences)

Action Required:

- Auto-generated attendance letter sent to parent/guardian
- Student flagged for attendance monitoring

Purpose:

- Early awareness
- Prevent escalation

Tier 2: Pattern Identified (10 Absences)

Action Required:

- Written notice sent (hand-delivered or certified when feasible)
- Administrator review initiated

May Include:

- Request for documentation

Policy JH-R1: Attendance, Absenteeism, and Truancy: Procedure

- Notification of attendance concern
- Warning of further intervention

Tier 3: Mandatory Intervention (15 Absences)

Action Required:

- Mandatory parent/guardian meeting with Principal or designee
- Development of an Attendance Intervention Plan

Plan May Include:

- Attendance expectations
- Required documentation moving forward
- Academic or schedule supports

Non-Compliance:

- Failure to attend the meeting may result in escalation, including referral to the Police Department.

Tier 4: Chronic Absenteeism (10% Threshold/18 days)

Action Required:

- Formal identification as chronically absent
- Intensified intervention

May Include:

- Additional meetings
- Program adjustments
- Increased monitoring

Tier 5: Truancy (Unexcused Absence Threshold)

- Ten (10) half-days of unexcused absence = habitual truancy

Action Required:

- Formal truancy process initiated
- Documentation of interventions
- Parent notification of legal implications

Tier 6: Legal Enforcement (20+ Absences or Continued Noncompliance)

Action May Include:

- Police Department home visit
- Referral to DCYF for educational neglect
- Court action under RSA 193:1–7

Policy JH-R1: Attendance, Absenteeism, and Truancy: Procedure

V. Documentation Requirements

At each stage, the District shall maintain:

- Attendance records
- Copies of all correspondence
- Meeting notes
- Intervention plans
- Documentation of parent contact attempts

VI. Administrative Authority

- The Principal serves as the attendance officer.
- The Principal or designee:
 - Determines whether absences are excused
 - May require documentation at any time
 - May re-evaluate absences based on patterns
 - May advance interventions at any stage
- Health office staff:
 - May document reported reasons for absence
 - Shall not determine whether an absence is excused for enforcement purposes

VII. Non-Discretionary Enforcement Clause

Failure of staff to implement required notifications and interventions at each threshold is not permitted.

All attendance actions outlined in this procedure are mandatory and shall be implemented consistently across all schools.

VIII. Non-Participation Clause

Failure of a parent/guardian to:

- Respond to communication
- Provide requested documentation
- Attend required meetings

shall not delay or prevent the District from:

- Advancing interventions
- Implementing attendance plans
- Initiating enforcement actions

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Policy JH-R2: Attendance Roles Policy

Attendance Implementation Tree: Roles & Responsibilities

TIMELINE SUMMARY (WHO + WHEN)

Threshold	Action	Who Leads
Daily	Record + notify	Front Office
5 absences	Automated Letter	Front Office
10 absences	Principal Letter + review	Principal/Designee
15 absences	Principal Meeting + plan	Principal
10% missed	Chronic intervention	Principal/Designee
Truancy threshold	Legal process	Principal
20+ / no improvement	Enforcement	Principal / Police

All absences (excused and unexcused) count toward attendance monitoring and intervention thresholds. Legal truancy determinations and enforcement actions are based solely on unexcused absences in accordance with RSA 193:1–7.

DAILY ATTENDANCE (ALL STUDENTS)

Front Office / Attendance Clerk

- Record all absences in SIS daily
- Trigger automated call/email

Nurse

- Document reported reason (if illness)
- Does NOT determine excused status

Principal / Designee

- Oversight only (no action unless threshold reached)

TIER 1 – 5 ABSENCES (EARLY CONCERN)

Front Office

- Generate and send 5-day attendance letter

Principal / Designee

- Ensure student is flagged for monitoring
- No meeting required yet

TIER 2 – 10 ABSENCES (PATTERN IDENTIFIED)

Front Office

- Generate and send 10-day letter
 - Hand-delivered or certified (when feasible)

Principal / Designee

- Conduct **administrative review**
- Determine if documentation is required
- Flag for possible intervention

Nurse

- Provide attendance/health pattern info if requested

TIER 3 – 15 ABSENCES (MANDATORY INTERVENTION)

Principal / Designee (LEAD ROLE)

- Schedule and conduct mandatory parent meeting
- Develop Attendance Intervention Plan
- Require documentation moving forward

Front Office

- Send 15-day letter + meeting notice
- Track parent response

If Parent Does NOT Attend

- **Principal initiates escalation (Police notification)**

TIER 4 – CHRONIC ABSENTEEISM (10%)

Principal / Designee

- Identify student as chronically absent
- Review and adjust attendance plan
- Implement additional supports

Support Staff (as needed)

- Counselor / SPED / MTSS involvement

TIER 5 – TRUANCY (LEGAL THRESHOLD)

Trigger:

10 half-days of unexcused absence without sufficient justification

Principal / Designee (LEAD ROLE)

- Officially identify student as habitually truant
- Initiate formal truancy process
- Notify parent of legal status

Front Office

- Document all prior interventions
- Maintain attendance records

Principal

- Request Police home visit

TIER 6 – ENFORCEMENT / NONCOMPLIANCE

Principal / Superintendent (as needed)

- Determine escalation based on:
 - Continued absence
 - Failure to comply

Actions May Include:

- DCYF referral
- Court filing under RSA 193:1–7

Front Office

- Compile full documentation packet

NON-NEGOTIABLE ROLE CLARITY

Chronic absenteeism (10%) is an educational concern requiring intervention.

Truancy is a legal violation based on unexcused absences and may result in law enforcement involvement.

Principal = Decision Maker

- Determines justification
- Leads all interventions
- Initiates enforcement

Front Office = Compliance

- Sends all letters
- Tracks thresholds
- Maintains documentation

Nurse = Information Only

- Documents health info
- Provides input if requested
- Does NOT excuse absences

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Pittsfield School District

Attendance Intervention Tree

Daily Attendance

Every absence

- Absence recorded
- Automated call/email sent to parent/guardian
- All absences count toward attendance thresholds, whether excused or unexcused

Tier 1: Early Concern

5 total absences

- Auto-generated attendance letter sent home
- Student flagged for attendance monitoring
- Administrative review may begin

Purpose: early notice and early intervention

Tier 2: Pattern Identified

10 total absences

- Second attendance letter sent home (hand delivered or certified w/return receipt)
- Administrative review required
- Parent/guardian notified that a pattern of absences has emerged
- Additional documentation may be required

Purpose: formal notice that attendance is becoming a concern

Tier 3: Mandatory Intervention

15 total absences

- Mandatory parent/guardian meeting with principal or designee
- Attendance Intervention Plan developed
- Documentation required for all absences going forward
- Failure to participate results in escalation to police

Purpose: active intervention before further decline

Policy JH-R3: Attendance Intervention Tree

Tier 4: Chronic Absenteeism

10% of enrolled school days missed

- Student identified as chronically absent
- Intensified administrative review and intervention
- Attendance plan reviewed and adjusted as needed
- Additional supports and monitoring implemented

Purpose: address significant impact on access to education

Tier 5: Truancy

10 half-days of unexcused absence (missing more than 2 hours in a day)

- Student identified as habitually truant
- Formal truancy process initiated
- Parent/guardian notified of legal implications
- District documents interventions and next steps
- Police home visit

Purpose: shift from attendance concern to legal truancy enforcement

Tier 6: Enforcement / Noncompliance

20+ total absences and/or continued failure to improve

- Further administrative action
- Possible DCYF referral for educational neglect
- Possible court action under RSA 193:1-7

Purpose: enforce compulsory attendance when intervention has not worked

Key Rules

1. All absences count for intervention

Excused and unexcused absences both count toward the 5 / 10 / 15 attendance intervention thresholds.

2. Truancy is defined as ten (10) half-days of unexcused absence in accordance with RSA 193:1–7.

Habitual truancy shall be identified when a student accumulates ten (10) half-days of absence without sufficient justification during a school year.

3. No staff discretion on thresholds

Attendance letters and interventions at each threshold are mandatory.

4. Parent-reported illness is limited

Parent-reported illness may be accepted for:

- up to **3 consecutive days**, or
- up to **5 cumulative days per semester**

After that, medical documentation may be required.

5. Pattern overrides designation

A pattern of absences, **regardless of designation**, triggers administrative review and may require documentation, meetings, and intervention.

6. Chronic Absenteeism

Chronic absenteeism is an educational concern requiring intervention.

Truancy is a legal violation and may result in law enforcement involvement.

Simple Visual Version

Every absence

- record absence + notify family

5 absences

- send first letter

10 absences

- send second letter + admin review

15 absences

- mandatory meeting + attendance plan

10% of enrolled days missed

- chronic absenteeism intervention

10 half-days unexcused (2 hours equivalent to half day)

- habitual truancy process/police home visit

20 absences / no improvement

- DCYF/court escalation

PITTSFIELD SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING (MOU)

Between Pittsfield School District (SAU #51)

and Pittsfield Police Department, Pittsfield, New Hampshire

Regarding Student Attendance, Truancy, and Enforcement

I. PARTIES

This Memorandum of Understanding (MOU) is entered into by and between Pittsfield School District (SAU #51) and the Pittsfield Police Department, Pittsfield, New Hampshire, in coordination with Juvenile Probation and Parole (JPPO), as applicable.

II. PURPOSE

This MOU establishes a clear, consistent, and legally compliant framework for monitoring student attendance, implementing interventions, and enforcing compulsory attendance laws under RSA 193:1–7. It defines roles, responsibilities, timelines, and coordination protocols between the District and law enforcement.

III. GUIDING PRINCIPLES

- Attendance is a legal requirement and shared responsibility.
- All absences trigger school-based intervention.
- Truancy enforcement is based solely on unexcused absences.
- Police involvement occurs only at defined escalation points.
- The goal is student access to education; enforcement is a last step.

IV. DEFINITIONS

All Absences: Excused and unexcused absences count toward intervention thresholds.

Chronic Absenteeism: 10% or more of enrolled school days missed (educational concern).

Truancy: 10 half-days of unexcused absence (legal threshold).

Half-Day: More than 2 hours of instructional time missed.

V. ATTENDANCE INTERVENTION FRAMEWORK

Tier 1 – 5 Total Absences: Notification and monitoring.

Tier 2 – 10 Total Absences: Administrative review and documentation.

Tier 3 – 15 Total Absences: Mandatory meeting and intervention plan.

- Failure to attend: Police notified for welfare/truancy support.

Tier 4 – Chronic Absenteeism: Intensified supports and monitoring.

Tier 5 – Truancy: Legal threshold reached; police home visit requested.

Tier 6 – Enforcement: Continued noncompliance; DCYF referral or court action.

VI. ROLES AND RESPONSIBILITIES

District Responsibilities:

- **Principal:** Attendance officer, determines excused/unexcused, leads interventions, initiates enforcement.
- **Front Office:** Tracks attendance, sends notifications, maintains records.
- **Nurse:** Documents health-related information only.

Police Department Responsibilities:

- Tier 3: Conduct welfare/truancy support checks.
- Tier 5: Conduct home visits for truancy enforcement.
- Tier 6: Support enforcement actions and legal referrals.
- Document and communicate outcomes to the District.

JPPD Responsibilities (as applicable):

- Monitor compliance with court orders.
- Coordinate with District and Police.

VII. DOCUMENTATION

The District will maintain attendance records, communication logs, intervention plans, meeting notes, and documentation of police involvement to ensure compliance and legal defensibility.

VIII. CONFIDENTIALITY AND INFORMATION SHARING

Information sharing will comply with FERPA and applicable privacy laws. Only information necessary to address attendance enforcement will be shared between parties.

IX. NON-NEGOTIABLE EXPECTATIONS

- All thresholds must be implemented consistently.
- Parent non-response does not delay escalation.
- The District may advance interventions based on severity.
- Police involvement occurs at defined stages.
- The District must communicate with and inform the Police Department so they can respond when students hit Tier 3.

X. POLICE AUTHORITY LIMITATION

The Police Department's role under this MOU is limited to enforcement of compulsory attendance laws under RSA 193:1-7. This agreement does not authorize law enforcement to assume responsibility for school discipline or internal administrative matters.

XI. LIABILITY

Each party shall be responsible for the acts and omissions of its own employees and agents. Nothing in this MOU shall be construed to create joint liability between the parties.

XII. DISPUTE RESOLUTION

The parties agree to make reasonable efforts to resolve any disputes arising under this MOU through direct communication between the Superintendent and Chief of Police prior to pursuing formal remedies.

XIII. TERM AND TERMINATION

This MOU becomes effective upon signature and will be reviewed annually or as needed. Either party may terminate this MOU with thirty (30) days written notice.

XIV. LEGAL AUTHORITY

This MOU is grounded in RSA 193:1-7, RSA 193:8, and District Policy JH.

XV. IMPLEMENTATION

The District and Police Department will collaborate to ensure staff are informed of this protocol and understand their respective roles and responsibilities.

XVI. SIGNATURES

Pittsfield School District, Superintendent

Pittsfield Police Department, Representative

JPPO Representative

UNAUTHORIZED COMMUNICATION DEVICES

A. Purpose

The District is committed to providing students with a learning environment free from disruptions. Use of personal communication devices (cell phones, tablets, laptops, other communication devices, smartwatches, etc.) for nonacademic means often leads to disruptions in the learning environment for both individual students and the classroom.

For the purposes of this policy, a personal communication device is defined as any non-district provided internet/ cellular-capable device that can support voice or video calls, texts, emails, or instant messages. Personal communication devices include, but are not limited to: cellphones, tablets, laptops, and smartwatches. For ease of reference, devices provided by the district for instructional use shall be referred to as "district-owned" or district-provided" devices.

B. Restrictions

Student use of personal communication devices is strictly prohibited from when the first bell rings to start instructional time until the dismissal bell rings to end the academic school day (referred to as "the school day"). The school day includes lunch periods, passing time, and recesses.

Students participating in extracurricular activities, co-curricular activities, field trips or other activities outside of the school day shall abide by the rules and consequences established for personal communication devices set by the coach, instructor, sponsor or other designated supervisor for the activity. However, in no event shall personal communication devices (or any other device with photographic or recording capabilities) be used in locker rooms, bathrooms, or any other location where such use could violate another person's reasonable expectation of privacy.

If digital devices are used to enhance learning in the classroom, the District is responsible for providing District-owned devices.

While it is best practice that these devices are not brought to school, if these devices are brought to school, they shall be kept with the power turned off in a student's assigned locker, backpack, or handbag. The District will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

C. Exceptions

Students with medical needs, such as insulin pumps and glucose sensors, or disabilities that require a device to support their learning as identified by their individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, or a multilingual student with appropriate language access programs and services pursuant to Title VI of the Civil Rights Act of 1964 shall be exempt from this policy. Additionally, the superintendent or their designee may approve additional exceptions on a case-by-case basis or through an administrative decision recorded in the student handbook, with respect to student medical, disability, or language proficiency needs.

D. Consequences and Violations

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in disciplinary action. The school reserves the right to monitor, inspect, copy, and review a student's personal electronic device subject to the limitations of RSA 189:70, if there is reasonable suspicion to believe that a student has violated board policies, regulations, school rules, or has engaged in other misconduct while using their personal electronic device.

Consequences for violations of this policy will be pursuant to the JIC Student Code of Conduct. Additionally:

First Offense: Warning and confiscation of the device for the remainder of the school day.

Second and Subsequent Offenses: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/guardian must pick up the device from the principal or superintendent's office.

E. Review

The Superintendent shall annually review policy in collaboration with parent(s) and teachers with a report and recommendations for policy changes to be delivered to the Board of each school year.

F. Dissemination

The Superintendent shall ensure that information regarding the prohibition against using personal communication devices during the school day is included in all student handbooks, and included in "beginning of school year" materials provided to parents/guardians.

District Policy History: Sample Policy Distributed 7.17.25

First reading: July 31, 2025

Second reading/adopted: August 14, 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 Student Privacy

RSA 189:68-a Student Online Personal Information

RSA 189:70 Educational Institution Policies on Social Media

RSA 644:21 Searches of Portable Electronic Devices

Personal Device & Network Use for External Coursework

(ELO, CRTC, VLACS Access Protocol Packet)

Administrative Protocol Memo

Purpose

The purpose of this protocol is to ensure that students participating in Extended Learning Opportunities (ELO), Career and Technical Center (CRTC) programs, and Virtual Learning Academy Charter School (VLACS) coursework are able to access required instructional materials when district network limitations restrict access.

This protocol establishes a **controlled, permission-based exception** allowing the use of personal devices and personal internet connections under defined conditions.

Rationale

The district recognizes that certain approved educational platforms are not fully accessible through the district network. In order to ensure continuity of instruction and equitable access to coursework, a structured process has been established.

This is not an open-use policy. It is a **limited instructional accommodation**.

Authorization Requirements

Students may only participate if:

- Parent/Guardian Consent Form is signed and on file
- Student Agreement is signed
- Principal approval is granted
- Student is identified as participating in ELO, CRTC, or VLACS coursework

Permitted Use

Students may:

- Use personal devices
- Use personal mobile hotspots
- Access approved instructional platforms only

Restrictions

- Use is limited to academic purposes only
- Use must occur in designated locations and times
- Students may not access unrelated content (social media, streaming, etc.)

Critical Network Security Rule

Students are strictly prohibited from:

- Sharing their personal hotspot or Internet connection with any other student
- Allowing other devices to connect to their personal network
- Providing passwords or access to their hotspot

Violation will result in:

- Immediate revocation of privilege
- Administrative review
- Possible disciplinary action

Supervision Expectations

- Staff are not responsible for monitoring personal devices or networks
- Staff may redirect behavior if misuse is observed
- Concerns should be reported to administration

District Position

- The district does not manage, monitor, or secure personal devices or personal networks
- The district cannot ensure content filtering on non-district networks
- This access is provided solely to support participation in approved educational programs

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Parent/Guardian Consent Form

**PITTSFIELD SCHOOL DISTRICT
Personal Device & Hotspot Use Authorization**

Student Name: _____

Program (check all that apply):

- ELO
- CRTC
- VLACS

Purpose

Your child is requesting permission to use a personal device and personal internet connection (hotspot) while at school to access required coursework that is not fully accessible on the district network.

Acknowledgment of Conditions

By signing below, I acknowledge and agree:

- My child may use a personal device and personal hotspot for instructional purposes only
- This use occurs outside the district's filtered network
- The district cannot monitor or filter content accessed through personal networks
- The district is not responsible for the security or use of personal devices or internet connections
- I assume responsibility for my child's use of their personal device and internet access

Personal Network Use Restriction

I understand that:

- My child is **not permitted to share their hotspot or internet connection with any other student**
- This includes allowing others to connect or providing passwords
- Violations will result in loss of privileges and possible disciplinary action

Parent/Guardian Signature: _____

Date: _____

Student Agreement

PITTSFIELD SCHOOL DISTRICT

Student Agreement for Personal Device & Hotspot Use

I understand that I have been given permission to use my personal device and hotspot for schoolwork under specific conditions.

I agree to the following:

Academic Use Only

- I will only use my device and hotspot for ELO, CRTC, or VLACS coursework

Behavior Expectations

- I will follow all school rules and expectations
- I will stop use immediately if directed by staff

Network Security Rule (Non-Negotiable)

- I will not share my hotspot or internet connection with any other student
- I will not allow other devices to connect to my network
- I will not give out my hotspot password

Understanding Consequences

- If I violate these rules, I will lose this privilege
- I may face additional disciplinary action

Student Signature: _____

Date: _____

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The principal is directed to identify students who may be at risk for dropping out of high school, to develop alternative learning plans consistent with this policy, and to assist students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses / distance education, or other opportunities approved by the superintendent, in conjunction with Board policies.

The purposes of alternative plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet state and district requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of all associated School Board policies will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by School Board policy High School Competency Assessments. Appropriately certified teachers and the principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the state minimum standards and district curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, counselors, and administrators should inform students of the district's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform principal of the teacher's concerns. The principal will then schedule a meeting with the student and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the principal.

The principal is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative

learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian, and other appropriate people based on the individual student need.

The principal will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decision rendered by the principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through an alternative learning plan template signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the district will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the district become the responsibility of the district to facilitate implementation, including associated costs and transportation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The superintendent will review the paperwork and will determine whether or not to approve the alternative learning plan. The superintendent's decision will be made within ten days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit toward obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the district cannot guarantee placement in an equivalent district-offered course.
4. The district reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The principal will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provide for proper administration and supervision of the program or plan;
2. Provide that certified school personnel oversee and monitor the program;
3. Require that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all applicable district standards;
4. Include age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning;
5. Are developed and amended, if necessary, in consultation with the student, principal, and at least one parent/guardian.

Appeal Process

If the submitted plan is rejected, the superintendent or designee will provide the student and parent/guardian with a rationale as to why the proposal was rejected. Students whose application has been denied by the superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the students and parent/guardian of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the district's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The principal will determine the validity of such reasons on a case-by-case basis.

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

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

District Policy History:

First reading: July 16, 2009

Second reading/adopted: August 20, 2009

District Revision History

Reviewed: October 16, 2014

Amended: October 4, 2018

Amended: May 5, 2022

Reviewed: April 2, 2026

Adopted: May 7, 2026

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 188-E:25 through RSA 188-E:26-28

RSA 193:1

RSA 91-A:3

Description

[Dual and Concurrent Enrollment Program](#)

[Duty of Parent; Compulsory Attendance by Pupil](#)

[Non-Public Sessions](#)

NH Dept. of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(12)

N.H. Code Admin. Rules Ed 306.04(b)(13)

Description

[Remote Learning](#)

[Alternative Means Of Demonstrating Achievement Of Competencies](#)

N.H. Code Admin. Rules Ed 306.17

[Alternative Programs](#)

Earning of High School Credit - Achievement of Competencies

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as “competencies” developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. "Achievement of competencies" means a student has demonstrated competencies at a "proficient" level through a collection of evidence.
3. "Credit" refers to the official record that a student has achieved competencies associated with learning opportunities.
4. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains (i.e., similar to subjects).
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a single course or across different courses).
6. "Learning opportunities" means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes "course".
7. "Proficiency" (including "proficient") means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course is shown and are not awarded based on class time, age or enrollment status.

Demonstration of achievement of a competency is shown by:

- a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);
- b. Assessments:
 - i.i. District approved assessments, or
 - ii.ii. New Hampshire Department of Education approved assessments.

NOTE: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.

2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, see Section C, below.

C. Learning Opportunities - Methods of Achieving Competencies – Earning of Credits

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments,

2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:

- a. Transfer credit from an approved school pursuant to Section E, below;
- b. An approved home education program; home-educated students may demonstrate achievement of competencies through evaluation of their portfolio or assessments;
- c. Extended learning opportunities (ELO) under the provisions of Board policy;
- d. Online/remote learning opportunities under the provisions of Board policy;
- e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy;
- f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
- g. Co-Curricular activities;
- h. 7th and 8th grade coursework that meets the standards of Board policy. (Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. "Approved schools" include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.
3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.
 - a. For the purposes of reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
 - b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit as an elective.
4. Review of denial of credit for courses from different school:
 - a. Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the Principal's decision.
 - b. Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. The Superintendent's decision shall be final.

F. Learn Everywhere

1. A "Learn everywhere" program is a state board approved alternative program for granting credit leading to graduation.
 - a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - i. Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1, above,
 - ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively affect that student's GPA.
 - b. The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final,
 - c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i.i. The Superintendent will make the final approval or denial,
 - ii.ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

G. Denial of Credit

Credit will not be granted for a course in a subject area lower in course/subject sequence than one for which the student has already earned credit.

H. Minimum Course Load

1. Students shall be enrolled in no less than 4 credits (7 period day) or its equivalent per year, unless the student: (306.23(i)(1-3))
 - a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)
 - b. Has been approved for early graduation (see Board policy)
 - c. Pursuant to any other Board policy; or
 - d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules 306.23(i)(3)

I. Implementation

3. The Superintendent, in consultation with the high school principal and curriculum coordinators, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:
 - a. Identifying competency assessments consistent with the provisions of Board policy,

- b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
 - d. Practices to strive for student safety, and
 - e. Practices that strive for equal access for all students.
2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

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 193-E	<u>Adequate Public Education</u>
RSA 193-E:3-f	<u>Approval of Courses and Programs</u>
RSA 193-H:1	<u>School Performance and Accountability (Definitions)</u>
NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules 306.04(b)	<u>Required Policies</u>
N.H. Code Admin. Rules Ed 1109	<u>Standards of Education for Students With Disabilities (Individualized Education program)</u>
N.H. Code Admin. Rules Ed 1401.02	<u>Learn Everywhere (Definitions)</u>
N.H. Code Admin. Rules Ed 1406.01	<u>Learn Everywhere (Student Enrollment Requirements)</u>
N.H. Code Admin. Rules Ed 1407.02	<u>Learn Everywhere (Program Completion Certificates and Issuing Credit)</u>
N.H. Code Admin. Rules Ed 306.02	<u>Definitions</u>
N.H. Code Admin. Rules Ed 306.02(h)	<u>Credit</u>
N.H. Code Admin. Rules Ed 306.22	<u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program</u>
N.H. Code Admin. Rules Ed 306.23	<u>Graduation Requirements</u>
N.H. Code Admin. Rules Ed 306.23(i)	<u>Early Graduation</u>

Academic Honors, Class Ranking, Valedictorian and Salutatorian

Academic Honors

Honor Graduates will have completed the prescribed course of study in accordance with NH code and regulations issued by the School Board and the New Hampshire State Board of Education.

Grade Point Average (GPA) to determine valedictorian, salutatorian, and other honor graduates will be computed at the conclusion of the final semester.

A student must achieve a 3.75 G.P.A. to be designated an Honor Graduate.

A Graduate who has completed 23.25 or more credits, including 1 Dual Enrollment Course and/or AP/College credit, shall be designated as an Honor Graduate.

An Honor Graduate who has completed 25.25 or more credits, including 2 Dual Enrollment Course and/or AP/College credits, shall be designated as a High Honors Graduate.

District Requirements for Designation as Valedictorian

1. The Valedictorian must be a High Honors Graduate.
2. The Valedictorian must have been a student at the High School for his or her entire Junior and Senior years (four semesters).
3. The student with the highest GPA, computed on the 4-point scale, shall be named Valedictorian.

In the event of a tie the numerical grade average, of the 2 or more Running Start of College/AP classes in which the student received the highest grades, will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Valedictorian.

If a tie still exists, all those who are tied shall be designated Co-Valedictorians

School District Requirements For Designation As Salutatorian

1. The Salutatorian must be a High Honor Graduate.
2. The Salutatorian must have been a student at the High School for his or her entire Junior and Senior years (four semesters).
3. The student with the highest GPA after the Valedictorian shall be named Salutatorian.

In the event of a tie the numerical grade average, of the two or more Running Start or College/AP classes in which the student received the highest grades, will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Salutatorian.

If a tie still exists, all those who are tied shall be designated Co-Salutatorians

Class Rank For Official High School Transcripts

A graduate's class rank shall be determined by their final grade point average with the ranks being assigned as follow:

Class rank shall be composite of grades earned in high school, grades 9-12. Grades transferred from schools where class rank is determined by a different system shall be converted to the School System ranking system. Grades earned in system-sponsored summer school, other principal approved courses offered outside of the School, and principal-approved dual enrollment in programs offered at institutions of higher education (IHEs), shall be included in the calculation of class rank.

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

HIGH SCHOOL GRADUATION REQUIREMENTS

In pursuit of its goal of ensuring that all students reach their learning potential and are prepared for post-secondary and career opportunities, students must meet or exceed the District's academic standards, required credits and additional graduation requirements set forth in this policy to obtain a diploma. High school credits are awarded when a student achieves proficiency relative to a locally defined graduation competency. As described in Board policy, graduation competencies and credits may be earned through multiple pathways, including extended learning opportunities (ELOs), CTE programs, transfer credits, a dual/concurrent enrollment opportunity, home education programs, remote instruction programs, and other alternative learning opportunities. Additionally, and especially for students entering 9th grade after 2026-27, the required "credits" in the tables below, may include competencies that can be earned in more than one subject area.

A. GRADUATION AND DIPLOMA REQUIREMENTS.

The Pittsfield High School Academic Diploma is the standard high School diploma awarded to any student who earns a minimum of 21.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield Academic Diploma description.

The Pittsfield High School Honors Diploma is an Honor's diploma awarded to any student who earns a minimum of 23.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield Honors Diploma description.

The Pittsfield High School Honors Diploma is an Honor's diploma awarded to any student who earns a minimum of 25.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield High Honors Diploma description.

New Hampshire Minimum Standards Diploma requires *specific approval from Superintendent, Principal and the Parent*. The New Hampshire Minimum Standards Diploma is awarded to any student who earns a minimum of 20 credits as specified in Section E, below, and completes all additional requirements included in the Pittsfield High School Program of Studies under the New Hampshire Minimum Standards Diploma description.

EARLY GRADUATION.

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

B. STATE GRADUATION CREDIT REQUIREMENTS.

Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)

Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit
World history, global studies, or geography:	1/2 credit
Health education;	1/2 credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING In 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	3.5 credits, to include 1/2 credit in writing
Mathematics:	3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)
Physical sciences:	1 credit
Biological sciences:	1 credit
US history	1/2 credit
NH history	1/2 credit
Logic and rhetoric	1/2 credit
Civics	1/2 credit
History, government and the US and NH Constitutions	1 credit
Economics	1/2 credit
Financial literacy	1/2 credit

World history, global studies, OR geography	1 credit
Health and wellness education	1/2 credit
Physical education	1 credit
Open electives:	4 credits
Totals:	20 credits

D. Students who are eligible for special education have the option of receiving a Certificate of Attendance (“Certificate”) as provided in this Section. The intent to receive a Certificate will be documented in the student’s current individualized education program (IEP) as part of the student’s transition plan. **NOTE:** Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

1.
 - a. The student is identified with an eligible educational disability and is eligible to receive special education services.
 - b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child’s transition plan, Individualized Education Program (IEP), or other documentation,
 - c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child’s official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, AND
 - d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student’s IEP team, which writing shall include the IEP team’s decision as to when the student will receive the Certificate in one of three predetermined opportunities:

1.
 - i. At the time of graduation with common age peers,
 - ii. At the conclusion of the student’s agreed-upon IEP program, OR
 - iii. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school educational program until such time as each student has earned a regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability

determines that the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from his/her peers awarded a regular diploma.

E. PASSAGE OF CIVICS EXAM & U.S. CITIZENSHIP TEST.

The district will develop a competency assessment of the United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate

The District will administer the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program by the Department of Education. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of the U.S. Citizenship Test to the N.H. Department of Education.

F. FEDERAL STUDENT AID APPLICATION (FAFSA).

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include, but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;
2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in-class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/Superintendent's designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

Policy: IKF High School Graduation Requirements

Category: Required

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

Graduation Ceremony. Only those students who qualify for a Pittsfield High School Diploma (Academic, Honors, High Honors, State Minimum Standards or a Pittsfield High School Certificate of Attendance will participate in the annual graduation ceremony.

Exceptions. The Board reserves the right to grant exceptions to this policy upon recommendation of the superintendent of schools.

District Policy History:

First reading/adopted: March 1, 1980

District Revision History

Amended: April 16, 1992; January 21, 1993; April 6, 2006; June 15, 2006; January 27, 2011; November 20, 2014; March 21, 2019; April 6, 2023; April 5, 2026

Reviewed/Adopted: March 16, 2006; October 18, 2018; May 7, 2026

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 186-C:9
RSA 189:11
RSA 193:26-a

Description
Special Education Required
School Boards, Transportation and Instruction of Pupils
Graduation Requirements: Free Application for Federal Student Aid

NH Dept of Ed Regulation
N.H. Code Admin. Rules Ed 1113.13
N.H. Code Admin. Rules Ed 306.22

Description
Diplomas
High School Curriculum, Credits, Graduation Requirements, and Ccurricular Program

Career Exploration, Readiness, Pathways & Credentials

CAREER EXPLORATION

The Pittsfield School Board recognizes the importance of guiding students toward career readiness through exploration that aligns with their cognitive, social, and emotional development. This policy ensures that career pathways are introduced in ways that foster engagement, curiosity, and informed decision-making at each stage of a student's educational journey. Career pathway exploration should be integrated into the curriculum and school activities in a manner that is age-appropriate and supports students in understanding a range of opportunities that align with their interests and strengths. Examples of exploration methodologies for different age and grade groups follow.

1. Elementary School (Grades K-5):

- Career awareness may be introduced through storytelling, interactive activities, and community engagement.
- Teachers or building administrators can help students explore various professions through classroom discussions, guest speakers or hands-on experiences.
- Emphasis should be directed toward developing universal foundational skills, such as teamwork, problem-solving, and creativity.

2. Middle School (Grades 6-8):

- Career exploration can be integrated into class or individual assignments, allowing students to connect their academic interests with real-world applications.
- Exposure to different industries can be facilitated through career fairs, job-shadowing experiences, and project-based learning.
- Middle school students might participate in self-assessment activities that help them identify their strengths and interests in relation to career possibilities.

3. High School (Grades 9-12):

- Students shall have access to career-focused electives, Career and Technical Education (CTE) programs, Dual and Concurrent Enrollment options, and Extended Learning Opportunities (ELOs).
- Individualized career planning shall be incorporated into advisory programs, assisting students in setting goals for post-secondary education, workforce entry, or entrepreneurship.
- Administrators and/or teachers should seek collaboration with community businesses, higher education institutions, and industry professionals to provide students with practical experience through networking or Extended Learning Opportunities as discussed in Board policy.

B. CAREER READINESS PATHWAYS AND CREDENTIALS

For all incoming first-year students/freshmen, the District will assess career interests and advise how to achieve a career readiness credential upon graduation. The District will document school pathways to career readiness credentials, and also record on a student's transcript progress towards the credential.

Each career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall

designate the personnel responsible for carrying out the provisions of this policy.

The District shall report the following annually to the Department of Education in the manner required by the Department: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career-ready credentials awarded.

As used in this Section B, the terms “career readiness credential”, “career readiness pathways”, “CTE” and “work-based learning” shall have the same meanings as ascribed to them under RSA 188-E:2. “Dual enrollment” and “concurrent enrollment” shall have the meanings ascribed in RSA 188-E:25.

C. IMPLEMENTATION

The Superintendent, in coordination with Principal shall develop procedures and guidelines for establishing the criteria necessary for fostering career exploration in an appropriate manner according to student grade levels. Procedures and guidelines should also facilitate the earning of a career readiness credential upon graduation for those students who wish to pursue that pathway.

District Policy History:

First reading: April 5, 2026

Second reading/adopted: May 7, 2026

District revision history:

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 188-E:2

Description

[Career and Technical Education, Definitions](#)

RSA 188-E:5, XI

[Career and Technical Education, Program.](#)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(22)

Description

[Career Exploration](#)

PES School Board Report

School: Pittsfield Elementary School

Principal Report – May, 2026

1. Current Enrollment:

Preschool: 19	Increase from last month/Decrease from last month: -
Grade K: 38	Increase from last month/Decrease from last month: -
Grade 1: 34	Increase from last month/Decrease from last month: - +1
Grade 2: 28	Increase from last month/Decrease from last month: -
Grade 3: 28	Increase from last month/Decrease from last month: - +1
Grade 4: 33	Increase from last month/Decrease from last month: - -1
Grade 5: 45	Increase from last month/Decrease from last month: -

2. Academics – Student Learning & Progress

During the month of May, our focus at PES centers on demonstrating student growth, maintaining strong instructional practices, and successfully navigating end of year assessments while continuing to support all learners.

Students in grades 3, 4, and 5 are actively engaged in the New Hampshire Statewide Assessment System (NHSAS). Grade 3 and 4 students will complete assessments in English Language Arts, writing, and mathematics, while grade 5 students will complete assessments in English Language Arts, writing, mathematics, and science. Staff have worked collaboratively to ensure that testing environments are supportive, structured, and aligned with student needs, allowing all students to access the assessments in a meaningful way.

In addition to state assessments, all students in grades K through 5 will complete end of year NWEA MAP Growth (NWEA) assessments in both English Language Arts and Mathematics. These assessments provide valuable data to measure individual student growth over the course of the year and will support reflection on instructional practices as we begin planning for the 2026–2027 school year.

Alongside assessment work, students and staff have begun engaging in our Exhibition Projects. These projects provide students with the opportunity to demonstrate their learning, apply skills in authentic ways, and showcase their growth over time. We are excited to welcome families and community members into PES on Wednesday, June 3rd for our Exhibition Night, where students will proudly share their work and learning experiences.

As we move through the final months of the school year, our focus remains on maintaining high expectations, celebrating student growth, and ensuring that every student continues to feel successful and supported in their learning.

Instructional Focus Areas:

PES School Board Report

Finishing the year strong by maintaining high quality Tier 1 instruction, reinforcing consistent routines, and ensuring all students are supported through the completion of end of year assessments.

Showcasing student growth through Exhibition Projects, with a focus on students applying their learning, reflecting on their progress, and sharing their work with families and the community.

Utilizing end of year NWEA and NHSAS data to reflect on instructional practices, celebrate growth, and identify priorities to strengthen teaching and learning for the upcoming school year.

Continuing to build staff capacity through collaboration and reflection, with an emphasis on student engagement, strong classroom communities, and a positive, supportive close to the school year.

3. Attendance

Average Daily Attendance (YTD): 90%

Chronic Absenteeism Rate: 4%

Attendance remains steady as we move into May, with continued collaboration between school and families supporting consistent student presence. As we approach the end of the school year, we are placing an intentional focus on maintaining momentum and reinforcing the importance of every instructional day. We are also introducing additional strategies to re-engage students and celebrate progress, ensuring strong attendance through the final weeks of school.

Actions Taken:

Continuing individualized attendance plans, with intentional mid-plan check-ins alongside students and families to celebrate progress, strengthen partnerships, and adjust supports to ensure continued success.

Expanding positive reinforcement efforts through positive office referrals, daily positive calls home, classroom celebrations, and schoolwide recognition that highlights and reinforces consistent and improved attendance.

Strengthening the connection to end-of-year learning experiences, including Exhibition Night, by reinforcing that consistent attendance ensures students are prepared, confident, and able to fully showcase their growth with families and the community.

Maintaining consistent communication through Alma, paired with proactive outreach from classroom teachers, the school nurse, and support staff to problem solve barriers, provide resources, and ensure families feel supported in getting students to school each day.

PES School Board Report

4. Behavior

Office Referrals (MTD/YTD): 95/605

Common Infractions: Defiance and disruptive behavior

Disciplinary Actions Taken:

Increasing in-the-moment reteaching of expectations, especially during high-impact times such as arrival, transitions, recess, and lunch, to ensure students are consistently reminded of what respectful and responsible behavior looks like in each setting.

Strengthening pre-correction practices, where staff proactively name and model expectations before transitions or challenging parts of the day, helping students be successful before behaviors escalate.

Expanding use of brief reflection and reset opportunities within the classroom, allowing students to regulate, reflect, and return to learning more quickly while maintaining instructional time.

Continuing daily check-ins, while adding a focus on end-of-day reflection, supporting students in reviewing their goals, celebrating successes, and identifying next steps for continued growth.

Positive Supports:

During the month of May, PES continues to foster a strong and connected school community through meaningful experiences that reinforce that *Every student! Every moment! MATTERS!* As we approach the end of the school year, our focus remains on engagement, connection, and celebrating student growth.

Students will have increased opportunities for movement and connection through additional recess and our Bike at Recess event, supporting regulation and positive peer interactions. Schoolwide reading challenges continue to build excitement around literacy while reinforcing strong habits and a shared sense of accomplishment.

Our students are also preparing for the Drama Club production of *Finding Nemo Junior* and Exhibition Night, both of which provide opportunities to build confidence, showcase learning, and strengthen connections with families and the community.

Grade level field trips throughout the month will further enhance engagement through real world learning experiences and relationship building.

Looking ahead, we are excited for Field Day events in early June, led by Mr. Tanguay, which will provide opportunities for teamwork, celebration, and schoolwide connection.

5. Upcoming Focus / Needs

PES School Board Report

As we move into May, our focus centers on supporting students through State and District Assessments, including NHSAS and end-of-year NWEA. Staff are continuing to prioritize strong instructional practices, ensuring students feel confident, prepared, and supported while maintaining a focus on meaningful teaching and learning.

In addition, students and staff are engaged in preparing for Exhibition Night, which will provide an opportunity to showcase student growth, hard work, and learning with families and the community. This work continues to reinforce goal setting, perseverance, and pride in accomplishment as we approach the end of the school year.

Staff will also continue to utilize data to reflect on student progress and make instructional adjustments, ensuring a strong and successful finish to the year for all students.

6. Celebration of Success

PSD Robotics Team: We are incredibly proud of our PSD Robotics Team, who recently participated in a competition at Auburn Village School. Our students and coaches represented our district with pride, demonstrating creativity, teamwork, and problem solving, and were awarded the Innovative Design Award. This is a tremendous accomplishment and a true reflection of their dedication and hard work.

Starbase Program: Our Grade 5 students had the opportunity to participate in the StarBase program over six days. We received wonderful feedback on how well prepared our students were, along with the attentiveness and support provided by our staff. This experience provided meaningful, hands-on learning and highlighted the strength of our students as learners and leaders.

PES Beautification Day: We were so grateful to host a school Beautification Day, where families and community members came together to support and enhance the outside of PES. This day was a true reflection of the pride we all have in our school and the power of our community coming together. A special thank you to Adam, Jill, Aspyn, and Grayson Gauthier, as well as Kameron Johnston from PMHS, for giving their time and energy to support this work. Your efforts made a meaningful difference for our students and school.

These celebrations continue to highlight what makes PES so special—our students, our staff, and our strong partnership with families and the community

Respectfully submitted,

Kristen M. White

PMHS (6-8) School Board Report

School: Pittsfield Middle High School (Grades 6-8)

Principal Report – May 7, 2026

Current Enrollment: (as of 5/04/2026)

Grade 6: 31

Grade 7: 39

Grade 8: 28

Total Enrollment (6-8): 98; (6-12): 242

Academics

According to the Middle School Promotion policy, which is outlined on page 21 of the PMHS Student and Parent/Guardian Handbook, “in order for a student to be promoted from eighth to ninth grade, first-year eighth grade students are required to pass all course competencies in their core courses (English, math, science and social studies).” The MS Team and administration have held meeting with students and families to work to meet this expectation.

Middle school advisors work closely with students to create “to do lists” that outline the assignments that need to be completed and/or revised to improve their academic standing. Middle school teachers and advisors continue to offer additional support to students during class time, guided study, and/or advisory.

Attendance

Overall attendance by month for grades 6-8:

	6th Grade	7th Grade	8th Grade	Total 6-12
August	93.75%	99.31%	99.11%	96.93%
September	93.37%	96.78%	93.37%	94.05%
October	96.33%	95.24%	92.01%	93.16%
November	95.03%	95.14%	92.62%	93.65%

PMHS (6-8) School Board Report

December	93.57%	93.63%	91.84%	91.64%
January	90.00%	93.96%	90.34%	91.91%
February	84.67%	94.04%	89.05%	90.65%
March	92.55%	94.56%	93.71%	92.40%
April	94.7%	93.1%	93.3%	90.86%

Actions Taken:

Daily Attendance calls; personalized outreach and follow-up; home visits; residency inquiries; meetings with the administration.

As of 4/23, 18 students (6-12) have received 1 or more attendance/truancy letters, some of whom are also involved with additional outside agencies.

Behavior:

Discipline Incidents (March 31, 2026-April 23; 18 days of school): Total = 83; 78 Minor; 5 Major

In-School-Suspensions (ISS) = 3

Out-of-School Suspensions (OSS) = 2

Detentions = 25

Administrative Conferences = 58

Top Referral Categories: Disrespectful behavior, inappropriate language, disruptive behavior

Interventions and Supports:

TSI response- The middle school team has initiated a Math Intervention block, along with math “workshops” during the Advisory periods to ensure math instruction at the middle school is meeting students needs and providing the remedial instruction some PMHS students need to reinforce core numeracy strategies.

Accountability- Students are held accountable for both major and minor offenses.

PMHS (6-8) School Board Report

Community building- Schoolwide focus on treating people with respect, common courtesy and kindness. We continue to try to accentuate the positive with all students.

Restorative Practices: Placing a strong emphasis to build and repair relationships, focusing on empathy, communication, and accountability instead of punishment-based discipline.

Mediation Practices: These practices are used to address conflict and harm by creating dialogue, helping students understand the impact of their actions, and finding ways to make amends with the support of the administration and school counselor.

Positive Reinforcement Efforts: A continued emphasis on contacting parents/guardians to share and celebrate successes whenever possible; focusing on the improvement of behavior(s), not just the negative behavior(s).

Daily outside recreation option during lunch.

Celebration of Success

The 10th grade Class recently held a “Spring Fling” dance fundraiser, on April 18th. It was especially well-attended by middle school students.

The PMHS Jazz Band and art department held a Jazz and Art Appreciation event, a Celebration of the Arts, on Friday, April 10th from 5:00-6:30pm in the Lecture Hall. Several middle school students participate alongside the high schoolers in Jazz Band and had artwork featured in the displays.

NH-SAS testing for middle school students began on Tuesday this week. Students took the Reading and Writing assessment. On 5/12, 6-8 graders will take the Math assessment, followed by the Science test on 5/19 for 8th graders.

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

School: Pittsfield Middle High School (Grades 9-12)

Principal Report – May 7, 2026

1. Current Enrollment: (as of 5/04/2026)

Grade 9: 44 ; 1st year students= 34
Grade 10: 45 ; 2nd year students=36
Grade 11: 35 ; 3rd year students=40
Grade 12: 20 ; 4th/5th year students=30

4 OOD students

Total Enrollment (9-12): 144; (6-12): 242

2. Academics – Student Learning & Progress

The PMHS annual Exhibition of Learning is scheduled for Thursday, May 21st.

The School Day SAT for 3rd year HS students was held on Wednesday, April 8th. The average total score (both the Reading/Writing and Math) this year for all PMHS test takers was 977. The statewide average for the spring 2025 School Day SAT was 1010.

NH-SAS testing for 3rd year HS students (the Science assessment) is scheduled for May 19th.

Before April break, all rising high school students attended an overview presentation of the 2026-2027 Program of Studies, highlighting the new electives and the differentiated diploma options. Students also attended an electives assembly, during which teachers were able to spotlight many of the engaging electives that are offered.

Spring student-led conferences were held during the two weeks before April vacation. Participation by students and their families was consistent with recent years and greatly appreciated by our teachers, who scheduled conferences based upon availability of family members, which is why, if you drove by into the evening, you may have seen more than a handful of teacher vehicles.

Progress Indicators:

Credit accumulation by grade level:

Grade 9:

Grade 10: 5.25 and passed English 9

Grade 11: 10.5 and passed English 10

Grade 12: 15.75 and passed English 11

Interventions & Supports:

Effective interventions for students to ensure graduation include personalized academic support, credit recovery programs, and mental health resources to manage stress. Key strategies involve conducting senior exit surveys to identify needs, offering tutoring from members of the National Honor Society, implementing early warning systems, and fostering family engagement.

We've begun preparations for our graduation activities for the Class of 2026. The Guidance Team continues to hold senior progress meetings with students to help keep them on track to graduate next month. Senior Awards Night is scheduled for Friday, June 12th, beginning at 7pm. Commencement will be held on Saturday, June 13th at 10am.

3. Attendance

Overall attendance by month for grades 9-12:

	9th	10th	11th	12th	Total 6-12
August	96.34%	98.14%	99.22%	92.65%	96.93%
September	96.14%	93.36%	95.59%	89.76%	94.05%
October	92.63%	89.79%	94.12%	91.98%	93.16%
November	93.02%	93.64%	95.69%	90.39%	93.65%
December	92.52%	89.77%	92.65%	87.50%	91.64%
January	90.76%	90.91%	95.84%	91.59%	91.91%
February	92.22%	93.03%	93.12%	88.42%	90.65%
March	93.39%	90.26%	94.26%	88.07%	92.40%
April	91.0%	87.0%	91.25%	85.7%	90.86%

Actions Taken:

Daily Attendance calls; personalized outreach and follow-up; home visits; residency inquiries; meetings with the administration.

As of 4/23, 18 students (6-12) have received 1 or more attendance/truancy letters, some of whom are also involved with additional outside agencies.

4. Behavior

Discipline Incidents (March 31, 2026-April 23, 2026; 18 days of school): Total = 90; 80 Minor offenses; 10 Major offenses

In-School-Suspensions (ISS) = 7

Out-of-School Suspensions (OSS) = 3

Detentions = 63

Administrative Conferences = 44

Top Referral Categories: Unexcused tardies, phone/digital device use, and skipping class

Interventions in Use:

Accountability- Students are held accountable for both major and minor offenses.

Community building- Schoolwide focus on treating people with respect, common courtesy and kindness. We continue to try to accentuate the positive with all students.

Restorative Practices: Placing a strong emphasis to build and repair relationships, focusing on empathy, communication, and accountability instead of punishment-based discipline.

Mediation Practices: These practices are used to address conflict and harm by creating dialogue, helping students understand the impact of their actions, and finding ways to make amends with the support of the administration and school counselor.

Positive Reinforcement Efforts: A continued emphasis on contacting parents/guardians to share and celebrate successes whenever possible; focusing on the improvement of behavior(s), not just the negative behavior(s).

Senior Release; Senior parking; daily outside recreation option during lunch.

5. Upcoming Focus / Needs

One of our primary goals is for all students and staff to believe they have a voice and sense of belonging in a mutually respectful environment. Programming and supports to help targeted students make progress in areas of need, particularly reading and math, are in place through our Student Services programming and response to intervention efforts.

Professional development over the last month has included:

- An overview of state testing and training for staff as proctors
- Breakout sessions to finalize development of the PMHS Vision of the Learner

- An overview of the Program of Studies, the course recommendation, selection and scheduling process
- Paraprofessionals and the Student Services department had a training with Tobi Chassie, who was good enough to return and work with our teachers to help familiarize them with work she and others had accomplished while she was still with the district
- Paraprofessionals also met with our BCBA, Todd Jones, to discuss boundaries and their importance when working with students
- The full staff also participated in a training overview of best practices when using modified curriculum and lessons with students
- Just yesterday, the entire staff received a follow-up ALICE training in which the staff participated in an unwelcome intruder scenario and classroom intruder response drills.

Recently, all high school students have been asked and expected to eat lunch in the cafeteria, rather than having the option to eat in various classrooms throughout the building. This was initiated to ensure greater accountability for students during the 25 minute lunch period. Student response, although initially not without its detractors, has responded phenomenally well to this new expectation.

6. Celebration of Success

The PMHS Jazz Band and art department held a Jazz and Art Appreciation event, a Celebration of the Arts, on Friday, April 10th from 5:00-6:30pm in the Lecture Hall. They had a good crowd and everyone seemed to have a splendid time. I've printed out some pictures from the event and shared hard copies with members of the Board.

Mr. Coburn brought a group of high school students to Globe Manufacturing in April to tour the facility, receive some direct instruction on their manufacturing process and to explore local career opportunities.

The 10th grade Class recently held a "Spring Fling" dance fundraiser, on April 18th. It was especially well-attended by middle school students and the sophomores did a great job.

The girls softball team is undefeated, with a current record of 7-0. This is a strong team with a lot of talent, which should compete with the strongest small teams in the state.

The Junior-Senior prom is coming up on Saturday, May 16th at the Dell-LEA Country Club.

Respectfully submitted,

Dr. Erik M. Anderson

Melissa Brown

Principal
Pittsfield Middle High School

Assistant Principal
Pittsfield Middle High School

INNOVATION WAIVER - EXPLANATION

- This is a plan to help about 16-20 students who are not on track to graduate.
- We are not changing the whole school.
- We are creating a small, structured pathway inside the school for students who need a different way to learn and earn credit.

Why do we need this?

Because the current system works for most students - but not all.

Some students:

- fall behind
- can't catch up
- disengage

And we already know who they are.

Why can't we just use what we already have?

We are already using:

- interventions
- credit recovery
- counseling

But those don't change the structure.

This plan changes:

- how students earn credit
- how time is used
- how learning is delivered

Is this lowering standards?

No.

Students still:

- meet the same competencies
- earn the same diploma

We are changing the path-not the destination.

Is this for all students?

No.

It is specifically for about 16-20 students.

That's intentional.

Are these students being separated?

No.

They remain:

- Pittsfield students
- in the building
- connected to classes and activities

What's the risk?

- The real risk is doing nothing.
- We already know these students are not on track.

What happens if it doesn't work?

- It's small and controlled
- We monitor it closely
- We can adjust or stop

**Pittsfield School District (SAU 51)
Innovation School Plan Proposal (RSA 194-E)**

Pittsfield School District (SAU 51)

Innovation School Plan Proposal (RSA 194-E)

Pittsfield Middle High School - Alternative Pathways Program

To be Submitted to the New Hampshire State Board of Education

Pursuant to Ed 1500/1501

Date: May 7, 2026

Executive Summary

Summary Points

- This proposal is for a targeted cohort of approximately 16-20 students, not for the full student body.
- The District seeks Innovation School designation under RSA 194-E and Ed 1500/1501 to provide a flexible, rigorous pathway to graduation for students who are not succeeding within the traditional high school structure.
- The proposed model is a hybrid program combining:
 - traditional credit-bearing coursework,
 - competency-based learning,
 - Extended Learning Opportunities (ELOs), and
 - flexible scheduling and pacing.
- The District is not seeking to lower standards, reduce graduation requirements, or waive federal protections.
- The District is seeking targeted flexibility in how students may earn credit and how instruction may be organized so that a small, clearly identified group of students has a viable path to earn a diploma aligned to district and state expectations.
- The proposal is grounded in:
 - the purpose and framework of RSA 194-E,
 - the Innovation Schools rules in Ed 1500/1501,
 - New Hampshire's longstanding leadership in student-centered and competency-based learning, and
 - the documented needs of Pittsfield students who are off-track for graduation under the current structure.

Narrative

This proposal is before the Board because the District has reached a point where maintaining the current structure without adjustment would mean knowingly allowing a defined group of students to continue on a path that is not leading to graduation. This is not a broad redesign of Pittsfield Middle High School. It is not a replacement for the existing high school program. It is not an attempt to lower standards or create a less rigorous pathway. It is a focused, carefully designed response for a small group of students, approximately 16-20, whose needs are not currently being met through the traditional schedule, pacing, and credit-acquisition model.

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Innovation School Plan Proposal (RSA 194-E)**

The District is not asking the Board or the State to approve innovation for innovation's sake. The District is asking for authority to make a limited, accountable, student-centered adjustment within the public school system so that students who are capable of meeting graduation expectations are not prevented from doing so by a structure that no longer fits how they learn, engage, and progress.

The proposal is intentionally narrow in scope and strong in accountability. It preserves the school's existing high school program for the vast majority of students. It maintains district graduation expectations. It keeps participating students enrolled in Pittsfield Middle High School and connected to the school community. It establishes a clearly monitored pathway with defined entry criteria, documented student review, progress monitoring, and formal evaluation.

In plain terms, this proposal asks for flexibility in method, not leniency in expectation. It asks the State to allow Pittsfield to hold approximately 16-20 known students to the same destination, while allowing the District to change the route by which those students get there.

I. Purpose, Need, and Rationale for Innovation

(RSA 194-E:2, III(a))

Summary of Need

- Pittsfield seeks Innovation School designation because the current high school structure is not producing successful outcomes for a defined group of students.
- This proposal is driven by:
 - graduation rates that have remained below the state benchmark over time,
 - dropout patterns that reflect sustained disengagement,
 - persistent academic gaps in literacy and mathematics,
 - the realities of a small rural district with limited ability to create multiple parallel programs, and
 - the presence of approximately 16-20 students who are off-track for graduation despite existing supports.
- The issue is not whether the school works for all students. It does not. The issue is whether the District is willing to respond responsibly when it knows exactly which students are being left without a viable pathway.

Narrative

Why the District Is Bringing This Forward

The Pittsfield School District is requesting Innovation School designation because, despite sustained effort and targeted intervention, the current high school structure is not working for a small but clearly identifiable group of students. This is not a theoretical concern, an abstract philosophical debate, or a future possibility. It is an immediate educational reality within Pittsfield Middle High School.

The District knows the students for whom this proposal is intended. They are not hypothetical. They are students currently enrolled or recently enrolled in Pittsfield Middle High School who have

**Pittsfield School District (SAU 51)
Innovation School Plan Proposal (RSA 194-E)**

already demonstrated that the traditional structure - fixed pacing, standard sequence, seat-time-driven course progression, and limited flexibility in recovery- is not providing them with a viable path to graduation.

Some of these students begin to fall behind as early as ninth or tenth grade. Once they do, the existing structure becomes increasingly difficult to navigate. Credit deficits grow. Re-entry into the standard course sequence becomes harder. Recovery options exist, but they often function as add-ons to a structure that has already failed to hold the student's engagement. Over time, the student becomes less connected, less hopeful, less likely to re-engage, and less likely to graduate. This is not a sudden collapse. It is a predictable progression.

The District is bringing this plan forward because continuing to operate the same system, in the same way, while knowing the likely outcome for these students would itself be a decision. It would be a decision to preserve the structure rather than solve the problem. The District is not willing to do that.

A System That Works for Many, But Not for All

Pittsfield Middle High School is a comprehensive secondary school in a small, rural district. Like many public high schools, it is built on structures designed to create order, consistency, and predictability. Those structures include:

- fixed daily schedules,
- traditional course sequencing,
- credit attainment tied largely to time and completion,
- and recovery models that often require a student to re-enter the same structure that contributed to the problem.

For many students, this model works well. For a defined group of approximately 16-20 students, it does not. That distinction is critical.

The District is not alleging that the school as a whole is failing. Teachers are working hard. Supports are in place. Administrators are intervening. Counseling supports exist. Credit recovery exists. Limited ELO opportunities exist. Yet there remains a small, visible cohort of students for whom these supports have not been sufficient because the structure itself remains unchanged.

This proposal begins with an honest acknowledgement: the current system works for many students, but not for all of them. When that pattern persists, the responsible response is not to blame students for failing to fit the system. The responsible response is to examine whether the system is sufficiently responsive to the students it serves.

What the District Sees in Its Students

This proposal is not intended for all students. It is for approximately 16-20 students whose needs are meaningfully different from those of peers who are progressing successfully through the traditional program. These students commonly share several characteristics:

- they are behind in credits or at serious risk of becoming so;

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Innovation School Plan Proposal (RSA 194-E)

- they have struggled to recover once they fall off sequence;
- they have become increasingly disengaged from school;
- they may attend inconsistently or withdraw from participation even when physically present;
- they remain capable of learning, but are no longer meaningfully connected to the way learning is currently organized.

The District is not defining these students by deficiency. In fact, one of the most important points underlying this proposal is that these students are not failing because they lack ability. They are failing because the current structure is no longer producing conditions under which they can demonstrate what they know, progress at a workable pace, and remain connected to school.

How the Current Structure Produces the Current Outcome

The District has observed a consistent pattern. A student misses content due to academic struggle, attendance issues, social-emotional challenges, family instability, or a combination of factors. That student begins to fall behind. Credit gaps form. The standard schedule keeps moving. Recovery requires the student to catch up while the structure continues forward. That student begins to believe that catching up is unrealistic. Engagement declines. Attendance declines further. The student stops seeing school as a place where success is attainable.

This pattern is not rare. It is not unpredictable. It is not the result of a single bad year or a single isolated set of circumstances. It is a recurring structural pattern the District can see clearly.

That pattern matters because it means the issue is not merely one of motivation, compliance, or effort. The issue is whether the District has enough flexibility to redesign the educational pathway for a small group of students without abandoning rigor or removing accountability.

Why Existing Supports Are Not Enough

The District has not come to this proposal as a first step. Existing efforts include:

- academic intervention and remediation,
- counseling support,
- credit recovery,
- limited ELO opportunities,
- staff intervention and individualized support,
- and instructional adjustment within the traditional program.

These supports are important and appropriate. They have helped some students. But they have not been sufficient for this defined cohort because they are layered on top of a structure that remains essentially unchanged.

When the core structure remains fixed, supports often function reactively rather than preventively. They are deployed after credit gaps have formed, after disengagement has taken hold, and after students have already begun to internalize the belief that graduation may no longer be realistic. This proposal is intended to address that structural limitation.

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Why This Matters Especially in Pittsfield

In a larger district, this challenge might be addressed by creating a separate alternative high school, a specialized academy, or multiple parallel programs. Pittsfield does not have that scale. It has one high school, limited staff, and limited scheduling flexibility. The District cannot realistically create multiple separate systems and sustain them. It must instead make the existing system more responsive for the students who need a different path.

That is one reason this proposal is both necessary and appropriate for Pittsfield. Innovation in this context is not a luxury or branding exercise. It is a practical mechanism for a small district to solve a problem it already knows exists.

Defined Student Population and Program Scope

- Approximate cohort: 16-20 students
- Not a school-wide redesign
- Entry based on specific, documented criteria
- Participation is intentional, limited, and monitored

This proposal is not about scaling a new model across the school. It is about ensuring that a clearly identified group of approximately 16-20 students has a viable, rigorous pathway to graduation within the existing system.

The District has intentionally designed the program to remain small, targeted, and closely monitored. That limited scope is a strength. It means the District can provide strong oversight, ensure fidelity of implementation, and measure results clearly. It also means the District is not disrupting what is already working for the larger student population.

Equity, Responsibility, and the Risk of Doing Nothing

At its core, this proposal is about equity and responsibility.

A system that works for most students, but leaves a known group without a viable path, is not sufficient. When the District knows which students are likely to continue falling off track under the current model, maintaining the status quo is not neutral. It has consequences.

If the District does not act:

- students will continue to disengage,
- some will continue to fall further behind,
- some will not graduate,
- and those outcomes will occur in ways the District can already foresee.

That is the risk of doing nothing.

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Final Statement of Need

The District is not seeking to change what students must achieve. The District is seeking the flexibility necessary to ensure that more students are able to meet those expectations. Maintaining the current structure without adjustment does not preserve rigor; it preserves inequity in outcomes for a group of students the District can already identify.

II. Legal and Policy Basis for the Proposal

(RSA 194-E; Ed 1500/1501)

Summary Points

- RSA 194-E was enacted specifically to allow public schools to pursue innovative, locally designed solutions.
- Ed 1501 establishes the process for local planning, local board hearing and approval, department review, state board hearing, and ongoing review.
- The law contemplates innovation in:
 - staffing,
 - scheduling,
 - curriculum and assessment,
 - student support,
 - graduation policies,
 - and educational services for students at risk of academic failure, expulsion, or dropping out.
- The State Board may waive identified administrative rules, but federal requirements and student protections remain in place.

Narrative

This proposal is fully grounded in New Hampshire law. RSA 194-E was established to allow public schools and local school boards to develop innovation plans and seek State Board approval for targeted flexibility when traditional structures are limiting effectiveness. The statute is not intended only for broad or dramatic reinvention. It is intended to allow local districts to propose solutions responsive to their own context, population, and educational challenges.

That framework matters for Pittsfield. This District is not asking the State Board to invent a new authority or make an exception outside the law. It is using the process the Legislature created precisely for circumstances like this - when a district can clearly identify a problem, propose a controlled and measurable solution, and explain why flexibility is required to implement it.

The rulemaking structure in Ed 1500 and Ed 1501 reinforces that purpose. It requires a detailed innovation plan, local public hearing, local board approval, department review and comment, state board hearing, and recurring performance review. In other words, the innovation process is intentionally rigorous. It is designed to ensure that flexibility is granted only when the proposal is thoughtful, accountable, and clearly tied to student outcomes.

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That is exactly how Pittsfield is approaching this request.

Why RSA 194-E Is the Right Vehicle

RSA 194-E specifically contemplates innovation in areas such as:

- curriculum and assessment,
- class scheduling,
- use of financial and other resources,
- staffing,
- student promotion and graduation policies,
- and educational services for students at risk of academic failure or dropping out.

This proposal fits squarely within that framework. The District is not seeking flexibility unrelated to student outcomes. It is seeking flexibility in credit, scheduling, and instructional structure so that a small group of students at serious risk of not graduating has a viable, rigorous public-school pathway.

What the Law Allows - and What It Does Not

The innovation law allows the State Board to waive identified administrative rules in support of an approved local innovation plan. It does not permit waiver of federal law, civil rights protections, or core student safeguards. This proposal fully accepts those limits.

This is important for Board reviewers who may not be familiar with the waiver process. Approval of this plan would not authorize Pittsfield to operate outside legal expectations. It would authorize Pittsfield to operate with carefully defined flexibility within a formal, reviewable, state-approved framework.

III. New Hampshire Context and Existing Innovation School Precedent

Summary Points

- New Hampshire adopted Innovation Schools rules in 2023 to encourage districts to pursue locally designed improvements.
- The stated purpose of the rules is to support creative strategies that increase student achievement and reduce achievement gaps.
- As of the most recent state reporting available to the District, there are only three Innovation Schools in New Hampshire, which means the pathway is still relatively new and selectively used.
- Existing approved Innovation Schools demonstrate that the State Board has already used this authority to waive rules in targeted ways when a district presented a clear rationale.

Narrative

This proposal also should be understood in the context of New Hampshire’s broader educational philosophy and the State’s own implementation of the Innovation Schools law.

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When the State Board adopted the Innovation Schools rules, state leaders described the purpose clearly: to give educators and local communities the opportunity to implement creative strategies that increase student achievement and reduce achievement gaps. The Commissioner and the State Board Chair publicly described the waiver process as a way to provide flexibility and a better educational experience when current administrative structures stand in the way of needed innovation.

That framing is important because it shows that the State's intent was not to create a symbolic process. It was to provide a real mechanism for districts to solve real problems.

The District's materials also reflect that, to date, only a very small number of New Hampshire schools have received Innovation School designation. That limited number actually strengthens Pittsfield's case. It shows that this is not a casual or routine path. Districts are not using the process lightly. The few approved schools have each had to articulate a specific need and a reason flexibility was necessary.

Existing State Examples

The District's review of the State's annual Innovation Schools reporting shows approved examples that illustrate the State Board's willingness to use targeted flexibility in different contexts:

- **The Blue School (Landaff)** received a waiver related to the certified principal requirement in a very small-school context.
- **Prospect Mountain High School** received waivers to support its Granite State Academy alternative program, including flexibility related to staffing, distance education, instructional time, and certain course/graduation requirements limited to that alternative program.
- **Cawley Middle School (Hooksett)** received targeted staffing-related waivers tied to educator certification requirements.

These examples are important for three reasons. First, they show that the State Board has already recognized that a one-size-fits-all regulatory structure does not always best serve students. Second, they demonstrate that approved innovation plans can be narrow, specific, and tied to a limited program rather than a whole-school redesign. Third, Prospect Mountain is especially instructive because its approval confirms that the State is willing to consider alternative high school models for a defined program within a larger school structure.

Pittsfield's proposal is consistent with that emerging pattern: a targeted request, limited to a defined cohort, designed to solve a documented student-outcome problem within the public school system.

IV. The Program the District Proposes

Alternative Pathways Program

Summary Points

- Hybrid model combining:
 - traditional credit-bearing classes,
 - competency-based instruction,

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- ELOs,
- and flexible scheduling/pacing.
- Designed for approximately 16-20 students.
- Not a separate school and not a replacement for the current high school program.
- Students remain enrolled in Pittsfield Middle High School and remain connected to the broader school community.

Narrative

The District proposes an Alternative Pathways Program housed within Pittsfield Middle High School. This program is designed for a small, defined cohort of approximately 16 students whose needs are not adequately met through the traditional structure and whose likelihood of graduating under the current model is low without intervention.

The program is intentionally hybrid. That is one of its strengths. Rather than asking the State Board to approve a fully separate or wholly alternative school model, the District is proposing a blended structure that maintains connection to the existing high school while giving students access to more flexible methods of earning credit and demonstrating learning.

Core Program Features

The program will combine four main elements:

1. Traditional Credit-Bearing Coursework

Students may continue participating in selected traditional classes where that remains appropriate and beneficial. This helps preserve access to core instruction, electives, school relationships, and continuity with the broader high school experience.

2. Competency-Based Learning

Students will be allowed to earn credit through demonstrated mastery of required competencies rather than relying exclusively on traditional pacing and time-bound course completion. This reflects New Hampshire's longstanding commitment to competency-based education and ensures that rigor is measured by demonstrated learning rather than mere time spent.

3. Extended Learning Opportunities (ELOs)

ELOs will be used as a central instructional and credit-bearing strategy, not merely an occasional supplemental tool. Properly designed ELOs allow students to connect academic expectations to relevant, applied, real-world learning experiences. For students who have become disengaged from conventional course delivery, this can be the point at which schooling becomes meaningful again.

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4. Flexible Scheduling and Pacing

The program will permit individualized pacing and more flexible daily/weekly structures. For this group of students, the ability to alter how time is organized is not incidental. It is often the difference between continued disengagement and meaningful participation.

Interdisciplinary Staffing Model

The District anticipates staffing the program through:

- a Humanities educator responsible for ELA and social studies instruction, and
- a Math educator responsible for mathematics and STEM-related instruction.

This is an efficient and appropriate design for a small cohort program. It also allows for more integrated instruction and stronger relationship-building with participating students.

V. Defined Student Population, Entry Criteria, and Safeguards

Summary Points

- Target population: approximately 16-20 students.
- Participation is not automatic; it is based on documented criteria.
- Entry factors may include:
 - credit deficiency,
 - chronic absenteeism,
 - disengagement,
 - and risk of not graduating on time.
- Participation is voluntary and reviewable.
- Students remain fully enrolled in PMHS.

Narrative

One of the strongest aspects of this proposal is that the District is not asking for broad flexibility without limits. It is presenting a clearly bounded program for a clearly defined group of students.

The District expects the program to serve approximately 16-20 students. That number is large enough to represent a meaningful need and small enough to permit close implementation oversight. This is not a school-wide reform. It is a targeted intervention for a group the District can identify with precision.

Entry Criteria

Students will be considered for the program based on documented need, including factors such as:

- credit deficiency or serious risk of becoming credit-deficient;
- chronic absenteeism or significant disengagement;
- evidence that traditional credit recovery alone is insufficient;

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- risk of not graduating within four years under the current structure;
- recommendation through a documented student review process.

Review Process

Placement decisions will be made through a structured review process, such as a Student Support Team review, to ensure that:

- the student is appropriate for the program,
- the program is likely to address the student’s needs,
- and the placement decision is documented and defensible.

Safeguards

The District intends the following safeguards to remain in place:

- participation is voluntary;
- students remain fully enrolled in Pittsfield Middle High School;
- students may return to the traditional program when appropriate;
- students retain access to electives, activities, and services to the extent appropriate;
- students with disabilities continue to receive all required IEP services and protections;
- no federal protections are waived or diminished.

These safeguards matter because they make clear that this proposal is not a segregated track, not a removal from the school, and not a lowering of obligations. It is a structured pathway within the existing public high school.

VI. Why Flexibility Is Necessary

Summary Points

- The program cannot function effectively if the District is required to operate entirely within traditional time-based and schedule-based rules.
- The requested flexibility is necessary to make the model real, not merely aspirational.
- The District seeks flexibility in:
 - credit acquisition,
 - scheduling,
 - instructional delivery,
 - and the use of ELOs and competency demonstration.

Narrative

A key question for Board approvers unfamiliar with the waiver system is simple: why can the District not do this already?

The answer is that while some elements of the proposed approach can be attempted within current rules, the full model cannot be implemented with confidence, consistency, and fidelity unless the

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District has formal approval to organize time, credit, and instruction differently for the program. Without that approval, the District remains constrained by rules that were designed for a traditional, seat-time-driven high school model.

This proposal therefore asks for flexibility not because the District wishes to avoid accountability, but because the District wishes to implement a more accountable model for students whose current path is not working.

The Core Need for Flexibility

The District needs the ability to:

- recognize mastery and competency as a valid route to credit,
- use ELOs as a primary instructional mechanism,
- create nontraditional instructional blocks and pacing,
- and organize student schedules in ways that make persistence and re-engagement possible.

In a traditional system, these kinds of strategies often exist only at the margins. In this proposal, they must be central in order to solve the problem the District is trying to solve.

VII. Requested Waivers and Their Rationale

(RSA 194-E:2, III(c))

Summary of Requested Flexibility

The District requests targeted flexibility tied to the Alternative Pathways Program, including:

- **Ed 306.27** - flexibility from strict time-based high school credit requirements so students may earn credit through demonstrated competency, ELOs, and performance-based learning;
- **Ed 306.04(a)(13)** - flexibility to elevate ELOs from a supplemental opportunity to a core instructional and credit-bearing strategy;
- **Ed 306.26** - flexibility in daily scheduling and time structures for participating students;
- **Ed 306.22** - flexibility to organize instruction in interdisciplinary and nontraditional ways;
- **Ed 306.14** - flexibility in how students demonstrate completion of graduation requirements, without reducing the graduation expectations themselves.

Narrative

The requested waivers are limited, purposeful, and tied directly to implementation. Each requested flexibility serves the same core purpose: to allow approximately 16-20 identified students to meet the same destination through a structure that is workable for them.

Ed 306.27 - High School Credits

The District seeks flexibility from strict time-based credit assumptions so that students may earn credit through competency demonstration, ELOs, projects, and applied learning. This is one of the

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most important requested waivers because the program cannot succeed if students are required to re-earn credit only through the same pacing and delivery structure that previously failed to hold their engagement.

Ed 306.04(a)(13) - Extended Learning Opportunities

New Hampshire already recognizes ELOs, but in most schools they remain supplemental rather than central. Pittsfield seeks flexibility so that ELOs can operate as a primary instructional vehicle in the program. For this student cohort, real-world, relevant, supervised learning is not an enhancement. It is one of the methods most likely to restore engagement.

Ed 306.26 - Scheduling

The District seeks flexibility in how school time is organized for participating students. Fixed bell schedules and conventional sequencing are part of the current problem for this cohort. The program needs authority to structure time more flexibly while preserving academic accountability.

Ed 306.22 - Instructional Program

The District seeks flexibility to deliver instruction in interdisciplinary ways and through hybrid models that do not fit neatly into traditional course structures. This is particularly important for a small cohort program staffed by a Humanities teacher and a Math/STEM teacher.

Ed 306.14 - Graduation Requirements

The District is not asking to reduce graduation expectations. It is asking for flexibility in how students may demonstrate completion of those requirements. This distinction is central to the integrity of the proposal.

What the District Is Not Requesting

The District is not requesting:

- waiver of federal law,
- waiver of civil rights protections,
- waiver of IDEA or special education obligations,
- waiver of student health and safety requirements,
- or authority to award a lesser diploma.

Students in this program will still work toward a district-awarded diploma aligned to existing district and state expectations.

VIII. Why This Proposal Is Educationally Sound

Summary Points

- One-size-fits-all models do not serve all learners equally well.

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- New Hampshire has long embraced student-centered, competency-based approaches.
- National research and policy trends support the use of carefully designed waivers and flexible pathways when tied to student outcomes.
- Existing innovation school examples in New Hampshire and other states demonstrate that targeted flexibility can support meaningful redesign without sacrificing accountability.

Narrative

This proposal is not an educational outlier. It is consistent with both New Hampshire’s own history and broader national practice.

New Hampshire has for years been identified as a leading state in competency-based and student-centered learning. The core idea behind that movement is straightforward: students differ in how they learn, the pace at which they master content, and the types of support they need in order to succeed. A system that insists every student must learn in the same way, at the same pace, within the same structures will inevitably produce uneven results.

That is precisely the problem this proposal addresses.

Nationally, states have increasingly used waiver systems and innovation frameworks to allow districts to move beyond rigid structures when those structures impede student success. District innovation programs in other states have been used to support flexible scheduling, competency-based progression, alternative graduation pathways, and locally designed educational models. The consistent lesson across states is that flexibility is most effective when it is:

- clearly tied to a student-outcome problem,
- grounded in a coherent local vision,
- limited in scope,
- and paired with measurable accountability.

That is the design of Pittsfield’s proposal.

IX. Accountability, Monitoring, and Measures of Success

Summary Points

- The program will be monitored closely.
- Success indicators may include:
 - credit accumulation,
 - attendance,
 - persistence,
 - graduation progress,
 - and student engagement.
- The program is structured to satisfy the review requirements of RSA 194-E and Ed 1501.

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Narrative

This proposal does not ask the Board or the State to simply trust the model and hope for the best. Accountability is built into the law and into the District's design.

The District intends to monitor the program closely using student-level and program-level measures. Likely indicators include:

- improvement in student attendance,
- improved credit accumulation,
- demonstrated competency mastery,
- increased persistence toward graduation,
- and improved student engagement.

Because the program is small and targeted, the District will be able to monitor implementation closely and make adjustments in real time. The size of the cohort is a practical advantage here. It allows the program to be highly individualized without losing coherence or oversight.

The District also recognizes that under RSA 194-E and Ed 1501, innovation plans are subject to recurring review. That is appropriate. The District is not requesting permanent, unchecked discretion. It is requesting an opportunity to implement a targeted solution and demonstrate its value through actual results.

X. Conclusion

Summary Points

- This proposal is limited, rigorous, and necessary.
- It is for approximately 16-20 students, not the entire school.
- It does not lower standards.
- It gives Pittsfield a lawful, accountable way to provide a viable path to graduation for students who do not currently have one.

Narrative

The Pittsfield School District is not bringing this proposal forward because it wants to experiment casually or depart from public education's obligations. It is bringing this proposal forward because it knows, with clarity, that approximately 16 students do not currently have a viable path to graduation within the existing structure, despite the District's efforts to support them.

The District is asking for a limited form of flexibility so that these students can remain in the public school system, remain connected to Pittsfield Middle High School, and meet the same expectations through a structure that is educationally sound and actually workable.

This is not a proposal to change what students must achieve.

It is a proposal to change how a very specific group of students may achieve it.

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That is a narrower request than a wholesale redesign. It is also a more responsible one.

The Board and State are not being asked to approve something vague. They are being asked to approve a clear, targeted, measurable response to a documented problem, within a legal framework the State itself created for that purpose.

Final Statement

The District is not asking for permission to lower standards. The District is asking for the flexibility necessary to ensure that a clearly identified group of approximately 16-20 students has a viable, rigorous pathway to meet those standards within Pittsfield Middle High School.

Respectfully submitted,

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Pittsfield School District

Dr. Erik Anderson, Principal

Pittsfield Middle High School