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

February 5, 2026, 5:30 P.M.
Pittsfield Middle High School Gymnasium

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. REVIEW OF MANIFEST COMPLETED

4. ACTION ON AMENDED AGENDA

5. APPROVAL OF MINUTES – public and nonpublic minutes from January 8, 2026

6. PUBLIC INPUT- regarding agenda items only

7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald

8. REPORTS FROM THE ADMINISTRATION

9. SCHOOL BOARD ACTION AND INFORMATION ITEMS

   First Reading and adoption of Policy GDQ – Termination of Non-Certified Personnel

   Acceptance of $13,278 from the NH Charitable Foundation-Freese family for photography equipment – policy KCD was updated in Nov. 2023 to accept funds up to $20,000 without public hearing

6:00 P.M. DELIBERATIVE SESSION

10. COMMITTEE ASSIGNMENTS
    - Budget Committee: Sandra/Eric
    - CIP and Facilities: Eric/Adam
    - Policy Committee: Sandie, Administration team, Sandra

11. OLD BUSINESS: IA policy, PMHS Program of Studies

12. PLAN AGENDA FOR NEXT MEETING – March 5, 2026, at 5:30 p.m. School Calendar for FY27

13. SELECTBOARD LIAISON

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 – 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.

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

17. ADJOURNMENT

Superintendent's Report
Pittsfield School District
February 2026

District Enrollment Update

Current district enrollment is 462 students:

- Pittsfield Elementary School (PES): 222 students
- Pittsfield Middle High School (PMHS): 240 students
    - Middle School (Grades 6–8): 144 students
    - High School (Grades 9–12): 96 students

Enrollment levels continue to inform staffing, scheduling, and program planning across both schools.

Legislative Update - Potential Impact on Pittsfield

We have been informed through the New Hampshire School Boards Association (NHSBA) that HB 751**,** which includes both the proposed statewide open enrollment framework and clarifying language regarding audio/video recordings of students, is not expected to go to a House vote this week**.** While timelines remain fluid, action on this bill is now unlikely before mid-February at the earliest**.**

The district continues to monitor these developments closely, as they could have operational and financial implications for Pittsfield.

Statewide Open Enrollment Proposal

Legislation under consideration would establish a statewide open enrollment framework allowing students to attend schools outside their resident district under certain conditions. Potential impacts for small districts include:

- Enrollment fluctuations
- Financial implications tied to tuition payments
- Fixed operational costs that do not decrease with enrollment loss
- Administrative considerations related to transfers and capacity determinations

Parental Bill of Rights - Recording Clarification

An amendment under consideration would clarify that school-sponsored events open to the general public may be recorded without requiring individual written parental consent. If enacted, this would allow districts to resume livestreaming games and events while maintaining existing consent requirements for classroom and non-public activities.

Senate Bill 517 - Expanded Free and Reduced-Price Meal Eligibility

This bill would allow districts to expand free meal eligibility up to 200% of the federal poverty level. Participation would be optional. The state would reimburse 50% of additional costs, with districts covering the remainder.

Senate Bill 430 - Communication Requirements

This bill would require educators to respond to written parent inquiries within a specified timeframe, subject to legal and safety exceptions. District procedures and staff guidance would be updated if adopted.

Correspondence Update

The district recently received correspondence from a former Pittsfield Middle High School student sharing perspectives regarding academic programming, student opportunities, and long-term school configuration. A response was issued acknowledging the input and explaining that broader decisions about district structure and partnerships are community decisions that occur through established governance and public processes.

Concord Regional Technical Center (CRTC) Tuition Agreement

Pittsfield School District partners with the Concord Regional Technical Center (CRTC) to provide Career and Technical Education (CTE) opportunities that would not be feasible to operate locally given district enrollment. The annual tuition agreement requires School Board approval and signature. Continued participation allows Pittsfield students access to expanded career pathways and hands-on learning opportunities.

Safety & Security Professional Development

The district recently held a districtwide professional development session focused on school safety and emergency preparedness. The training supported ongoing efforts to strengthen staff readiness and align district practices with best-practice emergency planning standards.

We appreciate the leadership of Principal Erik Anderson, Facilities Director Dusty Durant, and Officer Guidry, who participated in specialized training and helped bring that learning back to the district to support updates and alignment with our Emergency Operations Plan.

For security reasons, specific procedures and strategies are not discussed publicly; however, the district remains committed to maintaining safe learning environments through ongoing training, planning, and coordination with local partners.

Ongoing District Focus Areas

- Special Education program oversight and compliance
- Staffing alignment based on enrollment and student needs
- Budget planning and long-term financial stability
- Facilities planning and capital improvement prioritization
- Instructional program support and academic planning
- Grant-funded initiatives supporting student learning

Closing

The district will continue to monitor legislative developments and operational needs closely and will provide further updates as information becomes available.

Respectfully submitted,
Dr. Sandie MacDonald
Superintendent of Schools

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

Principal Report – February 5, 2026

1. Current Enrollment: (as of 2/02/2026)

Grade 9: __47___; 1st year students= 33
Grade 10: __45___; 2nd year students=35
Grade 11: __36___ ; 3rd year students=41
Grade 12: __16___ ; 4th/5th year students=30

5 OOD students

Total Enrollment (9-12): 144; (6-12): 240

2. Academics – Student Learning & Progress

The 1st semester ended on January 23rd, while the 2nd semester began the following Monday. Students and teachers are off to a fresh start in either semester two of yearlong classes or a new class, just beginning. We are offering two new semester electives this term, Introduction to Spanish and 3D Printing and Tech Drawing, which have filled up quickly. Mr. Dan Healy joined our faculty last month and is teaching 2 sections of ELA-7, 2 sections of ELA-8 and a section of English 10. He also supervises a 9th grade Advisory. Mr. Healy has already begun forging positive relationships with his students, both middle and high school, as well as our faculty and staff. Mr. Wayne Penney has been hired as our Online Learning Lab supervisor. Many of our high school students take an online class, primarily VLACS, to round out their academic program. Until now, students have been assigned to the library, study halls, guided studies, among other places, to take these classes. We are very pleased to centralize our online program to more efficiently and effectively monitor and maintain student progress in these courses. Also, Ms. Jeannie Belanger, who has been a paraprofessional in the district for a few years, is now serving as our Student Support Coordinator.

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:

The Guidance Team is holding on-going senior meetings with students to ensure they are on track to meet graduation requirements. If the student has an IEP, special education personnel are also involved. The juniors and seniors are being closely monitored to ensure they are on pace to graduate with their cohort. The Guidance Team continues to schedule

meetings with students, parents/guardians, advisors, and case managers (if applicable) with students of concern who are not on pace to graduate.

3. Attendance

Total for the School Year (9-12):

Current Enrollment: 144
Cumulative Enrollment: 144

Number of Days in Session: 92
Average Daily Attendance: 130.3478
Average Daily Membership: 142.9019
Percent Attendance: 90.98

Perfect Attendance: As of 1/30, seven high school students maintain perfect attendance for the school year.

Actions Taken:

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

4. Behavior

Discipline Incidents (December 16, 2025-January 30, 2026; 22 days of school): Total = 115; 113 Minor offenses; 2 Major offenses

In-School-Suspensions (ISS) = 2

Out-of-School Suspensions (OSS) = 0

Detentions = 71

Administrative Conferences = 42

Top Referral Categories: Unexcused tardies, technology violations, and disrespectful behavior

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

We continue to focus on schoolwide climate and culture for students and staff. Our goal is for all students and staff to feel like they have a voice and sense of belonging in a mutually respectful environment.

6. Celebration of Success

On Tuesday, February 3rd, a group of 26 9th and 10th graders traveled to Concord Regional Technical Center for their Preview Day, providing an invaluable tour of the CRTC and the academic programs available to our students.

On Tuesday, February 10th, a College Counselor from Granite Edvance will be holding a "Paying for College 101" presentation for seniors and their parents/guardians at 6 p.m. in the PMHS Library. Students and families will learn what comes next after they receive their financial aid offers from colleges. The College Counselor will break down the different components of the offer letter and explain how to compare multiple offers. Options for covering college costs will be discussed as well.

Winter athletics:

Varsity Girls- Our girls basketball team is currently 5-7 on the season, with 6 more games to be played (pending any makeups to be scheduled).

Varsity Boys- Our boys basketball team stands at 4-8, with 6 games remaining.

The complete season schedule may be found at pmhs athletics - Pittsfield.

Our half-day Winter Carnival is coming up before February break- It looks like we'll still have plenty of snow!

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittfield Middle High School

PMHS (6-8) School Board Report

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

Principal Report – February 5, 2026

Current Enrollment: (as of 2/02/2026)

Grade 6: __30___
Grade 7: __38___
Grade 8: __28___

Total Enrollment (6-8): 96; (6-12): 240

Attendance

Total for the School Year (6-8):

Current Enrollment: 96
Cumulative Enrollment: 96

Number of Days in Session: 92
Average Daily Attendance: 88.2935
Average Daily Membership: 94.6946
Percent Attendance: 92.81

Perfect Attendance: As of 1/30, three 6th graders, five 7th graders and two 8th graders maintain perfect attendance for the year.

Behavior

Discipline Incidents (December 16, 2025-January 30, 2026; 22 days of school): Total = 54; 49 Minor; 5 Major

In-School-Suspensions (ISS) = 2

Out-of-School Suspensions (OSS) = 3

Detentions = 25

Administrative Conferences = 33

Top Referral Categories: Unexcused tardies, disrespectful behavior, and inappropriate language

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.

Celebration of Success

Middle School athletics: The middle school programs are developmental in nature, with spirit and camaraderie staking precedence over competitiveness. Both the girls and boys teams have had very successful seasons. It looks like the boys team will make the end-of-season tournament. The girls team will not qualify, but is looking to end their season with a couple of strong wins.

The complete season schedule may be found at pmhs athletics - Pittsfield.

Our half-day Winter Carnival is coming up before February break- It looks like we'll still have plenty of snow!

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

PES School Board Report

School: Pittsfield Elementary School

Principal Report – February, 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: 33 Increase from last month/Decrease from last month: - +1
Grade 2: 29 Increase from last month/Decrease from last month: - +1
Grade 3: 27 Increase from last month/Decrease from last month: -
Grade 4: 33 Increase from last month/Decrease from last month: -
Grade 5: 45 Increase from last month/Decrease from last month: -

2. Academics – Student Learning & Progress

At PES, we are concluding our Winter NWEA and Title I assessments, and early data indicates positive growth trends in both reading and mathematics across multiple grade levels. These benchmark assessments, along with ongoing classroom-based measures, provide valuable insight into student progress and inform instructional decision-making. Once all assessment results are finalized, I will share a comprehensive data update in my next School Board Report.

During upcoming professional development sessions, staff will engage in a targeted data review process focused on translating winter performance into measurable spring growth. Teachers will analyze MAP Growth data to support precise student placement into individualized learning pathways. Both formative and summative assessment data will be used to monitor progress, adjust instruction, and ensure students receive timely support. In reading, Houghton Mifflin Harcourt's Personalized Path will be utilized to provide targeted intervention, adaptive practice, and enrichment while increasing instructional efficiency. In mathematics, Eureka Math will serve as the core instructional program, supported by data-driven learning paths, strategic reteaching, and enrichment opportunities to strengthen conceptual understanding and promote continued student growth.

Interventions in Place:

Following the winter break, Pittsfield Elementary School successfully implemented a schoolwide expectations reset. All students participated in expectation meetings and reteaching sessions focused on behavioral expectations within classrooms and shared learning spaces. Staff consistently reinforced common language and routines, which helped reestablish clarity, predictability, and a positive start to the new year.

MTSS-B New Year Reset

The MTSS-B team completed a midyear review of Tier 1 and Tier 2 behavioral supports using behavior and attendance data to identify students in need of additional or adjusted interventions. As a result, targeted supports—including check-in/check-out and small-

group interventions—were refined and strengthened to better meet student needs following the winter break. Family communication and collaboration remained a priority, with family meetings held to celebrate student successes, review progress, and refine individual behavioral goals for continued growth.

Overall, the January reset has had a positive impact on school climate. We are seeing improved student engagement, stronger consistency across settings, and a renewed sense of connection as students and staff returned to established routines. This intentional focus on clarity, consistency, and relationships continues to support a positive learning environment and reinforces our commitment to ensuring every student, every moment, matters.

3. Attendance

Average Daily Attendance (YTD): 91%

Chronic Absenteeism Rate: 4%

Actions Taken:

- Continued regular Attendance Team meetings with a focus on reviewing updated attendance data and monitoring trends following the winter reset.
- Refined and adjusted Check-In/Check-Out supports based on student response, with several students demonstrating improved consistency and engagement.
- Strengthened family collaboration through follow-up meetings and check-ins to celebrate attendance improvements and problem-solve ongoing barriers.
- Maintained intentional monitoring during the winter months, recognizing the increased impact of illness, weather, and routine disruptions on student attendance.
- Utilized community-based resources through Riverbend to support families experiencing social-emotional, behavioral, or external challenges impacting student attendance.

4. Behavior

Office Referrals (MTD/YTD): 61 / 399

Disciplinary Actions Taken:

- Targeted reteaching has been implemented in identified areas, with a continued focus on lunch, recess, and transitions to support consistency and reduce behavioral escalations.
- Progress meetings with families are held for students demonstrating repeated or escalating behaviors to review data, align expectations, and collaboratively develop consistent strategies between home and school.

- Following any out-of-school suspension, reentry meetings are conducted with families to support a smooth transition back to school, clarify expectations, and connect students with appropriate supports.
- Increased adult presence and support in high-need settings has allowed for earlier intervention, helping to reduce classroom removals and maintain student access to instruction.
- Tier 2 supports, including check-in/check-out systems, reflection tools, and restorative conversations, continue to promote accountability, skill development, and positive behavior growth.
- Positive recognition and family communication remain a priority, reinforcing progress, strengthening student–adult relationships, and celebrating growth.

Positive Supports:

During the month of February, PES will launch our Kindness Olympics in collaboration with the Winter Olympics in Milan, Italy. Each week highlights a specific theme: team spirit, friendship, and sportsmanship with students recognized during morning announcements and awarded medals that will be proudly displayed throughout the school to celebrate their positive contributions.

PES hosted a Staff Wellness Fair focused on supporting the physical, mental, and emotional well-being of our educators and staff. The event included community partners offering resources related to nutrition, fitness, mindfulness, and stress reduction, as well as opportunities for relaxation and connection. This initiative aligns with the district's Wellness Policy and reflects our continued commitment to fostering a healthy, supportive work environment. We received wonderful feedback from staff, and our hope is that they continue to access these wellness tools and community resources independently throughout the year. We also look forward to building on this experience and making the Staff Wellness Fair an even stronger event next year.

5. Upcoming Focus / Needs

We will continue to prioritize a positive, inclusive schoolwide climate and culture for both students and staff. Our ongoing goal is to ensure that every individual feels valued, heard, and supported, fostering a strong sense of belonging within a respectful and collaborative learning environment. In addition, we will utilize mid-year assessment data to enhance learning and intentionally guide our instructional practices and schoolwide efforts moving forward.

6. Celebration of Success

Literacy Night- We hosted a well-attended Title I Literacy Night with 81 students and family members participating in an evening focused on building a love of reading. The event highlighted engaging literacy activities and meaningful family connections, and we extend our sincere appreciation to our Title I team for their dedication and hard work in making

the night a success. We are also grateful to the staff from the Josiah Carpenter Library for joining us, as well as local authors DJ Geribo and Carolyn Cutler Hughes, whose presence enriched the experience and strengthened our community partnerships.

Band - Our After School Band, led by Ms. Chaffee, continues to provide meaningful opportunities for student voice, confidence, and belonging through the arts. Our trumpet players recently performed during morning announcements and have invited staff to attend mini after-school concerts, helping strengthen connections across our school community. These performances support music standards by promoting performance skills, collaboration, and creative expression, while empowering students to share their talents in authentic, joyful ways.

Lego Club - Mrs. Mahanes is hosting an engaging enrichment opportunity for students in grades 3 and 4 focused on coding, problem-solving, and teamwork. Using Spike Prime, students are designing, building, and coding solutions while working through mission challenges connected to FIRST Lego League's *UNEARTHED* archaeology theme. Students are highly engaged and excited to deepen their coding skills, while also sharing their learning and problem-solving strategies with others.

Respectfully submitted,

Kristen M. White

Proud Principal of Pittsfield Elementary School

December 8, 2025

Dr. Sandy McDonald
Superintendent of Schools
23 Oneida Street
Pittsfield, NH 03263

Dear Colleague:

I am writing to share with you the Regional Career and Technical Education Agreement (RCTEA) for region #11, which governs the partnership between the Concord School District and our sending districts for the Concord Regional Technical Center (CRTC). As you know, our districts have enjoyed a decades-long collaboration in providing exceptional career and technical education opportunities to our students, and this agreement formalizes and strengthens that partnership.

As required by NH RSA 188-E:1-a, each CTE region must now be governed by a Regional Career and Technical Education Agreement that is renewed every four years and submitted to the New Hampshire Department of Education for review and approval. The attached RCTEA has been developed in accordance with this statute and incorporates the recent amendments to RSA 188-E that took effect in 2022 and 2025.

The RCTEA addresses several key areas:

1. Establishment of a Region #11 Advisory Committee with representatives from each sending district and the CRTC
2. Calendar conformity requirements to ensure students have full access to CTE programming
3. Seat apportionment methodology that provides each sending district with a minimum guaranteed number of seats
4. Recognition of credits earned through CTE courses
5. Tuition and transportation provisions
6. Access to non-CTE courses at Concord High School for qualified CTE students, as required by the recent statutory amendments

The CRTC continues to serve as a vital resource for students across our region, offering high-quality career and technical education programs that prepare students for both post-secondary education and immediate entry into the workforce. This agreement ensures that we maintain our commitment to providing equitable access to these programs for all eligible students in Region #11.

The agreement will need to be executed by the chairperson of your school board. Once all parties have signed, we will submit the completed agreement to the Department of Education for approval. I

anticipate that we will need board signatures by December 31, 2025, or at your earliest convenience to meet the Department's submission deadline. We have enclosed a copy of the Technical Advisory by the Department of Education for your review.

Please reach out to me or Anne Fowler, CRTC Principal, if you have any questions about the agreement or would like to discuss any specific provisions. We remain committed to working with you to ensure that our students continue to benefit from the outstanding opportunities available through our regional partnership.

Together, we are preparing our students for success in an ever-evolving workforce.

Sincerely,

Timothy Herbert
Interim Superintendent

Enclosures

- Regional Agreement
- New Hampshire Department of Education Technical Advisory

REGIONAL CAREER AND TECHNICAL EDUCATION AGREEMENT

This AGREEMENT is made by and between the Concord School District (hereinafter referred to as the "Receiving District") and the Pittsfield School District.

WHEREAS the Receiving District has been designed as a Regional Career and Technical Education Center for Region #11 and the Receiving District operates a Regional Career and Technical Education Center;

WHEREAS RSA 188-E has recently been amended to require that CTE regions be governed by a Regional Career and Technical Education Agreement ("RCTEA"), which must be renewed every four years and submitted to the New Hampshire Department of Education ("Department") for review and approval;

WHEREAS the parties agree to amend their existing agreement to ensure that it complies with the current legal and regulatory requirements;

THEREFORE, in consideration of the mutual covenants, agreements and conditions set forth herein, the Receiving District and the Pittsfield School District hereby amend their existing RCTEA and agree as follows:

PREAMBLE

In order to implement Career and Technical Education in Region #11, the Department with the endorsement of the State Board of Education has designated the high school at Concord as a Regional Career and Technical Education Center. The Center has been constructed, is operating and is known as the Concord Regional Career and Technical Education Center ("CRTC").

This agreement identifies the Concord School District as the Receiving District for Region #11 and Bow, Hillsboro-Deering, Hopkinton, John Stark, Kearsarge Regional, Merrimack Valley, Pembroke, and Pittsfield School Districts as Sending Districts (hereinafter referred to as the "Sending Districts").

DEFINITIONS

"Area Career and Technical Education School" or "Area Career and Technical Education Center" means (A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market; (B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations; (C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or (D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school. See 20 USC 2302(3). When used in this

Agreement the phrase shall mean and refer to the Concord Regional Career and Technical Education Center ("CRTC").

"Career and technical education" *or* ***"CTE"*** means organized educational activities that: (a) Offer a sequence of courses that: (1) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (2) Provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (3) Might include prerequisite courses, other than a remedial course; and (b) Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. See RSA 188-E:2, III. When used herein, this term shall refer to and include the career and technical education provided by the Receiving District through the CRTC.

"Commissioner" means the Commissioner of the New Hampshire Department of Education.

"Receiving District" shall mean a school district operating a comprehensive high school which is designated as a regional center or offers a designated regional career and technical education course. See RSA 188-E:2, V. The Concord School District is the Receiving District for purposes of this Agreement.

"Region" means a collection of Sending and Receiving Districts and at least one regional career and technical education center that are all parties to an agreement that defines the

relationship, duties, and responsibilities between the Sending and Receiving Districts. See Ed 1301.01(f).

"Regional career and technical education center ("RCTEC")" means a high school or public academy offering career and technical education program(s) which has been designated by the commissioner as part of a regional career and technical education program under RSA 188-E:1. See Ed 1301.01(g). In this Agreement the RCTEC is known as the Concord Regional Technical Center ("CRTC").

"Sending District" shall mean a school district where students reside, and for whom said district has tuition responsibility, who attend a regional career and technical education center or designated regional career and technical education course other than within the district itself. If a student attends a chartered public school, private school, or is home schooled, the district where the student resides is the Sending District. See RSA 188-E:2, VIII. The Bow, Hillsboro-Deering, Hopkinton, John Stark, Kearsarge Regional, Merrimack Valley, Pembroke and Pittsfield School Districts are the Sending Districts for purposes of this Agreement.

I. INTRODUCTION

1. The Receiving District operates CTE programs pursuant to the Strengthening Career and Technical Education for the 21st Century Act, Perkins V, 20 USC 2301, et seq., and state law, NH RSA 188-E, et seq. The Receiving District and Sending Districts hereby covenant and agree that, in the performance of this Regional Career and Technical Education Agreement, the Receiving District and Sending Districts shall comply with all the applicable laws and regulations which shall impose any legal obligation or legal duty upon the Receiving District and Sending Districts with respect to this Agreement.

2. This Agreement is controlled by the provisions of New Hampshire RSA 188-E and State of New Hampshire Department of Education rules adopted pursuant thereto and as they may be amended from time to time. In the event of any conflict between the provisions of federal or state laws or rules and the provisions of this Agreement, the provisions of the statute and state rules shall govern.

3. The Receiving District shall continue to provide a regional career and technical education facility known as the CRTC on a district-owned site to which the district has clear title. The CRTC educational programming shall be broad enough to serve the reasonable needs of CTE Region 11.

II. ADVISORY COMMITTEE

4. The Receiving and Sending Districts shall create and maintain a Region #11 advisory committee, consisting of representatives from each of the Sending Districts and the Receiving District. The advisory committee shall advise the Receiving District on matters related to career and technical education, including planning, designation and implementation of the CTE programs and facilities, however, the final decisions regarding CTE programs and facilities shall be made by the Receiving District, consistent with state law and regulations. The advisory committee shall meet at least twice per school year. The advisory committee shall consist of at least 7 members, comprised of representatives from each of the Sending Districts and the CRTC; at least one member shall be a certified high school counselor. A representative from the Community College System of New Hampshire located in the region will be included when appropriate. Each district shall be responsible for selecting their own representatives to the advisory committee.

5. The Receiving District shall consider the recommendations of the Region 11 career and technical education advisory committee relative to career and technical education programs, facilities, and regional enrollment needs.

6. The CRTC shall have active program advisory committees representing each approved career and technical education program established at the Region 11 CRTC. The program advisory committees shall advise the regional advisory committee on matters relating to their particular program but shall have no legal authority with respect to the regional advisory committee's responsibility.

III. DUTIES OF THE RECEIVING DISTRICT

7. The Receiving District, at its own expense, shall employ a full-time administrator of career and technical education, ("Principal") who shall administer the career and technical education program within the administrative structure of the Receiving District. This individual shall be a member of the advisory committee, referenced in Section II, above.

8. High school students attending schools in the Sending Districts shall be entitled to attend the CRTC in accordance with applicable laws/regulations, district policies and the provisions of this RCTEA. Students attending chartered public schools, private schools, and home-schooled students residing in the Sending Districts shall also be eligible to attend the regional career and technical education center in accordance with state law, regulations and district policies.

9. The Receiving District shall designate and provide parking and such other related areas as are necessary for the operation and maintenance of the regional career and technical education center. The CRTC has limited space for student parking. When space is available,

written parental consent is required prior to a student providing their own transportation to/from the CRTC and the Sending Districts shall work collaboratively with the Receiving District with regard to granting and securing permission for student-provided transportation on a space-available basis, in accord with paragraph 20, herein.

10. The Receiving District shall provide barrier-free access to the CRTC, in accordance with applicable laws and regulations.

11. The Receiving District agrees to provide equal access to all of the approved regional career and technical education programs to qualified career and technical education students within the region in accordance with the formula for participation agreed upon between the Receiving District and Sending Districts set forth in Paragraphs 22-23 of this Agreement.

12. The Receiving District, in cooperation with the Sending Districts, shall plan, develop, operate, maintain, and evaluate the educational program and facilities of the CRTC. The educational program shall be broad enough to serve the reasonable needs of Region 11.

13. The Receiving District shall make maximum utilization of cooperative arrangements with special education and vocational rehabilitation in providing career and technical education for disadvantaged and disabled persons. CTE opportunities for out-of-school youths, including "drop-outs" and others, will be provided by the Receiving District whenever possible.

14. The Receiving District shall provide access to school counseling services at the CRTC for students attending the CTE program and coordination of such activities throughout the region.

15. The Receiving District shall provide the Sending Districts with a designated contact for the receipt of IEPs and Section 504 Plans. The Receiving District shall implement

accommodations necessary for participation in the CTE classes. Each Sending District shall designate a contact person regarding the needs of its students with IEPs or Section 504 Plans.

16. The CTE programs available at the CRTC as of the date that the Agreement is fully executed by all parties shall remain available for the duration of this Agreement unless terminated by the Receiving District. The termination of any approved career and technical education program(s) by the Receiving District shall become effective after one (1) year's written notice to the Region 11 career and technical education advisory committee, the Sending Districts and the Department.

IV. DUTIES OF THE SENDING DISTRICTS

17. Each Sending District shall provide the Receiving District's Principal with a designated contact within the Sending District, and a secondary designated contact within the Sending District.

18. The Sending Districts are responsible for providing transportation to/from the CRTC for their students. Transportation shall be provided as of the first day of school for the CRTC through the conclusion of the school year for the CRTC, regardless of whether school is in session on those dates in the Sending District. When space is available at the CRTC for student parking, written parental consent and proof of insurance are required for CRTC students to provide their own transportation to the CRTC. If a Sending District's student is going to be providing their own transportation to/from the CRTC, the Sending District is responsible for obtaining the parental consent and proof of insurance and providing copies of both to the Receiving District. Such consent must be received by the Receiving District before the student provides their own transportation.

19. The Sending Districts will promptly provide the Receiving District with student record information necessary for the Receiving District to make decisions as to students' qualifications for admission. This includes, but is not limited to, transcripts and the student's disciplinary record and status. The Sending Districts notify the Receiving District if any student enrolled in a CTE course has completed the annual "opt-out" notification for FERPA directory information.

20. The Sending Districts agree to permit the school counseling and CRTC staff of the Receiving District to provide high school and incoming high school students with information concerning CTE offerings at the Region 11 CTE center and to encourage students' participation in the programs.

21. Prior to the start of each school year, and after any amendments made during the school year, the Sending Districts shall provide the Receiving District with copies of Individualized Education Plans (IEP) and Section 504 Plans for their students who will be attending CTE classes.

V. SEAT APPORTIONMENT METHOD

22. The formula for participation of students in the regional career and technical education programs is as follows: during the fall of 2026, the Principal of the CRTC shall average the prior four (4) years of student enrollment in the CRTC to obtain a "Year 1"[1] student enrollment number. The "Year 1" student enrollment number shall be calculated by averaging the CRTC student enrollment numbers for the four school years prior (2022-2023 through 2025-2026). By December 1, 2026, each Sending District will then receive a "minimum guaranteed"

[1] The phrase "Year 1" student means a student who is enrolled in their first year of programming at the CRTC.

number of seats. The minimum guaranteed number of seats for each Sending District will be held until March 31 of each school year. As of April 1 of each school year, any "minimum guaranteed" seats not claimed by the Sending Districts will become available to students from Sending Districts with application numbers that exceed their "minimum guarantee." The CRTC makes acceptance decisions for Year 1 students the week prior to April vacation of each school year.

23. Admission of "Year 2" students shall be based on student performance during their first year at the CRTC (or other CTE program if the student moves into a district served by the CRTC after Year 1), staff review and recommendations.

VI. CALENDAR CONFORMITY AGREEMENT

24. All CRTC students shall be given access to CTE programs for the instructional time for those programs. To that end, the Receiving District and Sending Districts agree to annually develop mutually acceptable school calendars and class schedules that provide eligible students with full access to all career and technical education programs. The Sending Districts shall annually align their school calendars with the school calendar of CTE programs at the Receiving District. The Sending Districts are responsible for ensuring that their students' schedules allow for full access to CTE programs offered at the CRTC center, including travel time on buses.

25. The Sending Districts and Receiving Districts agree to minimize scheduling conflicts through the alignment of district-level and program schedules, with a goal to better support CRTC students with as many hours as possible to fulfill their program requirements.

26. After Labor Day of each school year, the school calendars for the Receiving and Sending Districts in Region 11 shall not be out of alignment for more than ten (10) instructional days.

27. The parties to this Agreement shall work collaboratively to coordinate scheduling for teacher in-service dates and other scheduled school closure dates, and to coordinate start/end times for High School students to allow for access to and participation in CTE courses. Where possible, the Superintendents of the Receiving and Sending Districts will work to coordinate school closures due to inclement weather.

28. Upon a joint application by the Principal and a student's Sending District, the Commissioner may grant a waiver from the requirement that a student have full access to a CTE program for the instructional time for that program. Such waivers are granted on a case-by-case basis. If an adult student, minor student's parent or guardian, representative from the CRTC, or representative from the student's Sending District believes that a waiver is necessary, that individual shall make the request to the student's Sending District. Such requests shall be in writing and shall specify the reason for the request that the requirement that the student have full access to the CTE program for the instructional time for that program be waived. The Sending District shall communicate with the Principal regarding the request for the waiver and if the request is appropriate, the parties shall jointly submit the application to the Commissioner. See RSA 188-E:5, VII(b).

VII. NOTIFICATION OF PREREQUISITE REQUIREMENTS AND AWARDING OF CREDITS

29. Prerequisites courses for CRTC programs shall be determined by the Receiving District, with input from the advisory committee. Prerequisite courses shall be identified and

incorporated into the program of studies for the Receiving and Sending Districts. The Sending Districts agree to make course descriptions for the CRTC courses available to their students, and to provide access to courses that meet the prerequisite requirements for the CRTC courses in Region 11. The Receiving and Sending Districts agree that any prerequisite courses will be clearly identified in the description of the CRTC course and that courses that meet those prerequisites will be clearly identified as such.

30. CRTC students shall be awarded full or partial subject credit by demonstrating proficiency in a CTE course or program that is embedded with content area competencies that meet or exceed the district subject and required course competencies. CRTC students who demonstrate proficiency in the embedded CTE course or program competencies and who are determined to have met the content area academic standards required by their Sending District high school shall have such credits counted toward the required program area for a high school diploma. The Receiving District shall provide the Sending Districts with sufficient information about the CTE course competencies to allow the Sending Districts to determine whether the CTE course competencies meet or exceed the district's subject and required course competencies. To the extent possible, the Receiving and Sending Districts shall seek to align their curriculum and diploma requirements to allow CRTC students the opportunity to receive full or partial subject credit from their Sending District by meeting their CTE course competencies. The determination as to whether to award full or partial credit for a non-CTE subject area shall be made by the Sending District. If partial credit is awarded, the Sending Districts shall determine the percentage of the credit that is awarded to the student.

VIII. TUITION AND ALLOCATION OF PERKINS GRANT FUNDS

31. The Sending Districts shall pay tuition for their resident students to attend CRTC programs. Students seeking to attend CRTC programs must meet all prerequisites for their desired course; enrollment in a specific CRTC program is also subject to space availability within the program.

32. The Sending Districts are responsible for twenty-five percent (25%) of the CTE portion of the Receiving District's cost per pupil for the prior school year ("initial payment"), as calculated by the Department. The initial payment shall be made to the Receiving District in two separate installments for each school year (the first after the completion of semester one the second after the completion of semester two).

33. The Receiving District shall submit the semester one invoice no later than March 1 of the applicable school year and the semester two invoice no later than July 15 of that same calendar year. Invoices shall be sent to the Business Administrators for each of the Sending Districts, unless the Sending District requests otherwise. Such requests shall be made in writing and shall be sent to the Receiving District's Business Administrator.

34. The State shall pay a portion of the cost of tuition in accord with RSA 188-E and state regulations. In the event that sufficient funds are not made available to the Department by the Legislature to compensate the Receiving District for tuition, the Sending Districts shall pay the balance of the actual cost due to the Receiving District for their respective students ("second payment"). In such cases, the invoices for the second payment will be issued by the Receiving District in January of the calendar year after the initial payment (referenced in paragraphs 31-32).

The Sending Districts shall pay a per student differential fee for career and technical education, equal to 3 percent of the Receiving District's cost per pupil for the prior school year, as calculated by the Department. The Receiving District shall deposit the differential fee into its capital reserve account to be used for career and technical education program development, improvement, and equipment.

35. No more than once during the term of this RCTEA, the Principal may determine whether a report addressing any constraints in funding for tuition that need to be addressed to continue the CTE Program should be submitted to the Commissioner pursuant to RSA 188-E:1-a, V.

36. The CRTC shall be the sole recipient of Perkins funding for Region 11.

IX. TRANSPORTATION

37. The Sending Districts are responsible for providing transportation to their students who wish to attend a Region 11 CTE program. The Sending Districts may request reimbursement for their transportation costs from the State in accordance with applicable law and regulation.

38. The Receiving and Sending Districts are each responsible for submitting their own reimbursement requests to the State. The parties shall cooperate with each other in sharing any information necessary for each district to request reimbursement.

39. No more than once during the term of this RCTEA, the CTE Principal may determine whether a report addressing any constraints in funding for transportation that need to be addressed to continue the CTE Program should be submitted to the Commissioner pursuant to RSA 188-E:1-a, V.

X. FACILITIES

40. The career and technical education facility shall remain the property of the Receiving District.

XI. DISPUTES BETWEEN PARTIES

41. In the event of a disagreement between the Receiving and Sending Districts, the parties agree that the respective Superintendents shall confer in an effort to reach a resolution. If the dispute cannot be resolved, the parties agree that the Department shall be the arbitrator of any dispute related to this RCTEA and that all parties will be bound by the decision of the Commissioner. Each party shall be responsible for its own legal fees and costs arising out of such dispute, unless otherwise required by law.

XII. STUDENT CONDUCT AND STUDENT SPECIFIC INFORMATION

42. Prior to each school year, the Receiving District shall provide the Sending Districts with a copy of its Code of Conduct and applicable policies; the Sending Districts shall provide the Receiving District's Code of Conduct to their students attending one or more CTE classes at the Receiving District. The Receiving District reserves the right to discipline Sending District students who are attending CTE classes, up to and including suspension and expulsion, in accord with state law, regulation and Receiving District policy.

43. The Receiving District and Sending Districts agree to maintain confidentiality of all student specific information in accord with state and federal laws and regulations, including the Family Education Rights and Privacy Act ("FERPA").

XIII. ACCESSS TO NON-CTE COURSES

44. The Receiving District shall provide Sending District students with

access to non-CTE courses at Concord High School in accordance with RSA 188-E:1-a, VI. Tuition shall be calculated as set forth in the statute.

XIV. EFFECTIVE DATE, SUBMISSION TO THE DEPARTMENT OF EDUCATION, RENEWAL AND TERMINATION

45. This Agreement shall become effective when it is signed by all of the parties and then approved by the Department. Any amendments or modifications to this Agreement shall be in writing, executed by the parties involved, and approved by the Department.

46. This Agreement shall terminate on June 30, 2030, 4 years following the date of the execution of this Agreement.

47. The Receiving and Sending Districts shall review this RCTEA every four years in anticipation of renewal and determine whether any amendments or modifications are necessary. A renewed or revised agreement, signed by the chairs of each of the sending and receiving school boards, shall be submitted to the Department no later than the last day of December of the year preceding the first school calendar year of implementation.

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BY: Pamela M. Walsh

President, Concord Board of Education
Receiving District

STATE OF NEW HAMPSHIRE
COUNTY OF Merrimack

On this the 12 day of December, 2025, before me, the undersigned officer, personally appeared Pamela Walsh, known to me (or satisfactorily proven) to be the person whose name is subscribed to the within instrument and acknowledge that (s)he executed the same for the purposes therein contained.

IN WITHNESS WHEREOF I hereunto set my hand and official seal.

Bridget Edinger

Justice of the Peace/Notary Public

Bridget Edinger
NOTARY PUBLIC
State of New Hampshire
My Commission Expires 11/2/2027

BY: _____

Chairperson, Pittsfield School Board
Sending District

STATE OF NEW HAMPSHIRE
COUNTY OF _____

On this the _____ day of _____, 202___, before me, the undersigned officer, personally appeared _____, known to me (or satisfactorily proven) to be the person whose name is subscribed to the within instrument and acknowledge that (s)he executed the same for the purposes therein contained.

IN WITHNESS WHEREOF I hereunto set my hand and official seal.

_____

Justice of the Peace/Notary Public

New Hampshire | LIVE FREE AND LEARN
Department of Education

TECHNICAL ADVISORY

Subject: Amendments to Regional Career and Technical Education Agreements (RCTEA) Date Issued: September 29, 2025	Legal Reference: 188-E:1-a

Senate Bill 99 ("An Act relative to regional career and technical education agreements") was signed into law by Governor Ayotte on July 15, 2025, and took effect retroactively on July 1, 2025. See Senate Bill 99. The Department of Education issues this advisory to assist local school districts in implementing SB 99's requirements for amendments to their Regional Career and Technical Education Agreements (RCTEA).

Action Required: No later than **January 1, 2026**, every school district that is a party to a Regional Career and Technical Education Agreement (RCTEA) must amend its agreement to incorporate the expanded access program requirements established by SB 99.

Sending and receiving schools may determine whether to implement these changes through an addendum to the existing RCTEA or through a comprehensive revision of the agreement. Each district should consult with its legal counsel to assess the appropriate approach for its region. Upon execution of the amendment to the RCTEA or the new RCTEA, the updated agreement or addendum should be submitted to the commissioner for review and approval consistent with RSA 188-E:1-a.

229:1 Regional Career and Technical Education Agreements. Amend RSA 188-E:1-a, III to read as follows:

III. Each RCTEA shall include a calendar conformity agreement to comply with RSA 188-E:5, VII(a) and (b) by aligning the school calendars of sending [schools] ***districts*** with the school calendars of CTE programs at the receiving [school] ***district***. Agreements shall minimize schedule conflicts to better support CTE students with as many hours as possible to fulfill their program requirements. Agreements should address schedule alignment needs such as: disruptions due to differing start/stop times, unscheduled school closures or events, and daily class start/stop times. ***Students from sending districts shall have access to CTE programming on a basis consistent with resident district pupils.*** RCTEA [schools] ***sending and receiving districts*** are encouraged to align teacher in-service days to allow joint ventures in teacher professional development and other educational initiatives. There may not be more than 10 instructional days following

Labor Day through the last student day of the school calendar year on which one or more of the school calendars of the districts within the agreement are not aligned. When CTE regions overlap, or students attend programs in more than one CTE, the provisions of this section shall apply to both regional centers. The commissioner shall not approve a RCTEA that does not comply with this paragraph, however a RCTEA may contain provisions for waiver by the commissioner of dissimilar days for extenuating or emergency purposes. If the commissioner determines that all [schools] ***districts*** within the RCTEA have plans and are reasonably working towards the implementation of an aligned calendar to ensure compliance with this paragraph, an annual waiver may be approved, but a waiver for this purpose shall not be extended beyond July 1, 2026.

229:2 New Paragraph; Regional Career and Technical Education Agreements. Amend RSA 188-E:1-a by inserting after paragraph V the following new paragraph:

VI. Each RCTEA shall develop a CTE access program ("program") by January 1, 2026, to allow students from sending districts to enroll either part-time or full time in non-CTE courses at the receiving district.

(a) Students eligible to participate in a receiving district's program shall have been accepted and enrolled in one or more CTE classes at the receiving school.

(b) Students seeking participation in the program shall be eligible for and have access to both sending and receiving RCTEA apportionment seats on the same basis as any other sending or receiving district student.

(c) Sending district students taking fewer than 3 non-CTE classes shall be considered part-time and shall be designated part-time program students.

(d) Students taking 3 or more non-CTE classes shall be considered full-time and shall be designated full-time program students.

(e) Tuition for part-time program students and full-time program students shall be as follows:

(1) For part-time program students, sending districts shall pay to receiving districts an amount equal to not less than 80 percent of the sending district's average cost per pupil as determined by the department of education using the most recent available data as reported by the district to the department, divided by 5 times the number of credits that the part-time program student is enrolled in.

(2) For full-time program students, sending districts shall pay to receiving districts an amount equal to not less than 80 percent of the sending district's average cost per pupil as determined by the department of education using the most recent available data as reported by the district to the department.

(3) Part-time and full-time program districts shall have access to non-CTE courses at the receiving district on the same basis as receiving school students.

(f) Sending districts of part-time and full-time program students shall provide transportation to and from receiving districts.

(g) All expenses incurred by a receiving district in providing services to a student in need of special education and related services shall be paid by the school district where the child resides.

229:3 Tuition. Amend RSA 188-E:7, I to read as follows:

I. The department of education is authorized to pay from its regular budget tuition for full or part-time sending district students, attending programs at designated career and technical education centers or designated career and technical education programs at other comprehensive high schools, whose residence is in a district where the high school of normal attendance does not offer a similar career and technical education program, ***including students qualified to attend a receiving school under RSA 188-E:1-a, VI. Students attending a non-public school or chartered public school, the location of which is in closer proximity to a regional CTE center than the school to which their district of residence would send students for CTE, may enroll in the regional CTE center in closer proximity to the non-public school or chartered public school the student attends.***

229:4 Effective Date. This act shall take effect July 1, 2025.

Key Provisions of SB 99

1. **Sequenced Calendar Alignment:** The Amendment to RSA 188-E:1-a, III clarifies that the sending districts shall enter into agreements that minimize conflicts such as mismatched start/end times, closures, and unscheduled events.

2. **Consistent Access for Students from Sending and Receiving Districts:** Students from sending districts must receive access to CTE programs on a consistent basis as students of a receiving district.

3. **Expanded Access for Students attending Non-Public and Chartered Public Schools:** In addition, SB99 expands access to CTE programs for students who are attending a non-public or chartered public school by permitting those students in either the CTE center where there district of residence would send students for CTE or they may enroll in a regional CTE center that is closer to the non-public or chartered public school the student attends.

4. **CTE "Access Program" for Non-CTE Course Enrollment:** A new paragraph (RSA 188-E:1-a, VI) requires RCTEAs to develop a CTE Access Program by January 1, 2026, enabling students enrolled in at least one CTE class to also access non-CTE academic courses at the receiving district:

- Part-time students (fewer than three non-CTE classes) and full-time students (three or more non-CTE classes) are both eligible.
- Sending districts are responsible for transportation between the student's residence and the receiving district.
- Special education and related service costs remain the responsibility of the student's resident (sending) district.

5. **Funding for Access Program and CTE Program**

The legislature made no change to RSA 188-E:6, the preexisting statute setting forth the mechanism for students attending career and technical education programs. Under the law as it existed prior to the amendments, a student's sending district is financially responsible for 25% of the career and technical education program of the receiving district's cost for pupil for the prior school year, as calculated by the department of education.

SB 99, which amended RSA 188-E:6, V added additional tuition obligations for sending districts whose students choose to attend non-CTE courses under the CTE Access Program at the receiving school district:

- If a sending district's student opts to attend non-CTE courses at the receiving school on a part time basis (defined as fewer than 3 non-CTE classes) the sending district shall pay the receiving district "an amount equal to not less than 80 percent of the sending district's average cost per pupil, divided by 5 times the number of credits that the part-time program student is enrolled in."
- If a sending district' student opts to attend the non-CTE courses at the receiving school on a full-time basis (defined as 3 or more non-CTE classes) the sending district shall pay the receiving district "an amount equal to not less than 80 percent of the sending district's average cost per pupil."

Sending districts are responsible for transportation between the student's residence and the receiving district.

Special education and related service costs remain the responsibility of the student's resident (sending) district.

6. State Tuition Authorization

Amendment to RSA 188-E:7, I expands the NHED's authority to pay tuition for all students, from its regular budget, for full- or part-time students when their resident district's high school does not offer similar CTE programs. While the statutory language purports to expand NHED's authority to pay tuition from its regular budget, the legislature did not allocate additional funds for the 2025-2027 biennium. This amendment also clarifies that a district who offers a technical education program is entitled to receive tuition for a student who is attending another career and technical education program in another district, even if the student's resident district is a receiving school under RSA 188-E:1-a, VI.

Frequently Asked Questions about SB 99

1. What is the CTE Access Program?

The CTE Access Program, established by SB 99 (2025), allows students who are enrolled in at least one CTE class at a regional CTE center to also enroll in non-CTE academic courses at the receiving district.

2. Who is eligible to participate?

- **Part-time participants:** Students taking fewer than three non-CTE courses at the receiving district.
- **Full-time participants:** Students taking three or more non-CTE courses at the receiving district.
- Students must be formally enrolled in CTE to qualify to take non-CTE courses in the receiving district.

3. If a student's resident district has a CTE Center, may the student attend another CTE Center in another district.

Yes, SB 99 amended RSA 188-E:7 to clarify that students whose resident districts are a receiving district are not limited to attendance to their resident CTE center. A student whose resident district is a receiving school under RSA 188-E:1-a, VI may attend a career and technical education program at another comprehensive high school if the resident school does not offer a similar career and technical program.

For Questions related to this Technical Advisory, please contact:

Jeffry Beard
CTE Administrator
Email: Jeffry.W.Beard@doe.nh.gov

Memorandum of Understanding (MOU)

Between

STARBASE New Hampshire, the N.H. National Guard

And

Pittsfield School District

Hereinafter referred to as "Parties"

MOU - 2508

This is a memorandum of understanding (MOU) between STARBASE New Hampshire at 722 Riverwood Drive, Pembroke, NH 03275, and the Pittsfield Elementary School at 34 Bow St, Pittsfield, NH 03263

1. Background: Established in 2023, STARBASE New Hampshire (hereinafter "STARBASE") is a United States Department of Defense (DoD) educational program for fifth grade students operated by New Hampshire Army National Guard. STARBASE offers a five-day, 25-hour curriculum that emphasizes the application of science, technology, engineering, and math in a real world, hands-on setting, all designed to build on the premise that learning can be both fun and rewarding. The mission of STARBASE is to expose our nation's youth to the technological environments and positive civilian/military role models found on military bases and installations, to nurture a winning network of collaborators, and to build mutual loyalty within the communities, by providing instruction and hands-on activities.

2. AUTHORITIES: Nothing in this agreement is intended to limit the responsibilities of the Parties in reference to other applicable guidance.

   2.1. The following references apply to this MOU:

      2.1.1. U.S.C. Title 10, Section 2193

      2.1.2. DoD Instruction 1025.7, *DoD STARBASE Program*

3. Purpose: This Memorandum of Understanding (MOU) sets forth the terms and understanding between STARBASE and the Partner to provide STARBASE Academy outreach science, technology, engineering and mathematics curriculum to local fifth grade classrooms.

4. Understanding of the Parties:

   4.1. STARBASE will provide:

      4.1.1. A five-hour day, for three days, preferably for a one day per week curriculum, ranging from 8:00 AM to 4:00 PM Eastern time for a maximum of 35 students, provided at no cost. With an approved waiver by the DoD OASD RA, Parties may

agree to an alternative schedule, including, but not limited to, one-week, five days per week or reduced class size.

4.1.2. Hands-on enrichment lessons that focus on math, chemistry, physics, engineering and technology activities that meet national and state standards; and

4.2. The Partner:

4.2.1. Will transport participants to and from the STARBASE location and N.H. Army National Guard Edward Cross Training Center for any visits to units/facilities related to the curriculum.

4.2.2. Will ensure at least two Partner administrators, teachers, employees, and any other Partner-provided personnel who accompany the students to STARBASE New Hampshire will provide supervision of students and engage in the program during instructional times.

4.2.3. Ensure that any students with medical or health needs will come with necessary medications and/or personnel trained to provide appropriate health services that may be needed.

4.2.4. Ensure each participant brings a bag lunch each day they attend STARBASE New Hampshire.

4.2.6. Provide parents/guardians with information on the dress code for STARBASE; participants will wear closed toe shoes and be dressed appropriately to safely conduct scientific experiments as part of the curriculum.

4.2.6. Will ensure that Partner administrators, teachers, employees, volunteers, and any other Partner-provided personnel who accompany students to STARBASE New Hampshire complete a program evaluation or questionnaire to evaluate their experiences and the effectiveness of the program. This data will be collected after each class has completed its 25-hour session and will be used to measure the effectiveness of the curriculum and instructional delivery model.

4.3. Student Record Confidentiality: STARBASE Academy employees, volunteers, and all partner staff, aides, and subcontractors or sub-consultants should be aware that sensitive student records shall not be shared. In accordance with 20 U.S.C. §1232g, Family Education Rights and Privacy Act, school officials and others acting on behalf of the School or School District shall not share information gleaned from student records with anyone except within the context of School District educational efforts.

5. PERSONNEL: Each Party is responsible for all costs of its personnel, including pay and benefits, support, and travel. Each Party is responsible for supervision and management of its personnel.

6. GENERAL PROVISIONS:

6.1. POINTS OF CONTACT (POCs). The following POCs will be used by the Parties to communicate matters concerning this MOU. Each Party may change its POC upon reasonable notice to the other Party.

6.1.1. For STARBASE —

6.1.1.1 Primary: Mark Campbell -- Director of STARBASE New Hampshire
E-mail: mark.campbell@theASTAgroup.com
Phone: (603) 370-0583

6.1.1.2. Alternate: Jennifer Kelsall -- Office Administrator
E-mail: jennifer.kelsall@theASTAgroup.com
Phone: (603) 227-1405

6.1.2. For the partner —

6.1.2.1 Primary: Bryan Lane -- Superintendent – Pittsfield School District
E-mail: blane@sau51.org
Phone: (603) 435-5526

6.1.2.2. Alternate: Kristen White -- Principal of Pittsfield Elementary School
E-mail: kwhite@sau51.org
Phone: (603) 435-8432

6.2. CORRESPONDENCE: All correspondence to be sent and notices to be given pursuant to this MOU will be addressed, if to STARBASE New Hampshire, to --

6.2.1. Mark Campbell
Director - STARBASE New Hampshire
N.H. National Guard Edward Cross Training Complex
722 Riverwood Drive
Pembroke, NH 03275

and, if to the Partner, to --

6.2.2. Bryan Lane
Superintendent - Pittsfield School District
23 Oneida St, Unit 1
Pittsfield, NH 03263

6.3. FUNDS AND MANPOWER. This MOU may only be modified by the written agreement of the Parties, duly signed by their authorized representatives. This MOU will be reviewed no less often than at the mid-point of its term and around the anniversary of its effective date in its entirety.

6.4. MODIFICATION OF MOU. This MOU may only be modified by the written agreement of the Parties, duly signed by their authorized representatives. This MOU will be reviewed no less often than at the mid-point of its term and around the anniversary of its effective date in its entirety.

6.5. DISPUTES. Any disputes relating to this MOU will, subject to any applicable law, Executive order, or DoD issuances, be resolved by consultation between the Parties.

6.6. TERMINATION OF UNDERSTANDING. This MOU may be terminated in writing at will by either Party.

6.7. TRANSFERABILITY. This MOU is not transferable except with the written consent of the Parties.

6.8. LIABILITY. The Partner agrees to indemnify and hold the United States Government, its officers, agents, and employees harmless from any liability, loss or damage they or their employees, students, volunteers, or other agents may suffer as a result of claims, demands, costs or judgments against them arising out of the activities to be carried out pursuant to the obligations of this MOU to the fullest extent permitted under federal law.

6.9. ENTIRE UNDERSTANDING. It is expressly understood and agreed that this MOU embodies the entire understanding between the Parties regarding the MOU's subject matter, thereby superseding all prior understandings of the Parties with respect to such subject matter.

6.10. EFFECTIVE DATE. This MOU takes effect beginning on the day after the last Party signs.

6.11. EXPIRATION DATE. This MOU expires on _06/30/2026_.

APPROVED:

FOR THE - STARBASE New Hampshire
N.H. Army National Guard
Edward Cross Training Center

FOR THE – Pittsfield School District
23 Oneida St, Unit 1
Pittsfield, NH 03263

Mark Campbell
STARBASE N.H. Director's Signature

Superintendent's Signature

Mark Campbell
STARBASE New Hampshire Director

Bryan Lane
Superintendent's Name

06/18/2025
(Date)

(Date)

An Open Letter on the Risks of Statewide Open Enrollment

Governor Ayotte and Members of the NH Legislature:

We write as school board members and district leaders from across New Hampshire to express serious concerns about the rapid advancement of statewide open enrollment. While expanding opportunity for students is a shared priority, major policy changes must be implemented in ways that do not destabilize the public education system that serves approximately 90% of New Hampshire students and their families. In addition, the use of a procedural maneuver to advance this legislation without any public hearings limits transparency, excludes the voices of Granite Staters, and stifles meaningful input on a sweeping change to public education.

Statewide open enrollment will create winners and losers. Recent analysis by Reaching Higher NH shows that open enrollment shifts costs onto sending districts and ultimately harms the students who remain. Sending districts must pay new tuition bills that conflict with voter-approved budgets, resulting in higher local property taxes and/or cuts to educational services. If just 20 students leave a district, and tuition is set at the state average cost per pupil of $22,700, the district incurs a new tuition obligation of approximately $454,000, an expense that must be absorbed within a fixed, voter-approved budget. While some students are able to transfer to districts with greater opportunities, those students without transportation are left behind in districts with fewer resources and diminished programs. If choice is not available to all students, it is not truly choice.

In states with full open enrollment, state governments fund public education at significantly higher levels, absorbing much of the risk created by student movement. New Hampshire provides no such buffer. For example, state contributions in Arizona (43%), Idaho (65%), and Mississippi (46%) far exceed New Hampshire which only funds 29% of public education. In the Granite State, the absence of meaningful state investment means those costs are shifted directly onto local property taxpayers, disproportionately impacting rural and lower-property-wealth districts.

The speed with which statewide open enrollment is advancing has left dozens of critical questions unanswered. Our boards and district leaders have raised persistent concerns about how special education services will be delivered, billed, and reconciled when students transfer. Capacity is treated as a simple seat count rather than a district's actual ability to meet student needs, including staffing levels, caseloads, specialized programs, and compliance obligations. At the same time, districts will face a significant increase in administrative costs and workload. Collectively, these gaps shift operational risk, legal exposure, and political accountability onto local boards and SAUs, forcing districts to absorb consequences they did not

design and cannot control. Proceeding without resolving these questions places districts in an untenable position by design and puts students at risk.

We urge legislators to slow the advance of statewide open enrollment and adopt a more deliberate process that allows for open, public analysis. A July 1, 2026 implementation date would take effect after school budgets have already been approved by voters, leaving districts unable to plan responsibly for its effects. Public education in New Hampshire depends on clear lines of responsibility between the state and its local districts. Without it, districts and taxpayers absorb the burden, and students bear the consequences. Moving forward without clarity hurts districts, taxpayers, and, most importantly, students, undermining confidence in the state's stewardship of public education.

Signed,

Add your signature here

Total Signatures – 561

Superintendents

Christine Downing – Grantham Superintendent (SAU 75)
John Shea – Somersworth Superintendent (SAU 56)
Marion Anastasia – White Mountains Regional Superintendent (SAU 36)
Kerry Kennedy – Claremont Superintendent (SAU 6)
Lois Costa – Hampton Superintendent (SAU 90)
James Lewis – Lempster Superintendent (SAU 71)
Jacqueline Coe – Henniker/Weare/Stoddard Superintendent (SAU 24)
Brian M. Stack – Fremont Superintendent (SAU 83)
Ann E. Forrest – Contoocook Valley Superintendent (SAU 1)
Christopher Andriski – Exeter Cooperative Superintendent (SAU 16)
Michael Fournier – Bedford Superintendent (SAU 25)
Mary Beth Banios – Lyme Superintendent (SAU 76)
Christi Michaud – Milford Superintendent (SAU 40)
Christine Boston – Dover Superintendent (SAU 11)
Amy Doyle – Hopkinton Superintendent (SAU 66)
Elizabeth Pogorzelski – Mascenic Regional Superintendent (SAU 87)
Todd Allen – Newmarket Superintendent (SAU 31)
Robin Steiner – Hanover Superintendent (SAU 70)
Nate Byrne – Northwood Superintendent (SAU 44)
Bob Thompson – Hampstead Superintendent (SAU 55)

Christine Landwehrle – Chester Superintendent (SAU 82)
Lori Lane – Rollinsford Superintendent (SAU 104)
Justin Krieger – Timberlane Superintendent (SAU 106)
David Backler – Gorham Superintendent (SAU 20)
Everett V Olsen Jr – Merrimack Superintendent (SAU 26)
Forrest Ransdell – Newport Superintendent (SAU 43)
Dr. Aimee Frechette – Conway Superintendent (SAU 9)
Daniel LeGallo – Franklin Superintendent (SAU 18)
Robert Malay – Keene Superintendent (SAU 29)
Dolores Fox – Haverhill Cooperative Superintendent (SAU 23)
Jennifer L. Crawford – Hillsboro-Deering/Washington/Windsor Superintendent (SAU 34)
Russell Holden – Sunapee Superintendent (SAU 85)
Amy Allen – Lebanon Superintendent (SAU 88)
Amanda Isabelle – Mascoma Valley Superintendent (SAU 62)
Kristen Kivela – Mason Superintendent (SAU 89)
Bill Furbush – Epping Superintendent (SAU 14)
Dana S. Hilliard – Colebrook Superintendent (SAU 7)
Michael Whaland – Tamworth Madison Freedom Superintendent (SAU 13)
Patricia Wons – Newmarket Assistant Superintendent (SAU 31)
Sandie MacDonald - Pittsfield Superintendent (SAU 51)
Dr. Robert Shaps – Oyster River Cooperative Superintendent (SAU 5)
Michael J. Tursi – Shaker Regional Superintendent (SAU 80)
Deannah Rae – Barrington Superintendent (SAU 74)
Julie King – Berlin Superintendent (SAU 3)
Paul Hoiriis – Newfound Area Superintendent (SAU 4)
Dana Andrews II – Plymouth Area Assistant Superintendent (SAU 48)
Kyla Welch – Plymouth Area Superintendent (SAU 48)
Meredith Nadeau – Hampton Falls, North Hampton, Winnacunnet Co-op Superintendent (SAU 21)
Marcy Kelley – Bow Superintendent (SAU 67)
Jennifer Chmiel, Manchester Superintendent (SAU 37)
Michael Flynn, Derry Cooperative Superintendent (SAU 10)
Donna Magoon – Wakefield Superintendent (SAU 101)
Zachary McLaughlin – Portsmouth Superintendent (SAU 50)
Daniel Moulis – Hudson Superintendent (SAU 81)
Jessica Benson – Hudson Assistant Superintendent (SAU 81)
Randy Wormald – Andover Superintendent (SAU 46)
Gina Bergskaug – Hollis Superintendent (SAU 41)

Amy Stevenson – ConVal Assistant Superintendent (SAU 1)

Acworth

Sarah Vogel – Fall Mountain Regional School Board

Alstead

Heather Jasmin – SAU 29 School Administrator

Andover

Stephen Chella – Andover School Board Chair
Daniel Newton – Andover School Board
Charles Stewart – Andover School Board
Katie Caron – Andover School Board

Antrim

Sarah L. Edmunds – ConVal School Board
Dr. Katherine Foecking – ConVal School Board
Beth Gibney – ConVal School Administrator

Atkinson

Maria Watkins – Timberlane Regional School District Administrator

Barrington

Moira Taylor – Barrington School Board Chair
Carrie Neal – Barrington School Board Vice Chair
Jason Baker – Barrington School Board
M. Brigid Connelly – Barrington School District Administrator

Bartlett

Pamela L. Stimpson – SAU 9 Administrator

Bedford

Sue Jennato – Bedford School Board Chair
Andrea Campbell – Bedford School Board Vice Chair
Elizabeth Cadorette – School Administrator (SAU 16)

Belmont

Sean Embree – Shaker Regional School Board Chair
Jill Smith – Shaker Regional School Board

Matthew Finch – Belmont High School Administrator

Bennington

Michael Hoyt – ConVal School Board Chair
Rachel Lunan-Hill – Pierce Elementary School Principal

Benton

Dwight A. Swauger – Benton School Board Chair
Joe Boutin – Benton School Board Vice Chair
Brenda Finoia - Benton School Board

Berlin

Tammy Fauteux – SAU 3 Administrator
Sandy Pouliot – SAU 3 Administrator
Mark Pribbernow – SAU 3 Administrator

Bethlehem

Erin Talcott – Profile School Board

Bow

Martin Osterloh – Bow School Board Chair
Jenna Reardon – Bow School Board Vice Chair
Melynie Klunk – Bow School Board
Angela Hubbard – Bow School Board
Bryce Larrabee – Bow School Board

Brentwood

Brian Duffy – Brentwood School Board Chair
Kate Bonafede – Brentwood School Board
Daniel Hebert – Brentwood School Board
Allison Higgins – Brentwood School Board
Ron Kew – Swasey Central School Principal

Bristol

Joe Maloney – Newfound School Board Vice Chair

Brookline

Alyson Manion – Brookline School Board Chair
Tracy Perry – Brookline School Board Vice Chair
Heather Reardon – Brookline School Board
Lynn Powers – Brookline School Board
Johanna Shriver Halligan – Brookline School Board

Campton

Danny Desrosiers – Campton School Board Chair
Kelly M. Wieser – Campton School Board Vice Chair
Donna Jo Hiltz – Campton Elementary School Board
Amanda DiLeo-Guilbert – Campton School Board
Ryan Timms – Campton School Board
Sheila M. Donahue – Pemi-Baker School Board
Carolyn Varin – Pemi-Baker School Board

Canaan

Tim Josephson – Mascoma Valley Regional School Board Chair
Diane Adam – Mascoma Valley Regional School Board

Canterbury

Alice Todd – Shaker Regional School Board Vice Chair
Katelynn Fehn – Shaker Regional School Board
Randi Johnson – Shaker Regional School Budget Committee
Erin Chubb – Canterbury Elementary School Principal

Charlestown

Alissa Bascom – Fall Mountain Regional School Board Chair

Chesterfield

Ege Cordell – Chesterfield School Board Chair
Amy Treat – Chesterfield School Board Vice Chair

Claremont

Arlene Hawkins – Claremont School Board
Loren David Howard – Claremont School Board

Clarksville

Julie M Semprebon – Clarksville School Board
Linda White – Clarksville School Board

Colebrook

Rhonda Lyons – Colebrook School Board
Cayenne Amey – Colebrook School Board
Misty Blais – Colebrook Academy and Elementary School Title I Project Director
Kimberly Wheelock – Colebrook Academy and Elementary School Principal
Bridget Cross – SAU 7 Business Manager
Jennifer Mathieu – SAU 7 Director of Curriculum, Instruction and Assessment
Jennifer Noyes – SAU 7 Director of Student Services
Devon Phillip – SAU 7 Health Director
Emilie Hall – SAU 7 Administrator

Columbia

Stacey Campbell – Columbia School Board
Kristin Brooks – Columbia School Board
Diane Little – Columbia School Board

Concord

Pamela Walsh – Concord Board of Education President
Cara Meeker – Concord Board of Education Vice Chair
Liz Boucher – Concord Board of Education
Jess Campbell – Concord Board of Education
Alex Dubois – Concord Board of Education
Brenda Hastings – Concord Board of Education
Barb HIggins – Concord Board of Education
Madeline Mineau – Concord Board of Education
Sarah Sadowski – Concord Board of Education

Cornish

Justin Ranney – Cornish School Board Chair
Alexys Wilbur – Cornish School Board Vice Chair

Jesse Cloutier – Cornish School Board

Croydon

Aaron McKeon – Croydon School Board Chair

Danville

Marianne Springer – Timberlane School Board

Deerfield

Kendra Cohen – Deerfield School Board Chair

Deering

Chris Bober – Hillsboro-Deering Cooperative School Board Chair
Jessica Pollard – Hillsboro-Deering Cooperative School Board

Derry

Jamie Carreau – Derry School Board
Jennifer Theroux – Derry School Board
Jenna Paradise – Derry School Board

Dover

Robin Trefethen – Dover School Board Chair
Michelle Clancy – Dover School Board Vice Chair
Micaela Demeter – Dover School Board
Elizabeth Goldman – Dover School Board
Maggie Fogarty – Dover School Board
Seana Hallberg – Dover School Board
Craig Flynn – Dover School Board
Thomas Rup – NH Chief Technology Officers President

Dublin

Nicole Pease – ConVal Administrator, Dublin Consolidated School

Dunbarton

Clement T. Madden – Dunbarton School Board Chair
Nicole Sloane – Dunbarton School Board
Ryanne Roy – Dunbarton School Board

Lori Wamser – Dunbarton School Board
Holly Barcroft – Dunbarton School Board

Durham
Heather Smith – Oyster River School Board Vice Chair
Denise Day – Oyster River School Board
Sean Harrison – Oyster River School Board

East Kingston
Kirsten Soroko – East Kingston School Board Chair
Paul Doyle – East Kingston School Board
Brandon French – East Kingston Elementary School Principal

Easton
Megan Detamore – Lafayette School Board VIce Chair

Ellsworth
Megan Blake – Ellsworth School Board Chair

Ensfield
Joseph Wood – Mascoma Valley School Board

Epping
Benjamin Leavitt – Epping School Board Vice Chair
Robin O'Day – Epping School Board
Christine Vayda – Epping Business Administrator
Sara Cantrell – Epping School Administrator
Christopher Sousa – Epping School Principal

Epsom
Michael Wiggett – Epsom School Board Chair
Carol Zink-Mailloux – Epsom School Board
Jennifer Smith – Epsom School Board

Errol
Stacey Smith – Errol School Board Chair
Emma Burnell – Errol School Board

Exeter

Bill Gauthier – Exeter Region Cooperative School Board Chair
Tim Reed – Exeter Elementary School Board
Kathleen Pratt – Exeter Elementary School Board
Dawn Bullens – Exeter Region Cooperative School Board
Neil Bleicken – Exeter Region Cooperative School Board
Jill Lizier – SAU 16 Chief Academic Officer
Arlynn Polletta – SAU 16 Chief Equity Officer
Mollie O'Keefe – SAU 16 Chief Financial Officer
Michelle Voto – Director of Adult Education
Ellen Riiska – SAU 16 Asst Officer for Student Services
Tonja Neve – Exeter High School Principal
Pamela Carr – Seacoast School of Technology Principal
Ryan McCluskey – Lincoln Street School Principal

Fitzwilliam

Kristen Noonan – Monadnock Regional School Board Vice Chair
Jeff Cesaitis – Monadnock Regional School Board

Franconia

Eugene Leeds – Lafayette School Board
Joseph Garrison – Lafayette School Board

Franklin

Liz Cote – Franklin School Board Chair
Laurie Cass – Franklin School Board Vice Chair
Myla Marie Danforth – Franklin School Board
Kayla Morse – Franklin School Board
Jack Finley – Franklin School Board
Adam Heath – Franklin School Board
David Levesque – Franklin School District Administrator

Gilford

Jessica Jacques – Gilford School Board Chair
Nicole Hogan – Gilford School Board Vice Chair
Lauren Huleatt – Gilford School Board
Bob McLean – Gilford School Board

Monica Sawyer – Gilford School Board

Gilmanton

Grace L. Sisti – Gilmanton School Board Vice Chair
Laura Gerard – Gilmanton School Board
Moira Cuthbert – Gilmanton School Board

Gilsum

Jennifer Strimbeck – Monadnock Regional School Board

Goffstown

Shane Rozamus – Goffstown School Board

Gorham

Benjamin Mayerson – Gorham Randolph Shelburne School Board
Michael L Waddell – Gorham Randolph Shelburne School Board
Keith Moon – Gorham Randolph Shelburne School Board
Victoria Hill – Gorham Randolph Shelburne School Board
David Morrissette – School Administrator (SAU 20)

Grantham

Lesley Fowler Nesbitt – Grantham School Board Chair
Jillian Bellmont – Grantham School Board Vice Chair
Philip Langsdorf – Grantham School Board
Nancy MacKenzie – Grantham School Board
Gerald Volpe – Grantham School Board
Kristen Reed – Grantham Village School Principal

Greenfield

Curtis Hamilton – ConVal School Board Vice Chair
Shawne Hilliard – Greenfield Elementary School Principal

Greenville

Jeremy Klebes – Mascenic Regional School Board
Gregory Pickering – Mascenic Regional School District Administrator

Hampstead

Melissa Denton – Hampstead School Board
Nicole Tomaselli – Hampstead Director of Curriculum, Instruction and Assessment

Hampton
Leslie Lafond – Winnacunnet School Board Chair
Nicole Cico – Winnacunnet School Board Vice Chair
Desiree Potter – Winnacunnet School Board
Mariah Curtis – Hampton Business Administrator

Hampton Falls
Gisela Manna – Hampton Falls School Board Chair
Barbara Goodman - Hampton Falls School Board Vice Chair
Jason Farias – Hampton Falls School Board
Anthony Lang – Hampton Falls School Board
Renee Palm – Hampton Falls School Board

Harrisville
Katharine Abbott – Harrisville School District Administrator

Hancock
Dan Harper – ConVal School Board

Hanover
Kelly McConnell – Hanover School Board Chair
Benjamin Keeney – Dresden School Board Chair
Deb Bacon Nelson – Hanover School Board
Carrie Russell – Hanover School Board
Marcela Di Blasi – Hanover School Board
Jacqueline Lisa Christie – Dresden School Board
Gina C. des Cognets, Dresden School Board
Neil Odell – Dresden School Board
Rhett Darak – SAU 70 Administrator

Haverhill
David Robinson – Haverhill School Board Chair
Aaron Palm – Haverhill School Board

Henniker

Deb Morneau – Henniker School Board Chair
Courtney Portillo – Henniker School Board Vice Chair
Deborah Greaves – Henniker School Board
Jake Morrill – Henniker School District Administrator
Zack Lawson – John Stark School Board Chair
James Newcomb – John Stark School Board

Hill

Carol Snow-Asher – Hill School Board Chair
Alexa White – Hill School Board

Holderness

Joanne Pearce – Holderness School Board Chair
Tara DiSalvo – Holderness School Board
Bonni Acton – Plymouth Regional School Board

Hollis

Carryl Roy – School Board Chair
Holly Deurloo Babcock – Hollis Brookline Cooperative School Board Chair
Raphael Zack – Hollis School Board Vice Chair
Anne Wake-DePasquale – Hollis School Board

Hopkinton

Dulcie Lipoma – Hopkinton School Board Chair
Andrea Folsom – Hopkinton School Board Vice Chair
Rob Nadeau – Hopkinton School Board
Jonathan Cohen – Hopkinton School Board
Suzanne Carmichael – Hopkinton School Board

Jaffrey

John W McCarthy – Jaffrey-Rindge School Board
Judy Wilson Ferstenberg – Jaffrey-Rindge School Board
Sandra M. Stewart – Jaffrey-Rindge School Board

Jaffrey-Rindge School Board - full board

See member names under Jaffrey and Rindge

Kearsarge Regional School Board – full board

See member names under Bradford, New London, Newbury, Springfield, Sutton, Warner and Wilmot

Keene

George Downing – Keene School Board Chair
Jennifer Friedman – Keene School Board
Randy Filiault – Keene School Board
Jaclyn Headings – Keene School Board
Paige Walker – Keene School Budget Committee
Joan Murphy – Keene School Budget Committee
Erik Murphy – Keene School Budget Committee
Erik Kress – Keene School District Administrator
Joanne Mulligan – Keene School District Administrator

Kensington

Stefanie Schmidt – Kensington School Board Chair
Cheryl York McDonough – Kensington School Board Vice Chair
Wendy Larson – Kensington School Board

Kingtson

Rick Edelman – Sanborn Regional School Board

Laconia

Amy Gregoire – Laconia Office of School Wellness Program Director

Langdon

P. Kevin Smith – Fall Mountain Regional School Board Vice Chair
Christopher Young – Fall Mountain School District Administrator
Lori Schmidt – Fall Mountain School District Administrator
William J Nickey – Fall Mountain School District Administrator
Nick Sintros – Fall Mountain Technology Director
Misty Bushee – Fall Mountain School District Administrator
Zandra J Reagan – Fall Mountain School District Administrator

Lebanon

Lil Maughan – Lebanon School Board Chair
John D'Entremont – Lebanon School Board Vice Chair

Laila Volle – Lebanon School Board
Kerry O'Hara – Lebanon School Board
Joseph Castelot – Lebanon School Board
Richard "Ash" Ford Burley – Lebanon School Board
Karen DuBois – SAU 88 Administrator

Lee
Renee Beauregard-Bennett – Oyster River Cooperative School Board

Lisbon
Arthur Boutin – Lisbon Regional School Board Chair
Robert Adams – Lisbon Regional School Board

Littleton
Travis Howard – Littleton School Board

Lyman
Catherine Colby – Lisbon School Board

Lyme
Elizabeth Glenshaw – Lyme School Board Chair
Kristin Roth – Lyme School Board Vice Chair
Toby Summerfield – Lyme School Board
Leigh Prince – Lyme School Board
J Murray Washburn – Lyme School Board
Philip J Kinsler – School Budget Committee
Vincent Berk – School Budget Committee
Geoff Tomlinson – Lyme School Special Services Director

Lyndeborough
Brianne Lavallee – Wilton-Lyndeborough School Board Vice Chair

Madbury
Matthew Bacon – Oyster River Cooperative School Board Chair
Giana Gelsey – Oyster River Cooperative School Board

Manchester

Jim O'Connell – Manchester Board of School Committee Vice Chair
Jeff Taylor – Manchester Board of School Committee
Leslie Want – Manchester Board of School Committee
Gary Hamer – Manchester School Board
Sarah Georges – Manchester School Board
Cindy Stewart – Manchester School Board
Christopher Potter – Manchester School Board
Elizabeth O'Neil-Wong – Manchester School Board
Julie Turner – Manchester School Board
Nicholas St. John – Manchester School Board
Julie Smith – Manchester School Board
Sean Parr – Manchester Board of School Committee

Marlborough

Jeffrey Miller – Marlborough School Board Chair
Andrew Felegara – Marlborough School Board
Joyce Puleo – Marlborough School Board
Casper Bemis – Marlborough School Board
Valerie Carey – Marlborough School Principal

Marlow

Kayla Dooley – Marlow School Board
Stephanie Korb – Marlow School District Administrator

Mason

James Michael Judge – Mason School Board

Merrimack

Lori Peters – Merrimack School Board Chair
Jenna Hardy – Merrimack School Board
Naomi Halter – Merrimack School Board
Rachel Paepke – Merrimack School Board
Kaitlyn Bernier – Merrimack School Budget Committee
Dan Coakley – Merrimack School Budget Committee
Heather Robitaille – Merrimack School Budget Committee
Joanne Grobecker – Merrimack School Budget Committee
Ashley dePreaux – Merrimack School Budget Committee

Milan

Peter J. Donovan – Milan Village School Board

Milford

Judith Zaino – Milford School Board Chair
Karin Cevasco – Milford School Board Vice Chair
Susan Smith – Milford School Board
Ryan Freed – Milford School Board
Amy Clark Canty – Milford School Board
Jan Radowicz - Executive Director of Teaching, Learning and Federal Programs

Monadnock Regional School Board – full board

See member names under Fitzwilliam, Gilsum, Richmond, Roxbury, Swanzey and Troy

Monroe

James Lang – Monroe School Board Chair

Nashua

Jennifer Bishop – Nashua Board of Education Chair
Regan Lamphier – Nashua Board of Education
Heather Raymond – Nashua Board of Education
Rob Johnson – Nashua Board of Education
Kristen L. Prinn – Nashua Board of Education

Nelson

Richard Popovic – Nelson School Board Chair
Susan Peery – Nelson School Board Vice Chair
Johanna MacKenzie – Nelson School Board
Nicole Gordon – Nelson School Principal

New Castle

Kate Hermon – New Castle School Board Chair
David Kovick – New Castle School Board

New Ipswich

Mitchell Gluck – Mascenic Regional School Board Chair

Ellen Salmonson – Mascenic Regional School Board Vice Chair
Tim Somero – Mascenic Regional School Board

Newfields

Bobby Kelly – Newfields School Board Chair
Amy Ransom – Newfields School Board
Suzie Griffith – Newfields Elementary School Principal

Newington

Mandy Murphy – Newington School Board

Newmarket

Dan Smith – Newmarket School Board Chair
Lonnie Stebbins – Newmarket School Board Vice Chair
Kathleen Malsbenden – Newmarket School Board
Gary Swenson – Newmarket School Board
Geoff Boyd – Newmarket School Board
Jason Carey – Newmarket School District Administrator
Sean Pine – Newmarket Elementary School Principal
Andrew Korman – SAU 31 Administrator

Newport

Melissa Mitchler – Newport School Board
Chad Howe – Newport School District Director of Technology
Staci Willbarger – Newport Middle School Administrator

North Hampton

Lisa Gagalis – North Hampton School Board Chair
Ashley Hass – North Hampton School Board Vice Chair
Andrew Heitman – North Hampton School Board
Hilary Brown – North Hampton School Board
Wendy A Wallus – North Hampton School Board
Tracy Emerton Williams – Winnacunnet School Board

Northwood

Brian Winslow – Northwood School Board Chair
Catherine Cormier – Northwood School Board

Kendra Berry – Northwood School Board
Scott Bryer – Northwood School Board
Caitlin Reynolds – Northwood School Board
Christine Blouin – Northwood Business Administrator
Jill La Vallee – Northwood School Administrator
Virginia Dole – Northwood Budget Committee Chair

Oyster River Cooperative School Board – full board

See member names under Durham, Lee and Madbury

Pembroke

Melanie Camelo – Pembroke School Board Chair
Kerri Dean – Pembroke School Board Vice Chair
Eugene J Gauss – Pembroke School Board
Kenneth Nivison – Pembroke School Board
Sharon Eaton – Pembroke School Board

Penacook

Tracy Bricchi – Merrimack Valley School Board Chair
Jessica Wheeler Russell – Merrimack Valley School Board

Peterborough

Janine Lesser – ConVal School Board
Tom Burgess – ConVal School Board
Carl Christian Mabbs-Zeno – ConVal School Board
Michael Hatfield – ConVal Human Resources Director
Amelia Joseph – ConVal Special Education Administrator
Heather Britton-Doucette – ConVal Director of School Counseling
Heather McKillop – ConVal High School Principal
Jen Kiley – ConVal School District Administrator
Larry Pimental – ConVal Athletic Director
Neal Cass – ConVal Business Administrator
Michael T McCosker – Peterborough Elementary School Administrator
Cari Christian-Coates – ConVal District Administrator
Deborah J Riley – ConVal District Administrator
Adam Caragher – ConVal School Administrator

Piermont

Becky Ackerman – Piermont School Board

Pittsburg

Willard D. Ormsbee – Pittsburg School Board Chair
Lindsey Gray – Pittsburg School Board
Daniel Kurtz – Pittsburg School Board
Jamie Gray – Pittsburg School Board

Pittsfield

Sandra J. Adams – Pittsfield School Board Chair
Molly Goggin – Pittsfield School Board Vice Chair
Adam Gauthier – Pittsfield School Board

Plainfield

Jenny Ramsey – Plainfield School Board Chair
Norm Berman – Plainfield School Board
Jennifer Rybeck-Houde – Plainfield School Board
Sydney Johnstone – Plainfield School Board
Jordan Green – Plainfield School Board

Plaistow

Katie Knutsen – Timberlane School Board Chair
Alyssa Kowalczyk – Timberlane School Board
Shauna Manthorn – Timberlane School Board
Susan Sherman – Timberlane School Budget Committee

Plymouth

Aimee K Lee – Plymouth School Board Chair
Frances Gonsalves – Plymouth School Board Vice Chair
Jen Desloges – Plymouth School Board
Sam Gough – Plymouth School Board
Jessica Wixson Shaw – Plymouth School Board
Marybeth Brentwood – Plymouth School Board
Pamela Martin – Plymouth Area Assistant Superintendent (SAU 48)
Kim DiSalvo – SAU 48 Director of Student Services

Portsmouth

Lisa Rapaport – Portsmouth School Board Chair
Brian French – Portsmouth School Board Vice Chair
Steven Adler – Portsmouth School Board
Patricia "Tish" Campbell – Portsmouth School Board
Nancy Novelline Clayburgh – Portsmouth School Board
Christiana "Pip" Clews – Portsmouth School Board
David "Leigh" Hudson – Portsmouth School Board
Byron Matto– Portsmouth School Board
Jennifer Shump – Portsmouth School Board
Shawn Donovan – Portsmouth (SAU 52) Administrator

Randolph

Richard Umiker – School Board (SAU 20)

Richmond

Edmond Laplante – Monadnock Regional School Board

Rindge

Lisa Wiley – Jaffrey-Rindge Cooperative School Board Chair
Chris Ratcliffe – Jaffrey Rindge Cooperative School Board

Rochester

Nick Bellows –Rochester School Board

Rollinsford

Kerri L. Choate – Rollinsford School Board Chair

Roxbury

Gina Carraro – Monadnock Regional School Board

Rumney

Gregory Patten – Rumney School Board Chair
Angel Ekstrom – Russell Elementary School Board Vice Chair
Jessica Makris Welch – Rumney School District Administrator

Rye

Matthew Curtin – Rye School Board Chair
Katherine Erracart – Rye School Board Vice Chair
Laura Belden – Rye School Board
Michelle Wheeler – Rye School Board
Claire Spollen – Rye School Board

Sanbornville
Heather L. Wilcauskas – Wakefield School Board

Sandown
Mark Sherwood – Timberlane School Board Vice Chair
Sierra Dolce – Timberlane School Budget Committee
Karen White – Timberlane School Budget Committee

Sandwich
Nancy Starmer – Inter-Lakes School Board

Seabrook
Trisha O'Keefe – Winnacunnet School Board Vice Chair
Lacey Fowler – Seabrook School Board Vice Chair
Casey Hashem – Seabrook School Board
Laura Carty – Winnacunnet School Budget Committee

Sharon
James M Frederickson – ConVal School Board

Shelburne
Jo Carpenter – Gorham Randolph Shelburne Cooperative School Board Vice Chair

Somersworth
Maggie Larson – Somersworth School Board Chair
Bridget Jameson – Somersworth School Board
Carly Prescott – Somersworth School Board
Sarah O'Brien-Hart – Somersworth School Board
Patrick Kinneavy – Somersworth School Board
Kirsten M. Gowdy – Somersworth School Board

Spofford

Michael Stefanowicz – Chesterfield School Board
Len Fleischer – Chesterfield School Board
Bruce Soltys – Chesterfield School Budget Committee

Strafford

Kimberly Mcglinchey – Strafford School Administrator

Springfield

Art Bobruff – Kearsarge School Board

Stewartstown

Betsy Gray, Stewartstown School Board Chair
Philip Pariseau – Stewartstown School Board Vice Chair
Courtney Sierad – Stewartstown School Board
Stephanie Humphrey – Stewartstown Community School Principal

Stoddard

Timothy L.Ruehr – Keene (SAU 29) Administrator

Stratham

Jennifer Scrafford – Stratham School Board Chair
Sophie Saltonstall – Stratham School Board
Tami Gunst – Stratham School Board
Kathleen Peck – Stratham School Board
Erin Garcia de Paredes – Exeter Region Cooperative School Board
James Andrew Bairstow – Cooperative Middle School Principal

Sugar Hill

Joseph Garrison – Lafayette School Board Chair
Tim Burger – Profile School Board

Sunapee

Linda L Tanner – Sunapee School Board
Amanda Hughlock – Sunapee School Administrator

Sutton

Nancy Glynn – Kearsarge School Board

Swanzey

Rachel Vogt – Monadnock Regional School Board
Hannah Blood – Monadnock Regional School Board
Brian Bohannon – Monadnock Regional School Board
Cheryl McDaniel-Thomas – Monadnock Regional School Board
Elizabeth Tatro – Monadnock Regional School Board
Eric Stanley – Monadnock Regional School Board

Temple

Timothy Iwanowicz – Temple Elementary School Principal

Thornton

Matt McDermott – Thornton School Board Chair
Eben Gannett – Thornton School Board
Sarah Young – Thornton School Board
Craig Russell – Thornton School Board
Paul Ciotti – Pemi-Baker School Board

Troy

Scott Peters – Monadnock Regional School Board Chair
Lisa Steadman – Monadnock Regional School Board

Unity

Darlene M. Ayotte – Newport School District Administrator

Walpole

Jamie J Teague – Fall Mountain School Board
Charles Street – Fall Mountain School Board
Justin Cassarino – Fall Mountain Regional School District Administrator

Washington

Arin Mills – Washington School Board Chair
Eric G Hodges – Washington School Board Vice Chair
Tyler H Garvin – Washington School Board

Waterville Valley

Michael Furgal – Waterville Valley School Board Chair

Weare

Christine Heath – Weare School Board Chair
Sarah Button – Weare School Board Vice Chair
Katie Lipp – Weare School Board
Alyssa Small – Weare School Board
Melissa Gray – SAU 87 Administrator
Jill Dagenais – John Stark School Board Vice Chair

Wentworth

Bernice Sullivan – Wentworth School Board Chair
Diana Jolles – Wentworth School Board

Westmoreland

Daniel Lafleur – Westmoreland School Board
Candace St. John – Westmoreland School Board
Mark Hayward – Westmoreland School Principal

Whitefield

Robert D. Loiacono – White Mountain Regional School Board Chair

Wilmot

Alison Mastin – Kearsarge Regional School Board Chair

Windsor

Darlene Cuddy – Windsor School Board Chair
Cindy Stosse – Windsor School Board
Susan Robbins – Windsor School Board

Winnacunnet Cooperative School Board – full board

See member names under Hampton, Hampton Falls, North Hampton and Seabrook

Wolfeboro

Brodie S Deshaies – Governor Wentworth Regional School Board Chair
Kaitlyn Hills – Governor Wentworth Regional School District Administrator

Danielle Harvey – Governor Wentworth Regional School District Administrator

Woodsville

Anthony Daniels – Haverhill School Board

Open Enrollment Legislation: Unanswered Questions

Capacity

- How is capacity defined? (Max occupancy according to the fire marshal, student-teacher ratios, staffing levels, available building space, special education case loads, class size, etc.)
- Are students guaranteed a seat in their home school district even if the school is "at capacity"?
- Can a district refuse currently enrolled out of district students for the next school year if their continued enrollment would cause hardship for the receiving school in the form of requiring additional staffing or need for additional and unavailable classroom space (for example, needing to split a large class into two)?

Residency

- If any person living in the state is a legal resident of a school district, how do you establish a "sending" district? (Page 1, lines 16-19; and page 2, lines 9-11)
- Will the state provide adjusted adequacy payments to account for private school students who enroll mid-year in a different public school (thereby leaving their resident/sending district responsible for 100% of the tuition cost when they had not budgeted for that student in the first place)?
- If a student has parents with shared custody who live in separate districts and the student attends school in a third district, how and by whom will "sending district" be determined?

Enrollment

- Do non-resident students need to re-apply every year or are they guaranteed a seat for all future years of attendance?
- Is an applying student given priority if their sibling already attends in that district?
- Do districts have the ability to set a timeframe on or deadline for student registrations?
- Is there a limit to how many times a student can enroll in a new school district, or how long a new student must remain in the district before transferring out again?
- Can schools/districts set capacity levels for different programs within a school?
- Is there a standard process through which districts are supposed to select students?
- Page 3, lines 23-29: *Application for transfer may be denied only for 4 reasons: 1) Student expulsion from a prior district; 2) chronic and severe disciplinary issues; 3) chronic absenteeism; 4) receiving district has capacity issues.*
    - Are reasons 2, 3, and 4 interpreted or defined by the receiving district?
    - Public schools cannot deny students entrance based on disciplinary issues or chronic absenteeism. Will there be any further guidance or clarification in the language that would absolve school districts from being at risk of discrimination since the bill's language permits denials for both reasons?
- Can a receiving school dismiss/expel a student who becomes a behavioral concern? Where would the student go in these cases if expulsion is a qualifying denial category?

- Can districts refuse to enroll a student (or unenroll an existing student) if families do not pay the difference in cost?
- Can students shift schools whenever they would like? For example, a student who doesn't make the varsity basketball team, can they unenroll and enroll in a different school?
- Regarding the language on page 2, lines 30-33: *"Each district legislative body shall establish an open enrollment policy to allow pupils to transfer among schools within the district, from another district in the state, or IN ANY STATE THAT HAS AN INTERSTATE CONTRACT WITH NEW HAMPSHIRE THAT DOES NOT REQUIRE NONRESIDENT PUPILS TO PAY AN APPLICATION FEE OR TUITION."*
    - The last part of this amendment is vague and unclear what this actually means. Does this mean NH students can go to school in another state? Does this mean students from other states can enroll in NH schools? For school districts that sit on the Maine and/or Vermont state borders, it is important to have this language clarified.
- Schools that do not offer all grade levels have had long-standing agreements/tuition contracts with neighboring districts which include priority enrollment for students from the sending district. Will preferential enrollment agreements be honored if open enrollment becomes mandatory for all schools?
- (Regarding the situation above) If tuition agreements will not be honored and all students have to apply separately for open enrollment slots, will parents now be required to pay the difference even if their district does not have a program for their student's grade level (i.e. enrollment in another district is a requirement not choice)?

Special Education & Equity

- How will students with disabilities receive a Free and Appropriate Public Education if they attend a different public school that is not equipped to meet their unique needs or the provisions within their IEP? Can a family demand that a school create an intensive needs program for example?
- How will English language learners receive the services they need when moving into a district that has no such programming? The DOE adequacy aid spreadsheet indicates more than 100 NH towns have zero ELL student population.
- How will home districts be able to continue tracking the progress of students with disabilities to assure compliance with state and federal regulations if case workers will now need to travel around the state to follow these students?
- Would special education students requiring transportation receive that service at the sending district's expense, even if the distance/cost is significantly higher?
- Does the sending or receiving school determine if a student should be newly evaluated for special education services? Who arbitrates if the two districts disagree on whether to proceed with testing?
- Will the state provide scholarship funding to pay tuition and/or transportation costs for families who would like to participate in open enrollment but do not have the resources to pay differentiated tuition or means to transport their children to another district so there is equity in accessibility?

- If a district provides specialized transportation to their school through a student IEP (for example a wheelchair accessible bus and/or supervised bus transport) and transport to a school outside of the district chosen by a student increases that cost of transport, does the sending district or parent incur that added cost? If the parent opts to get their student who needs additional support (i.e. wheelchair transport or supervised transport) to a bus stop within the receiving district, does the receiving district incur the cost of ensuring the bus on that route has adequate accessibility and staffing, the sending district, or the parents?
- In this "competing for students" model, will the moratorium on building aid be lifted so schools can be upgraded or replaced with more modern facilities?
- If all public schools become universal open enrollment schools, what changes in state funding will be coming to minimize unsustainable tuition shifts in property poor communities?
- How will nursing needs be met if a medically high risk student moves into a district/school without full time nursing staff? Who will be responsible to cover the additional costs of hiring/maintaining a school RN to meet the need?
- Will the state provide additional funds to cover the mandated cost of the additional buses if a district has multiple schools it must transport special education students to under open enrollment?

Finances and Budgeting

- Who determines whether a sending district demonstrates the need for a lower tuition rate relative to fixed costs (page 4, lines 33-34)? How is the percentage between 80 and 100 determined?
- How often (if ever) would a district need to substantiate this financial need? Who decides when districts disagree on the percentage to charge?
- How frequently would districts and families need to pay tuition to receiving districts: Annually? Bi-annually? Monthly? Quarterly?
- How would payment for mid-year transfers be calculated, particularly if a family had pre-paid tuition?
- If a sending district is allowed to pay only 80% and that number is less than 100% of the receiving district's cost per pupil, does the family pay the balance?
- What happens when a school district or parents do not pay in a timely manner, what recourse does the receiving school district have? Will they be required to continue to educate the child at the receiving school district's and town's expense?
- The wording in sections 12:I and 12:VI conflicts regarding how much districts are allowed to charge for tuition. Which is correct?
- How are facility costs and improvements shared with neighboring towns whose students attend a receiving school?
- When determining cost per pupil, can districts differentiate by school level or do they use the average cost per pupil for the entire district?
- When determining cost per pupil, is tuition paid to receiving districts included in the calculation? If so, does this not effectively create a price floor for the sending district?

- How does open enrollment work in towns with longstanding AREA agreements and tuition agreements in which school boards have set tuition rates in cooperation with their neighboring towns? Does this legislation override local decision-making? Does it create legal liabilities if AREA contracts are violated?
- How will fixed costs in a sending district (bond payments, utilities, grounds and building maintenance, etc) be accounted for if students take the entire per-pupil cost with them to another district?

Oversight

- Why is the requirement for a study committee on the implementation and effectiveness of open enrollment removed and replaced with the word “may” (page 5, lines 25-26)?
- Who is ensuring districts are not denying transfer applications for ineligible reasons (page 3, lines 23-32)?
- Who is ensuring districts aren’t passing behavior issues or students with significant concerns on to other districts without notice?
- If a district’s local school system dissolves, how will the average cost per pupil be calculated in the future?
- Can a school district now decide to be “choice only” and not actually have a physical building?
- Why is there no language granting authority to the State Board of Education or Department of Education to create rules and parameters for this legislation?
- Why did the NH Department of Education not have an opportunity to speak publicly on this bill and its implications for the entire state education system?
- How much personal student data is shared during the application process, and how is that student data protected, especially in cases where the student is not accepted into the desired district? Who is responsible for ensuring the data is protected?

Logistics

- Many collective bargaining agreements require Reduction In Force (RIF) notices to be sent by April 15th each year. How will districts be able to honor this requirement if enrollment, finances, and staff needs are perpetually fluid?
- Do districts have the ability to limit how many students can leave to attend other schools? For example, a small district with 100 students would likely be insolvent if half of them left in one year.
- How do charter schools fit into this proposed system?
- Would students in one school zone be able to access transportation to attend another school in a different zone of the same town/city? (Page 3, lines 34-37 and page 4, lines 1-2 are not clear.)
- How will fluctuating student enrollment affect districts qualifying for federal and state grants that base grant amounts on student enrollment and similar qualifications?
- How would this bill impact schools sending students to regional tech centers, as well as those offering regional tech center programming?
- Would public-private partnership schools like Pinkerton Academy be available to students in an open enrollment system?

- Will the state continue to use October 1st for enrollment numbers for adequacy grants if the enrollment is always changing?
- What is the explicit start date of this open enrollment program if the bill passes?

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

February 2, 2026

The Honorable Kelly Ayotte
Governor of New Hampshire
State House
107 North Main Street
Concord, NH 03301

Dear Governor Ayotte,

The Pittsfield School Board writes to express serious concern regarding the rapid advancement of statewide open enrollment legislation. While we share the goal of expanding opportunity for students, we are deeply concerned that this proposal is moving forward without the deliberation, clarity, and public engagement that a change of this magnitude requires.

Pittsfield is a small, property-tax-dependent district with limited financial flexibility. Under the current proposal, districts like ours could face sudden and unplanned tuition obligations for students transferring out, while still maintaining fixed operational costs for the students who remain. Even the loss of a small number of students could create a significant budget shortfall that would either increase the local tax burden or require reductions in student services. This risk is compounded by the fact that state funding in New Hampshire covers a relatively small share of overall education costs, leaving local communities to absorb the impact.

In addition to financial instability, the legislation leaves many operational and legal questions unanswered. Issues surrounding special education responsibility, capacity determinations, enrollment procedures, transportation, and oversight remain unclear. Local school boards would be placed in the position of managing legal and compliance risks without having designed the system or received additional resources to support it. Proceeding without resolving these questions creates uncertainty for districts and jeopardizes our ability to responsibly plan for students' needs.

We are also concerned about the lack of a transparent public process. Legislation that could significantly alter district enrollment patterns, budgets, staffing, and programming deserves full public hearings and careful analysis. Communities should have the opportunity to understand how the proposal would affect their schools and taxpayers before it is enacted.

Public education in New Hampshire depends on a balance between state policy and local responsibility. Without adequate safeguards, funding mechanisms, and implementation planning, this legislation risks shifting costs and consequences onto local districts and property taxpayers while creating inequities between communities.

We respectfully urge you to slow the advancement of this legislation and ensure that a full public process and thorough policy analysis occur before any final decision is made. The Pittsfield School Board stands ready to participate constructively in that discussion.

Sincerely,
Pittsfield School Board

cc: Pittsfield School District Administration

PUBLIC GIFTS AND DONATIONS

Gifts from organizations, community groups, and/or individuals, which will benefit the school district, shall be encouraged. A gift shall be defined as money real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the appropriate school administrator or the superintendent which gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the district's mission, or in which the ownership of the gift would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies and the district's mission.

The superintendent may accept gifts in the amount of $1,000 or less. Gifts in excess of

$1,000 may only be accepted by the Board. Additionally, gifts in the amount of $20,000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than $20,000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting during which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the district. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interests of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

Voluntary contributions by district employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than $250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by district employees with a value of $250 or more must be approved as required in this policy for gifts from individuals not employed by the district.

Active solicitation of gifts to be received by the district, including by any school, classroom, or program in the district, including soliciting gifts through online crowd funding web sites must be approved in advance by the superintendent where the value of the gift sought is less than $1,000 and by the Board where the value of the gift sought is $1,000 or greater.

District Policy History:
Reading: April 7, 1997 (Policy KH)
Adopted: May 5, 1997

District revision history:
Amended: September 3, 2015; January 17, 2019; November 16, 2023

TERMINATION OF NON-CERTIFIED PERSONNEL

If at any time during the employment of a non-certified employee there is an indication that he or she is not carrying out his or her duties as assigned, he or she may be suspended from that duty immediately, and further action, including dismissal, may be recommended by the superintendent.

Suspension

The Superintendent may suspend a non-certified employee at any time when deemed necessary.

Dismissal

Non-certified personnel may have their employment terminated at any time pursuant to the dismissal terms of that employee's employment contract, for violation of school policy, for violation of any law, or for other matters deemed appropriate by the Superintendent. Non-certified employees are not entitled to a hearing before the board unless that right is expressly granted in the employee's employment contract. If such an employee is entitled to a hearing, the hearing will be conducted in accordance with the procedures set forth in Department of Education Rule 204.01.

Voluntary Termination

Upon retirement or resignation, non-certified personnel will give the immediate supervisor written notice of resignation at least two (2) weeks in advance of the effective date of voluntary termination. This requirement may be waived by the superintendent upon request for justifiable reasons.

Note: This policy may be affected if non-certified personnel are represented by a bargaining unit established under RSA 273-A.

District Policy History:

First reading: February 5, 2026
Second reading/adopted: February 5, 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 Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 204.01	Board Hearings

PITTSFIELD SCHOOL BOARD MEETING MINUTES
January 8, 2026, 5:30 P.M. PMHS Media Center Pittsfield Middle High School

Members Present- Sandra Adams, Chair; Molly Goggin, Vice Chair; Eric Nilsson, Tim Robinson, Adam Gauthier. Others Present - Dr. Sandie MacDonald via phone Superintendent; Dr. Erik Anderson, PMHS Principal; Melissa Brown, PMHS Assistant Principal; Kristen White PES Principal; Jerrica Smith, Student Services Administrator, Members of the Public

1. CALL TO ORDER - Sandra Adams
2. PLEDGE OF ALLEGIANCE - Sandra Adams
3. REVIEW OF MANIFEST COMPLETED - Yes, Sandra Adams for the Jan. 1 payroll and the Jan. 8 manifest
4. ACTION ON AMENDED AGENDA – Adam, Molly, all yes
5. APPROVAL OF MINUTES – public and nonpublic minutes from December 18, 2025 - Eric, Molly, all voted yes, Non - Adam, Eric - all voted yes.
Sandra motioned to seal minutes, Molly 2nd, all voted yes

6. PUBLIC INPUT- about this agenda - none

6:00 P.M. PUBLIC HEARING on a proposed warrant article regarding Open Enrollment – to receive comment on whether the School Board shall place a warrant article on Open Enrollment on the ballot for the 2026 Annual School District Meeting.

7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald - not in - ill

8. REPORTS FROM THE ADMINISTRATION - no reports -

9. SCHOOL BOARD ACTION AND INFORMATION ITEMS 2026-27 Budget comments and updates Open Enrollment update Fair Funding update - 2nd reading Policies DAF and IJK, acceptance of funds, resignation, annual report and dates info needs to be ready, warrant articles.

Dr. Anderson - Dusty Durant and officer Julian Gidneyfrom the Pittsfield Polic Dept. attended the Alice Training program.

Sandra Adams - 2nd reading to replace DAF to replace Current DAF - Eric, Adam 2nd, numbers on bottom of pages, all voted yes.
2nd reading of IJK to replace IKJ - lettering change only - Adam, Molly, all voted yes.

Sandra Adams, resignation of part-time history teacher Cara Torrey at PMHS. Adam, Tim - all voted yes.

Acceptance of Funds - holding off from NH Charitable Foundation - $13,278 for photog equipment. Need public hearing over 10K, will be February during regular meeting.

Acceptance of Funds - Maryann McNeil basketball uniforms-$750. Foss Family Foundation - lighting drama, $3,150.
Adam motioned to approve new donations, Molly 2nd, all voted yes.

Deadline for Annual Report - will have Rheana contact Town Admin. Appears to be Tuesday, March 3, so no later than Feb.23 to be on the safe side.
Warrant Articles - need to be in place for next Wednesday's meeting. They are completed per Dr. MacDonald

26-27 Budget Comments

10. COMMITTEE ASSIGNMENTS • Budget Committee: Sandra/Eric • CIP and Facilities: Eric/Adam • Negotiations: Tim and Molly, complete • Strategic Planning: Adam/Molly/Tim • Policy Committee: Dr. MacDonald and Sandra Adams

11. OLD BUSINESS: Instructional policies, IA policy

12. PLAN AGENDA FOR NEXT MEETING – February 5, 2026, at 5:30 p.m. Annual Report, School Calendar for FY 27, deliberative session and regular meeting - public hearing for fund acceptance if required for Charitable foundation for $13,278.

13. SELECTBOARD LIAISON - Art St. Laurent

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 - none

15. 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. None -

Per Dr.MacDonald: We will have Non-Public, Student-Related Issue

Policy Committee did not meet, will meet Jan 22nd- Tim R - motioned to raise amount of funds for acceptance requiring a public hearing to 25k, without public hearing - Eric 23nd - Adam discussing, would like it to go through process - Molly agrees with Adam - Per Dr MacDonald no vote needed - this is 1st reading - more discussion at 2nd reading.

Nonpublic Session will be after Public Hearing -
Adjourn Public Meeting 6pm

Public Hearing Beginning and Started by Sandra Adams

Molly explained we need to have Warrant on our ballot - due to the RSA - Molly read proposed warrant article 8 - see online files for details.
Purpose for tonight is to share Factual and Fiscal Impact and hear community comments - no vote tonight - Prior to deliberative session where more discussion is had and then vote in March.

Open Enrollment - students from outside can come to our school IF we have room. Unlimited incoming - 0 outgoing- we won't fund it - they can still go if they want to. This approach preserves local control and fiscal stability - if we don't know we cannot plan financially.

Key Fiscal Reality - Open Enrollment does not help Pittsfield's costs - we can't reduce any of our costs - fixed, teachers, etc. Then you add on paying the tuition

- for the child to leave - we are still responsible for the Special Ed cost for all students who leave or who are here. Does not matter.

Cost per pupil - as enrollment declines - cost per pupil goes up.
We don't have agreements with other schools for tuition; they charge what they want. Moving Target -
The district revenue decreases by State funds because our population drops.
The reason why the board is recommending this is due to the costs - $95,748 to Prospect Mtn for 4 students 23/24, 5 this year, higher cost. We will owe more this year for these same students 2026 - if the rate is set at 80% it will be $19k per student -

Questions about next year, 2027 - Per Dr. MacDonald students can apply anytime they want. If mid-year and town votes no pay - then parents would have to pay. For each student, if they leave to another district the state adequacy goes to the new school they attend. $4k approx.

For Pittsfield, Special Ed is a big part of our costs - Open Enrollment increases special ed costs. We have to increase coordination and compliance, we are still the managers.

Why limiting 0 to outgoing matters - does not mean students cannot go out of district - means Pittsfield won't pay - protecting districts fiscally.
Local Control. Open enrollment law was supposed to be local control as it was created, but that did not happen.

This does not prevent students who need placement due to IEP - this does not fall into Open Enrollment -

Costs don't generally go down because student movement comes from all grades. As our per pupil rate goes up the tuition rate that we have to pay goes up. This protects Taxpayers and School Programming. Adequacy Money from State is being challenged now in court - whether it goes with the student or not -

Tim Robinson - explained that he sees the vision what open enrollment can be - funding mechanism does not allow it to run right - cant will or wish it to happen - you have to provide the money - I notice that our Reps are not here and that they

walked out of a meeting the other night - taking tax dollars away and not filling it in to support the school - nobody is addressing having a plan.
Molly - ditto - we are responsible for providing quality education and control costs to the taxpayers.

Feb 5 Deliberative Session - Molly urged people to attend

Public Questions/Comments

Ray Benoit - embarrassing that we have to do this - the state caused this - did not give the towns a way to work with this plan - this is not a new problem - the state has not fixed the funding. We are being forced to pay. Does not make sense. The more money you take away from this school the more we cannot provide for our students. Shame on the state - Shame on the Reps - Shame on them for walking out -

William Rupp - I understand that students going somewhere else will be a cost. If students come here, we will have an increase in costs.
Board, Yes, could be but we control and we would get more adequacy.
We have the room.

Katie Nikas - when we say any students - who?
Molly, we have the power to reject - yes - if special ed is involved the receiving school does not pay, the sending school does.

Katie Batchelder - if we say 0 percent can go out - that means WE won't pay. That needs to be clarified in the Warrant. How do you choose who you take or who gets taken - each school gets to decide, decides who to accept.

Receiving Schools now are Prospect Mountain and Franklin

Sarah Osbourne read a personal statement regarding the RSA article.

Art St Laurent - Warrant Article - Thank you to the School Board and Dr. MacDonald - I have no trust in this state and our Reps. What is going to be

our fallback plan, when the state realizes the loophole - 0 exit - they want open enrollment - what will be our fallback?

Molly explained it was not the law to begin with -
We may want to try and plan for the future.
Tim explained will need to vote different reps in.

Art St. Laurent - handout so people understand? - are we thinking of entering a consolidation agreement with other towns -

Per Sandra Adams - Per Dr. MacDonald 3 districts are interested in discussion per their Superintendents, not the specific school boards. Pembroke, Concord, Belmont.

Molly explained that there will also be another Warrant on the 2026 ballot, to create a town ad hoc committee to look at the bigger picture, consolidation - education - with other towns etc.
Just to research and present information, to board and administrator - non-binding.

Art - commend the board for forward thinking - thank you.

Katie Nicas - people are not knocking our doors to come here to school. If we choose this and no students come, will it not hurt us? How many students are using open enrollment with us? None -

Kristen Everson - with the vast amount of funding for EFA's, does anyone know if crossover is being discussed - of utilizing that funding to allow for filling in the gaps of costs for students to leave the district? Dr. MacDonald - state has been clear - if a student uses EFA's - they pay, no crossover - Concord CTE program might be a loophole.
Should not be happening, the State has been unable to track it.

Heather Elliott - I support this article - money is getting taken away from our students, spending more and getting less. Agree for 0 percent out.

Ray Benoit - our responsibility to educate ourselves - educate our neighbors in civil conversation -

Sarah Osbourne – Dr. MacDonald had mentioned that when we were discussing adequacy money that to determine based on this current legislation if we were going to have to pay back adequacy money to the state. What happened was because adequacy money typically follows a student and we had a lawsuit ongoing with student from Pittsfield who were going to Prospect Mountain and were assigned to prospect Mountain enrollment there but not to Pittsfield. So it was like where they enrolled and who had them in terms of adequacy. So when the lawsuit was pending, that money could in essence have to come from us because they weren't attending here. They went to Prospect Mt. because they decided to do ta\hat. Prospect took it upon themselves to submit to DOE that they were Prospect Mt. students.

Dr. MacDonald - will have firm info on whether state adequacy money stays with school or student at Deliberative Session

Donna Keeley - Warrant language - can we add more details as to what 0 out really means and who will pay the tuition. School District or Parent? No. Warrant must be worded a certain way. Can get the word out other ways, before and during voting.

Cleon Riel - if you say 0 students can leave - they will go anyways - will this encourage them to charter or go sooner - has Dr. MacDonald spoken to any other districts - how is it working - did they get a surge - did it have a derogatory impact yet? There are only 2 schools -

Kyle Chambers - downside to losing students is a budget issue. Could you do 3 in 3 out scenario - What happens if Warrant fails -
Dr. MacDonald, then Pittsfield has not opted in to Open Enrollment - defaulted into letting them go - and we pay for it. Many other towns are doing this same Warrant article.

Brianna Hawes - isn't it illegal to recruit kids from other schools - how do we fix this? Molly, without guardrail or guidance, privatizes a public entity and allows for this. There are rules in NHIAA.

Louis Houle - tell our friends - we need to get signs - school should promote outcomes -

Katie Nikas - what happens when an article does not pass - our school closes?

Molly - if we think about all the influx of legislation and drain on all public schools - these laws are meant to close us. Our education commissioner said he wants no public schools in NH.

Dr. MacDonald - collaboration goes on with schools - we work with Community Colleges - if we have kids that have interests we can work with other schools - this does happen -

Sarah Osbourne - what are limits at other schools - Dr. MacDonald, Franklin does not have a limit - Supreme Court has ruled that you must do 0, and you won't have to pay. Read a letter of personal opinion about keeping Pittsfield Schools Open-related opinion to Coe Brown and how good this school is.

Molly - explained Warrant for Education Study Committee, 9 members if voted in. We recognize the need for diverse perspectives.
Coe Brown - is considered semiprivate - not sure how it would work. Yes it is a consideration per Dr. MacDonald.

Louis Houle - so it sounds like we can just close the school and send our kids over here and over there - not that simple - and costs don't go away.

Dr. MacDonald - I want to reiterate what Louis said - sending kids out will cost more - these are not cost saving measures - higher budgets fund more and better programs - If you decide to give a menu of options like Deerfield - it involves more cost. That is why it is so important for the community to

be involved and choose. This RSA is something that was DONE to the communities without any discussion, it is not fair.

Diane Melim Heffernan- whatever we do, before deliberative session - we need to make it clear about the costs - we have a responsibility to kids in this town - we have a responsibility to the taxpayers as well - my feeling, we need to look at all angles and be very clear, if we do allow open enrollment and we have to finance kids to other school, tax rate will increase.

Jim Allard - I am your former Rep. and spent 4 years and learned a hard lesson - don't speak against what your 'party' wants - I was on the Education Committee and did not agree with this plan of action and was promptly removed and put on the Fish and Game Committee. We, Pittsfield and other towns, will get no help until the balance of power is changed under the state house dome. We have no friends in the majority in Concord.

Katie Bocash - will there be another public hearing for this Warrant 9.
No, just deliberative session on Feb 5

Art St. Laurent - we are in a unique situation because we lost a supreme court case.
To confirm we won't have to pay tuition if someone chooses to go.
Yes, right now yes but the law could be changed.

Frank Babcock - does not having to pay tuition, supersede what the current RSA says - Dr. MacDonald will review and get back and get info online.

Meeting Adjourned 7:50 p.m. and entered non-public.

Submitted by Donna Keeley
January 11, 2026

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 AGENDA
January 22, 2026, 4:15 P.M.
SAU Office

CALL TO ORDER at 4:15 p.m.

Present: Supt. Sandie MacDonald, PMHS Principal Erik Anderson, PES Principal Kristen White, and School Board Chair Sandra Adams

AGENDA

Minutes from December 11, 2025, committee meeting – Erik made the motion, seconded by Kristen to accept the Dec. 11, 2025, minutes. Vote 4-0
AI policies from different school districts – not discussed at this time
Discussion of rescinding Policy CE – PMHS Site Council – not discussed at this time
Dept of Education Technical Advisories-

Amendments to Regional Career and Technical Education Agreements issued September 29, 2025, to be discussed further at our next meeting in February

Access to Public School Curricular and Co-Curricular Programs issued November 5, 2025- no proposed policies at this time

Parental/Guardian Consent for Audio and Video Recordings issued December 15, 2025 – Policy EEAA Video and Audio Recordings in School and On School Property – the committee will workshop this together in February

Policies JF and JF-R (1) – Enrollment and Enrollment Capacities and Annual School Programs, Class and Activity Capacity Limitations: no capacity to fully review this policy. If the committee would like to review them independently and bring forward recommendations, we can revisit them. Otherwise, table these until after the Open Enrollment Article vote in March.
Policy GDQ – Termination of Non-Certified Personnel: committee recommended first reading and adoption at the Feb 5 school board meeting
GDA and GDA-R (1) – tabled
Discussion about IHBAA Evaluation Requirements for Children with Special Learning Disabilities– use the current policy – no change.

ADJOURNMENT – on a motion made by Sandie and seconded by Kristen, the meeting adjourned at 5:05 p.m. Vote 4-0.