



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

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

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. REVIEW OF MANIFEST COMPLETED December 9 and 10, 2025, Eric and Sandra
4. ACTION ON AMENDED AGENDA
5. APPROVAL OF MINUTES – public and nonpublic minutes from December 4, 2025
6. PUBLIC INPUT- regarding agenda items only
7. PRESENTATION by Cybersecurity specialist Sam Daigle
8. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald
9. REPORTS FROM THE ADMINISTRATION
10. SCHOOL BOARD ACTION AND INFORMATION ITEMS

School Board Meeting calendar
2026-27 Budget comments and updates
Budget Committee updates
Warrant Articles discussion
Open Enrollment update
Fair Funding update
Collective Bargaining Agreement

11. FIRST READING OF POLICIES:

- DAF – Administration of Federal Grant Funds to replace current DAF

- IJK- Supplemental Materials Selection and Adoption (to replace current IKJ)
- IJK-R(1) and (2) – Parental/Guardian Notification Forms
- IHBBA – Limited English Proficiency Instruction
- IHBBA-R(1) Programs for Pupils with Disabilities – Section 504 – Notice of Parent and Student Rights (check with Reading Specialist what form is currently being used)

12. COMMITTEE ASSIGNMENTS

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

13. OLD BUSINESS: Instructional policies, district signage updates, Strategic planning update

14. PLAN AGENDA FOR NEXT MEETING – January 8, 2026, at 5:30 p.m.

15. SELECTBOARD LIAISON

16. 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.

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

18. 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.

19. ADJOURNMENT

Pittsfield School District
Superintendent's Report, December 18, 2025

Over the past several weeks, district leadership has been engaged in intensive work focused on stabilization, compliance, fiscal stewardship, and operational continuity. Much of this work is foundational and not always visible, but it is essential to ensuring the District remains legally compliant, financially responsible, and focused on student needs.

Budget Development and Financial Oversight

District leadership has continued focused work on budget development and fiscal oversight in preparation for upcoming Board action and community discussion. This includes:

- Continued monitoring of current-year expenditures and revenue projections
- Coordination with administrative staff to clarify budget assumptions and align spending with district priorities
- Preparation of warrant article materials and supporting documentation
- Ongoing review of fiscal controls to ensure accuracy, transparency, and compliance

This work is aimed at stabilizing the District's financial position and ensuring that budget decisions are grounded in accurate, current information.

Facilities, Safety, and Security

The District has been actively engaged in facilities and safety planning. While specific security details are addressed in non-public session, publicly reportable work includes:

- Submission of multiple grant applications totaling approximately \$300,000 to support safety and security improvements, including elementary school playground fencing
- Continued coordination with vendors and consultants to assess building needs and prioritize capital improvements
- Ongoing review of facilities conditions to inform future capital planning and maintenance scheduling

These efforts reflect the District's commitment to student safety and responsible stewardship of facilities.

Special Education Services and Compliance

Significant attention has been devoted to special education operations to ensure continuity of services and compliance with state and federal requirements. Public-facing work includes:

- Oversight of special education staffing and service delivery to ensure student needs continue to be met
- Review of transportation, placement, and service determinations for legal compliance
- Continued coordination with administrators and service providers to stabilize systems and procedures

This work supports both student outcomes and the District's compliance obligations.

Grants and External Funding

The District has been actively pursuing and managing grant opportunities to supplement local resources, including:

- Preparation and submission of grant applications aligned to district priorities
- Ongoing management of existing grants to ensure funds are used appropriately and in compliance with grant requirements
- Coordination of grant-funded initiatives with instructional, facilities, and student support needs

Grant work remains a critical strategy for supporting district initiatives without increasing local tax burden.

Policy, Legal, and Regulatory Review

District leadership has been engaged in reviewing policies, procedures, and operational practices to ensure alignment with current law and Department of Education guidance. This includes:

- Monitoring recent statutory and regulatory changes impacting school operations
- Ensuring district practices reflect updated legal requirements
- Consulting with legal counsel as appropriate to address compliance issues as they arise

This work is preventative in nature and intended to reduce risk to the District.

Technology Systems and Data Governance

The District has been engaged in ongoing review and stabilization of technology systems and data governance practices to ensure alignment with legal, security, and operational requirements. This work includes:

- Review of technology systems and vendor-managed services to ensure appropriate controls, authorization, and oversight
- Assessment of current practices to identify gaps in documentation, authorization, and monitoring

This work is preventative and risk-focused, with the goal of strengthening data privacy, cybersecurity, and system accountability while maintaining continuity of day-to-day operations.

Communication and District Operations

The SAU Office has continued to manage high-volume operational issues, staff communications, and coordination across departments. This includes:

- Responding to staff, parent, and community inquiries
- Supporting administrators as they manage day-to-day operations
- Addressing emerging issues promptly to prevent escalation

Maintaining stability and clear communication remains a priority.

Closing Reflection

While much of the District's recent work has focused on stabilization rather than new initiatives, this period has been critical. The systems being reviewed, corrected, and strengthened now are foundational to future progress. The District remains focused on maintaining local control, meeting its legal obligations, and ensuring that Pittsfield students continue to be served effectively.

I appreciate the Board's continued support during this intensive period of work.

Respectfully submitted,

Dr. Sandie MacDonald

Superintendent, Pittsfield School District

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

Principal Report – December 18, 2025

1. Current Enrollment: (as of 12/15/2025)

Grade 9: 47; 1st year students= 33

Grade 10: 44; 2nd year students=34

Grade 11: 36; 3rd year students=41

Grade 12: 16; 4th/5th year students=30

5 OOD students

Total Enrollment (9-12): 143; (6-12): 239

2. Academics – Student Learning & Progress

Students and teachers are finalizing pre-holiday break projects and presentations in which students often make a trifold presentation board and speak to the topic in front of a class or small group of their peers.

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.

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.

High school students are able to access VLACS or Apex online learning options to supplement or remediate required coursework to remain on track for graduation.

3. Attendance

Average Daily Attendance(9-12) (YTD): 91.6%

Aug/Sept (9-12): 93.2%

October (9-12): 91.2%

November (9-12): 92.1%

December (9-12): 91.0% (through 12/12)

Perfect Attendance: As of 12/12, one 9th grader and one 10th grader maintain perfect attendance.

Actions Taken:

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

4. Behavior

Discipline Incidents (November 12, 2025-December 15, 2025; 20 days of school): Total = 97; 50 Minor offenses; 27 Major offenses

In-School-Suspensions (ISS) = 4

Out-of-School Suspensions (OSS) = 3

Detentions = 53

Administrative Conferences = 37

Top Referral Categories: Disrespectful behavior, unexcused tardies, defiance/non-compliance, technology violations, disruptive 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

The PMHS band and chorus held their Holiday Concert on Friday, December 12th. The performance was wonderful and well attended. Congratulations to the chorus, concert band and jazz band students, and their Director Mr. Chris Dzengelewski! Thank you for putting on such a beautiful show.

Spirit Month has brought out the spirit of the season, along with healthy holiday competitiveness. The class competition will wrap up this Friday with Class Color Day and a Lip Sync Battle. Currently, the sophomores are currently in the lead, with the freshmen a close 2nd.

In December, sophomores, juniors, and seniors took a field trip to Southern New Hampshire University (SNHU) to learn what the school has to offer. The students were treated by SNHU to a pizza lunch, toured the athletic complex, visited a dorm, explored the dining hall, and toured the expansive library and campus. The students had a wonderful time and the tour guides were informative and enthusiastic about sharing their experiences at SNHU.

The winter sports season is underway. The boys and girls varsity basketball teams have played multiple games already. The complete season schedule may be found at [pmhs athletics - Pittsfield](#).

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 – December 18, 2025

1. Current Enrollment: (as of 12/15/2025)

Grade 6: 31

Grade 7: 37

Grade 8: 28

Total Enrollment (6-8): 96; (6-12): 239

2. Academics – Student Learning & Progress

Academic Supports in Place:

6th and 7th grade students are engaged in online instruction focusing on either MindPlay (Reading intervention) or Rosetta Stone (world language enrichment).

Instructional Focus Areas:

Our focus area for November is to use the performance data from the 1st marking period and NWEA assessments to inform ongoing instruction, especially as it relates to reading/literacy and math instruction and/or targeted supports.

3. Attendance

Average Daily Attendance(6-8) (YTD): 94.0%

Aug/Sept (9-12): 94.7%

October (9-12): 94.7%

November (9-12): 94.4%

December (9-12): 93.2% (through 12/12)

Perfect Attendance: As of 12/12, three 6th graders, three 7th graders and three 8th graders maintain perfect attendance.

4. Behavior

Discipline Incidents (November 12, 2025-December 15; 20 days of school): Total = 77; 50 Minor; 27 Major

In-School-Suspensions (ISS) = 16

Out-of-School Suspensions (OSS) = 3

Detentions = 7

PMHS (6-8) School Board Report

Administrative Conferences = 51

Top Referral Categories: Disruptive behavior, disrespectful behavior, defiance/non-compliance, physical aggression, unexcused tardies

Interventions and Supports:

The middle school team and related services are implementing increased “catch them being good” (PBIS related) strategies for our students with the most significant behavioral challenges. Research has shown that students will tend to repeat, or embed as “habits”, those behaviors that are most often and/or consistently rewarded, aka paid attention to. When positive/desired behaviors are praised, acknowledged, or rewarded, students will begin to behave as desired more frequently.

5. Upcoming Focus / Needs

Successful implementation of the online learning lab period for 6th and 7th grade students.

Using the data from NWEA Reading and Math assessments to appropriately plan for whole and small group instruction.

TSI response- Initiating collaboration with PES and other agencies to ensure Math instruction at the middle school is meeting students needs and vertically coordinated for the district as a whole.

Monitoring and assessing the assignment and effectiveness of services and supports for students with IEPs and 504s to ensure that student needs are in place.

6. Celebration of Success

The PMHS band and chorus held their Holiday Concert on Friday, December 12th. The performance was wonderful and well attended. Congratulations to the chorus, concert band and jazz band students, and their Director Mr. Chris Dzengelewski! Thank you for putting on such a beautiful show.

Spirit Month has brought out the spirit of the season, along with healthy holiday competitiveness. The class competition will wrap up this Friday with Class Color Day and a Lip Sync Battle. Currently, the sophomores are currently in the lead, with the freshmen a close 2nd.

The winter sports season is underway. The middle school basketball teams have played multiple games. The complete season schedule may be found at [pmhs athletics - Pittsfield](#).

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 – December 15th, 2025

1. Current Enrollment:

Preschool:	19	Increase from last month/Decrease from last month:	+1
Grade K:	39	Increase from last month/Decrease from last month:	-
Grade 1:	32	Increase from last month/Decrease from last month:	+1
Grade 2:	28	Increase from last month/Decrease from last month:	-
Grade 3:	27	Increase from last month/Decrease from last month:	-
Grade 4:	33	Increase from last month/Decrease from last month:	-
Grade 5:	44	Increase from last month/Decrease from last month:	-

2. Academics – Student Learning & Progress

As we move into the winter benchmarking cycle, our instructional focus at PES is shifting from early implementation and monitoring to analysis, adjustment, and targeted response. Winter NWEA testing in January will serve as a critical checkpoint to measure student growth, evaluate the impact of current interventions, and guide instructional decisions for the remainder of the school year.

Literacy – Next Steps

- Winter NWEA and ongoing formative data will be used to evaluate the effectiveness of Title I and Read 180 interventions and adjust student groupings accordingly.
- Grade-level teams will continue to engage in data review meetings following testing to identify students demonstrating strong growth, those needing continued support, and those requiring intensified interventions.
- The Title I team will continue Science of Reading-aligned instruction while refining small-group targets based on updated data, with a focus on phonics, fluency, and comprehension.
- Family communication will be strengthened through progress meetings for students receiving ongoing reading interventions, ensuring alignment between school and home supports.

Mathematics – Next Steps

- Winter NWEA math data will be used to refine instructional focus areas at each grade level, with attention to priority standards and conceptual understanding.
- Teachers will continue implementing consistent Eureka Math routines, supported through modeling and coaching from the math specialist.
- Data protocols introduced in the fall will be revisited to ensure consistent use of assessment data to guide instructional planning and intervention.

PES School Board Report

Professional Learning & Instructional Consistency

- Quarter 2 will continue to emphasize data-informed instruction, fidelity to core programs, and consistent instructional routines across classrooms.
- Coaching, walkthroughs, and collaborative planning will focus on translating assessment data into actionable classroom strategies.

Looking Ahead

Winter NWEA results will inform mid-year instructional adjustments, intervention planning, and resource allocation. Our continued goal is to ensure that instructional decisions are responsive, targeted, and aligned to student needs, supporting growth for all learners while maintaining high expectations across literacy and mathematics.

Growth Trends:

NWEA Winter testing will take place mid January and I will have additional information for my February School Board Report.

3. Attendance

Average Daily Attendance (YTD): 91%

Chronic Absenteeism Rate: 4 %

Actions Taken:

- Conducted regular Attendance Team meetings to review student-level data and identify early warning patterns.
- Implemented Check-In/Check-Out (CICO) support for identified students to build consistency, strengthen relationships, and increase accountability.
- Maintained ongoing family outreach and communication, including phone calls and problem-solving conversations focused on removing barriers to attendance.
- Partnered with classroom teachers and support staff to monitor attendance trends and provide timely interventions before absences become chronic.
- Continue proactive monitoring following extended breaks, when attendance challenges are historically more likely to occur.

4. Behavior

Office Referrals 32 month of December / 314 year to date

Disciplinary Actions Taken:

Disciplinary actions at PES continue to be grounded in relationship-based, restorative practices. Each office referral, both minor or major, includes direct communication with families, focused on

PES School Board Report

both strengths and areas for growth, and concludes with clear next steps for support and accountability.

Ongoing Actions:

- Our PES Behavior Team, Principal, School Counselor and Behavior Interventionist meet weekly to review referral data, identify trends, and plan targeted reteaching and interventions.
- Progress meetings with families are being held for students with repeated or escalating behaviors to align expectations, share data, and co-develop consistent strategies between home and school.
- After each out of school suspension the students team meets with the family for a reentry meeting to address behaviors, provide support and work collaboratively.
- We have increased support in high-need settings, allowing for earlier intervention and reduced classroom removals.
- Staff continue to reteach and model expectations in shared spaces, with a particular focus on lunch and recess.
- Check-in/check-out systems, reflection sheets, and restorative conversations are being used to support student accountability and growth.
- Positive phone calls and recognition continue to reinforce progress and strengthen student-adult relationships.

5. Upcoming Focus / Needs

As we move into January, our work at PES is intentionally centered on resetting expectations, strengthening consistency, and using midyear data to guide next steps for students and staff. This reset provides an opportunity to reestablish routines, reinforce shared expectations, and proactively support students as we begin the second half of the school year.

Academic Focus

- Winter NWEA testing will serve as a midyear benchmark to measure student growth and inform instructional adjustments in both literacy and mathematics.
- Teachers will use assessment data to refine small-group instruction, intervention groupings, and instructional priorities.
- Continued focus on fidelity to HMH Into Reading and consistent math routines will ensure alignment across classrooms and grade levels.

Schoolwide Expectations Reset

- All students will participate in expectation meetings and reteaching sessions focused on schoolwide behavioral expectations in classrooms and shared spaces.
- Staff will reinforce consistent language and routines to provide clarity, predictability, and a strong start to the new year.

PES School Board Report

MTSS-B New Year Reset

- The MTSS-B team will conduct a midyear review of Tier 1 and Tier 2 supports, using behavior and attendance data to identify students in need of additional or adjusted interventions.
- Targeted supports, including check-in/check-out and small-group interventions, will be refined to ensure students are set up for success following the winter break.
- Family communication and collaboration will be prioritized through progress meetings for students requiring ongoing behavioral support.

Our focus in January is on reestablishing clarity, consistency, and connection, ensuring that academic learning, behavioral expectations, and support systems are aligned to help every student successfully reengage and continue growing in the new year.

6. Celebration of Success

At PES, we continue to be intentional about celebrating kindness, connection, and the positive moments that make our school community so special. Our Kindness Chain continues to grow and is now wrapping around the stairwell balusters, serving as a visible reminder of the many moments where students and staff are caught doing the right thing. Each link represents an act of kindness and reinforces our shared expectations to Be Kind, Be Respectful, Be Responsible, and Be Safe. It has been wonderful to see how proud students are to contribute to something that reflects who we are as a school.

We also had a tremendous turnout for our PES PTO-sponsored Breakfast with Santa and Vendor Fair. This event brought our families together and raised funds to support both a new playground and our Drama Club, directly benefiting our students and strengthening our school community.

This week, our building has been filled with extra energy and joy as we celebrate Winter Spirit Week. Student participation has been strong, and the daily themes have brought smiles, laughter, and a sense of school pride into classrooms and common spaces during a very busy time of year.

At the same time, we have been intentional about celebrating our staff through a parallel Staff Spirit Week, supported by our Sunshine Committee and PTO. From a coffee and tea bar to a cookie swap, trivia and potluck, and daily appreciation activities, these moments have been a meaningful way to recognize the incredible dedication and hard work of our staff. These celebrations reflect what we value most at PES, a school where kindness is visible, relationships matter, and students, staff, and families feel welcomed, appreciated, and connected.

Respectfully submitted,

Kristen M. White

PES School Board Report

Pittsfield School District Student Services Board Report

Student Services Administrator Report: December 15, 2025

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

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

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

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

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

1. Student Services Overview

Total Students with IEPs (Individualized Education Plan): This number has increased to just under 135 students.

Total Students with 504 Plans: This number has remained unchanged since our October 2025 report.

Students Targeted for Exit or Service Reduction: We have around 5 students targeted for service reduction.

New Referrals This Period: We have had around 5 referral meetings.

Evaluations in Progress: We currently have around 10 evaluations in process. These evaluations include triennial evaluations, referrals for special education eligibility, and service reduction.

IEP/504 Meetings Held: We have held just under 40 IEP/504 meetings since our last board report.

2. Student Supports & Programming

Out-of-District Placements: This number remains the same since the November 2025 report.

Transportation Oversight: Transportation remains the same since the October 2025 report.

Pittsfield School District Student Services Board Report

Highlights: Our staff is committed to learning best practices and are deeply invested in helping their students succeed. We meet as a department on Wednesdays to provide professional development that directly relates to special education, and this time has been beneficial in strengthening staff skills and improving support for students.

Concerns/Challenges: Larger caseloads and the need to address more intensive student needs are making it difficult to meet expectations for timely paperwork completion.

3. Family & Community Engagement

Community Partnerships: We continue to work collaboratively with outside service agencies in our community catchment area. Agencies such as Community Bridges, and Riverbend Community Mental Health have been our primary partners.

4. Upcoming Focus / Needs

- We continue to review IEP and 504 eligibility with a focus on IEP service grids, Medicaid for Schools billing language, and writing measurable goals.

6. Celebration of Success

We are proud to celebrate our staff, who consistently demonstrate perseverance and resilience in navigating challenging and demanding circumstances. Their dedication and unwavering commitment to student success reflect not only their professionalism but also the positive impact they have on the lives of those around them.

Respectfully submitted,

Jerrica L. Smith, M.Ed.

Student Services Administrator

Pittsfield School District

ADMINISTRATIVE UNIT #51
PITTSFIELD SCHOOL BOARD POLICY COMMITTEE MINUTES

Pittsfield Middle High School Media Center
December 11, 2025

MEMBERS IN ATTENDANCE – Sandie MacDonald (remotely), Erik Anderson, Kristen White, Melissa Brown, and Sandra Adams.

CALL TO ORDER: 4:15 p.m.

MINUTES from November 13, 2025, for approval – Erik made the motion, seconded by Kristen, to approve the Nov. 13th minutes. Vote 4-0-1.

The following policies were discussed for First Reading as guided by the NH School Board Association:

EHAG – Use of Generative Artificial Intelligence – committee opted to put this policy on hold until more information could be obtained. Look at comparables for next meeting

DAF – Administration of Federal Grant Funds – Sandie explained what changes were made to our current DAF. On a motion made by Sandie and seconded by Sandra, we will recommend that the new NHSBA DAF replace our current DAF. Vote 5-0.

IJK – Supplemental Materials Selection and Adoption – On a motion made by Erik, seconded by Sandie, we will recommend that we retain our current language of IKJ, but rename it to IJK. Vote 5-0.

IJK-R (1) – Parental/Guardian Notification Form – we discussed utilizing 2 different forms: one for the elementary school and one for PMHS.

IHBBA – Limited English Proficiency Instruction and IHBBA-R(1) Programs for Pupils with Disabilities – Section 504 – Notice of Parent and Student Rights – need to check with Nicole Davis on what form is currently in use.

ADJOURNMENT – On a motion made by Erik and seconded by Sandie, the committee adjourned at 5:15 p.m. Vote 5-0.

Minutes prepared by Sandra Adams, Board Chair on December 12, 2025.