



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 PUBLIC MEETING

MEETING AGENDA

June 4, 2026, 5:30 p.m.

Pittsfield Middle High School Media Center

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. REVIEW OF MANIFEST COMPLETED
4. ACTION ON AMENDED AGENDA
5. APPROVAL OF MINUTES – public and nonpublic minutes from May 7, 2026, as well as minutes from May 19th public and nonpublic Special Public Board Meeting minutes.
6. PUBLIC INPUT – an opportunity for the public to request items to be included on the agenda limited to school-related issues. The Board may accept the public’s input that is addressed directly to the Chair in a courteous and respectful manner with a time frame of three minutes per individual with an opportunity for public input for a total of twenty minutes. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting. You are not required to sign in if you wish to speak, however it would assist the notetaker for the purpose of accurate minutes.
7. 6 p.m. PUBLIC HEARING – INNOVATION SCHOOL APPLICATION
8. SUPERINTENDENT OF SCHOOLS
9. REPORTS FROM THE ADMINISTRATION
10. SCHOOL BOARD ACTION AND INFORMATION ITEMS

Policies for SECOND Reading:

- BCB – Board Member Conflict of Interest
- IHBH – Extended Learning Opportunities
- IHBH – R1 and R2 Application Process and MOU

DFGA and DFA-R – Crowdfunding
ADC – Tobacco Products
ADB – Drug-Free Workplace
JICA – Student Dress Code

Open Enrollment Update – HB 751 has open enrollment language included. Committees of Conference have been called for HB751 on May 26 and May 27th but requested to move without action.

Financial updates
Proposed Resolutions discussion (July 3, 2026, deadline)
Crosswalks at PMHS
AI recording update

11. 7 p.m. BUDGET COMMITTEE PUBLIC HEARING CBA WARRANT ARTICLE

12. COMMITTEE ASSIGNMENTS

- CIP and Facilities: Adam
- Policy Committee: Sandie, Administration team, Sandra
- Foss Family Scholarship: Melissa/Sandra
- Legislative Committee: Becky and Sandra
- High School Options Study Committee – updates from Molly or Tim

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

14. SELECTBOARD LIAISON

15. PLAN AGENDA FOR NEXT MEETING – July 2, 2026, at 5:30 p.m.

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

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

19. ADJOURNMENT



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PITTSFIELD SCHOOL BOARD

DRAFT MEETING MINUTES

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

Pittsfield Middle High School Media Center

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

Others Present: Dr. Sandie MacDonald, Superintendent
Dr. Erik Anderson, PMHS Principal
Kristen White, PES Principal
Melissa Brown, PMHS Assistant Principal

Members of the Public

1. CALL TO ORDER noting that there was a quorum present, board meeting was called to order by Sandra Adams, Chair
2. PLEDGE OF ALLEGIANCE led by Sandra Adams, Chair
3. REVIEW OF MANIFEST COMPLETED - 04/24 payroll manifest, 04/30 voucher for vendors, and 05/05 payroll manifest reprint for 04/24 reviewed and signed by Becky and Sandra on May 5th and 6th
4. ACTION ON AMENDED AGENDA - add April 16th Special Board meeting minutes for approval; invitation by Kristen to May 13th event, PES's production of Disney-Pixar Finding Nemo at 6 pm; add posting a high-level summary of our meetings in the POST to our Board action items; add High School Options Study Committee to our Committee Assignments; Sandie has 2 items for non-public; and Melissa has a 2026 Senior Class trip proposal. Adam made the motion, seconded by Tim to approve the amended agenda. Motion passed with a 5-0 vote.
5. APPROVAL OF MINUTES – public and nonpublic minutes from April 2, 2026, as well as minutes from April 16, 2026, Special Board Meeting minutes. Molly made the motion, seconded by Adam to approve the April 2 public minutes with the following changes: Add that Becky Berk was out of the country and no one was in

the room when she was on the phone with us; also putting in details of the voting of the School Board members representing the Board in the High School Options Study Committee. Those changes have been made and reflected in the approved minutes posted on the website. The motion passed with a vote of 5-0.

Adam made the motion, seconded by Becky to approve the April 2 nonpublic minutes by adding the reason for Becky being on the phone due to being out of the country and no one listening on her end. Motion passed with a 5-0 vote. Adam made the motion, seconded by Tim to seal the April 2 nonpublic minutes. Motion passed a 5-0 vote.

Becky made the motion, seconded by Adam, to approve the April 16 Special Public School Board Meeting minutes. Motion passed with 5-0 vote.

6. PUBLIC INPUT – an opportunity for the public to request items to be included on the agenda limited to school-related issues. The Board may accept the public's input that is addressed directly to the Chair in a courteous and respectful manner with a time frame of three minutes per individual with an opportunity for public input for a total of twenty minutes. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting. You are not required to sign in if you wish to speak, however it would assist the notetaker for the purpose of accurate minutes.

Clayton Wood asked when policy JBAB was rescinded and Emily Williams asked to look into the sick leave policies for staff.

7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald. Please see report included in the May 7 Agenda on the District website. PMHS earned the highest sportsmanship rating in NH this winter, achieving a perfect score of 16.00 across all divisions. This #1 winter sportsmanship for PMHS was acknowledged and a letter has been forwarded to the POST.
8. REPORTS FROM THE ADMINISTRATION – please see reports included in the May 7 agenda. Erik shared the Innovative Schools Waiver; Melissa shared the senior class trip. Kristen shared the testing being administered, the StarBase program enjoyed by the 5th grade students; and the competition at Auburn Village School with 14 robotics teams, with PES receiving the Innovative Design Award. PES Beautification Day with special thank yous to the Gauthiers and to Kameron Johnston.

9. SCHOOL BOARD ACTION AND INFORMATION ITEMS

Policies for FIRST Reading:

BCB – Board Member Conflict of Interest

IHBH – Extended Learning Opportunities

IHBH – R1 and R2 Application Process and MOU

JICJ – Unauthorized Devices – and JICJ-R moved to 2nd reading. Molly made the motion, seconded by Adam. Motion carried 5-0.

JH, JH R-1, JH R-2, and JH R-3 – Attendance, Absenteeism, and Truancy – moved to 2nd reading, and the MOU with the Police Department. Molly made the motion, seconded by Tim. Motion passed 5-0.

DFGA and DFA-R – Crowdfunding
ADC – Tobacco Products
ADB – Drug-Free Workplace
JICA – Student Dress Code

Policies for SECOND Reading:

IHBI – Alternative Learning Programs and Individual Plans – Molly made the motion, seconded by Becky to approve the policy. Motion carried with a 5-0 vote.

IK – Earning of High School Credit-Achievement of Competencies – Adam made the motion, seconded by Becky, to approve the policy. Motion carried with a 5-0 vote.

IKFG - Career Exploration, Readiness, Pathways, and Credentials – Molly made the motion, seconded by Tim, with note that the policy needs a header on its second page. Motion carried with a vote of 5-0.

IKC – Academic Honors, Class Ranking, Valedictorian and Salutatorian – Molly made the motion, seconded by Becky to approve the policy with a need to go back to the policy committee for some potential amendments at their next meeting. Motion carried 5-0.

IKF – Graduation Requirements – Becky made the motion, seconded by Adam. Motion carried with a vote of 5-0.

Open Enrollment Update – discussion that SB 101 has failed and HB 751 has open enrollment language included

Financials – approximately \$470,000 in the black with expenditures that will be used against that amount. Sandie to meet with Greg Colby from Plaistow/Nottingham, who has been assisting with our financials, and will provide updated information.

CBA update – We have the timeline for the CBA warrant to be heard at a public meeting, to be held May 19, then on to deliberative and official voting.

Public Education Day in Concord, April 28, 2026 – Becky shared information gleaned from the activities of the day, sponsored in part by the NH school Funding Fairness Project, Engaged NH, Granite State Organizing Project, Able NH, Mom's Rising, and Public School Strong, among others. She reconnected with NHSBA's Becky Wilson, a great contact, and learned about Fast Democracy and their website to track legislative bills more easily, which she shared with Sandra.

The following motions were made by Board members:

1. Adam made the motion, seconded by Molly, for the chair to sign the General Assurances document and submit it to the state with the grant application. Motion passed 5-0.
2. Becky made the motion, seconded by Tiim to acknowledge the CBA warrant article timeline and May 28th Budget Hearing posting. Motion passed with a 5-0 vote. The timeline is as follows:
 - May 28 – Post Budget Hearing
 - June 4 – Budget Hearing
 - June 18-22 – Post Warrant
 - June 27 – Checklist Correction
 - July 7 – Deliberative Session
 - July 25 – Checklist Correction

August 4 – Official Ballot Voting

3. A motion was made by Tim and seconded by Molly to approve the application for the Innovative School Waiver proposal for the 2026-2027 school year. Motion passed with a 5-0 vote.
4. Adam made the motion, seconded by Molly to approve the Class of 2026 Senior Class Trip proposal to Yogi Bear's Jellystone Park Campground in Milton, NH from Friday, May 22 at 4 p.m. to Monday, May 25, at approximately 11 a.m. Motion carried with a 5-0 vote.
5. Molly made the motion, seconded by Adam to approve the following 4 nominations: Maddison Flibotte: Elementary School Case Manager; Eric Pascoal: High School Humanities; Maegan Sherburne: K-12 Music Teacher; and Ronald Libby: Physical Education. Motion carried with a 5-0 vote.
6. Molly made the motion, seconded by Tim to approve 3 safety and security projects: the PMHS Push-Arm Exterior Door Alarms at an estimated cost of \$12,000; the Rekeying of PMHS Interior and Exterior Doors at an estimated cost of \$30,000; and Technology Building Fob Access, Video Intercom, and Door Monitoring System at an estimated cost of \$10,000 granted to Oak Security. The projects are covered by Safety grant money. Motion carried with a vote of 5-0.
7. Adam made the motion, seconded by Tim to acknowledge the update to install a locked protective structure to house and safeguard the backflow assembly to finalize the water meter project at Drake Field. The total of \$10,000 had been allocated from the Drake Field Trust Fund for this project, leaving a remaining balance of 4500, with will be used by Ed Bell and Peter Marston to install the protective structure using a combination of donated materials, purchased structure, and materials already on hand. Motion carried with a 5-0 vote.
8. Becky made the motion, seconded by Molly to award the behavioral services contract, currently operating under the Constellations Program to McBride Consultants for a two-year term, with a 30-day clause, in the amount of \$242,000 annually. This will reduce the cost considerably for these required services.
9. Sandie shared the resignations of Sarah Carson and Heather Galley, with no need for Board acceptance. The Board acknowledged the many years of service and wishes them the best of luck in their future endeavors.

10.COMMITTEE ASSIGNMENTS

- CIP and Facilities: Adam/Sandra May meeting was cancelled. Meeting held with Maintenance staff on May 5th
- Policy Committee: Sandie, Administration team, Sandra: Next mtg May 14 at 4:15 p.m. at SAU office

- Foss Family Scholarship – Sandra /Melissa – Ap process closed May 6. Committee to review aps from May 13-21st with a mtg on May 28. 2 seniors and 6 grads submitted applications.
- Legislative Committee – Becky and Sandra – shared some legislation updates; Proposed Resolutions from NHSBA announcement: proposals from school boards by July 3, 2026
- High School Options Study Committee – first meeting to be held Tuesday, May 12 at the PMHS Media Center at 5:30 p.m.

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

12. SELECTBOARD LIAISON – not in attendance

13. PLAN AGENDA FOR NEXT MEETING – June 4, 2026, at 5:30 p.m. NHSBA Resolution proposals; public hearing at 6: innovative schools waiver update; CBA warrant; AI recording for minutes

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. Adam mentioned Old Home Day combining Homecoming with OHD requested for Saturday, September 12th. Becky made the motion, seconded by Molly to tentatively approve the use of Drake Field for Friday night, September 11 through Sunday, September 13 cleanup, based upon receiving a fire permit. Motion carried with a 5-0 vote. Adam mentioned that 101 kids signed up for the Fishing Derby held on May 2.

15. PUBLIC INPUT – Three minutes per individual – opportunity for a total of twenty minutes of public input. Clayton Wood offered to submit a proposal to update the 2008 school website with an option to continue to run the platform. He will submit a proposal and would like a response by July. Debbie Vintinner asked for clarification of the 2 public hearings: the Innovative School Waiver and the CBA warrant scheduled for June 4th. Sarah Osborne asked for open enrollment clarification relative to paying Prospect Mt. for our students attending. Still depends on legislation that may pass.

16. NON-PUBLIC SESSION per RSA 91- A:3 The Board entered into Nonpublic Session under RSA91-A:3 at 7:15 p.m. with a motion by Sandra and seconded by Adam. Motion passed with a roll call vote of 5-0.

17. RETURN TO PUBLIC SESSION at 7:58 p.m.

18. ADJOURNMENT – On a motion made by Molly, seconded by Adam, the meeting adjourned at 8 p.m. Motion passed with a vote of 5-0.



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Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD
SPECIAL PUBLIC SCHOOL BOARD MEETING MINUTES

May 19, 2026

5:30 p.m.

Pittsfield Middle High School Media Center

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

Members of the Administration: Dr. Sandie MacDonald, Superintendent

1. CALL TO ORDER by Chairperson Adams at 5:30 p.m.
2. AGENDA – Staff nomination by Sandie MacDonald – Ms. Morgan Smith, HS Math teacher. On a motion made by Molly, seconded by Tim, the motion passed to accept the nomination of Morgan Smith. Vote 4-0.

Sandie gave Sandra the contracts for the 2026-2027 school year for her signature as Chair. The High School Options Study Committee will meet on May 26 and June 9 at 5:30 p.m.

Becky shared her draft of her School Board update for the Pittsfield POST.

Motion to go into nonpublic per 91-A:3, II (k) at 5:40 p.m. on a motion made by Sandra, seconded by Becky, vote passed roll call vote 4.0.

3. Return to Public session and MEETING ADJOURNED at 6:30 p.m. with a motion by Molly, seconded by Becky. Vote 3-0. (Tim had an emergency fire call)

Minutes prepared by Sandra Adams, Chair
May 20, 2026



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Dr. Sandie MacDonald- Superintendent of Schools

PITTSFIELD SCHOOL BOARD POLICY COMMITTEE MINUTES May 14, 2026, 4:15 P.M. PMHS CONFERENCE ROOM

In attendance: Dr. Erik Anderson, PMHS Principal; Kristen White, PES Principal; Melissa Brown, PMHS Assistant Principal; Sandra Adams, School Board Chair; and via telephone, Dr. Sandie MacDonald, Superintendent (Off-site for a separate meeting. Joined via telephone, alone in her automobile.)

CALL TO ORDER at 4:15 p.m.

AGENDA - Minutes from April 9, 2026, committee meeting - on a motion made by Erik Anderson, and seconded by Melissa Brown, the minutes were approved. Vote 5-0.

The Policy Committee discussed and reviewed the following policies:

- ACE – Procedural Safeguards
- EEAG – Use of Private Vehicles to Transport Students
- IHBA Programs for Pupils with Disabilities
- IHBA-R(1) Programs for Pupils with Disabilities - Section 504 - Notice of Parent Student Rights
- IHBAA: Evaluation Requirements for Children with Specific Learning Disabilities
- IHBG – Home-Education Instruction (last reviewed May 4, 2023)
- IJOA – Field Trips and Excursions
- JIA – Student Due Process Rights (last reviewed March 17, 2022) RESCIND
- JICD – Student Discipline and Due Process (last reviewed Dec. 6, 2018)
- JICD-R – Memorandum of Understanding (reviewed June 15, 2022)

On a motion made by Erik Anderson and seconded by Melissa Brown, the policies above will appear for First Reading on the June 4, 2026, School Board Meeting Agenda. Vote 5-0.

Parking Lot: to be considered at our June 11, 2026, Policy Committee meeting -

- JIC – Student Conduct – last reviewed Nov. 15, 2018)
- JICDD – Student Discipline. Out-Of-School Actions (last reviewed Dec. 6, 2018)
- JICDAA – Employee Student Relations (last reviewed Dec. 15, 2022)
- JICH – Drug and Alcohol Use (reviewed Nov. 3, 2022)
- JICI – Weapons of School Property – (reviewed Dec. 6, 2018) JICI-R – Modification of a Weapons Expulsion (reviewed Nov. 7, 2019)
- JIH – Searches of Students and Their Property (reviewed Dec. 20, 2018)
- Special Education procedures/Manual (IHBA, IHBAM)
- JKAA - Restraint and Seclusion – need date of review added to the policy – it is up-to-date
- IHBAC - Developmental Delay Determination (using this category is optional)

Nondiscrimination/Title IX Policy ACE (last reviewed March 2024)

IGDJ – Eligibility Requirements – Reviewed, revised and renamed: JJIC 10/16/25

ADJOURNMENT - On a motion made by Sandie MacDonald, and seconded by Erik Anderson, the meeting adjourned at 5 p.m. Vote 5-0.



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PITTSFIELD SCHOOL BOARD HS OPTIONS STUDY COMMITTEE

DRAFT Meeting Minutes

May 26, 2026, 5:30 P.M.

PMHS MEDIA CENTER

Members: Molly Goggin- School Board representative; Tim Robinson- School Board representative; Erik Anderson- Superintendent's designee; Jennifer Tyrell- School district employee; Ed Bell- School district employee; Beth Colon-Pagan- School district employee; Devin Funk- Pittsfield community member; Weston Martin- Pittsfield community member; Heather Elliott- Pittsfield community member

The HS Study Committee held its second meeting on 5/26/2026. The meeting was called to order at 5:34pm. Ed Bell was absent.

The minutes from the May 12th meeting were reviewed and approved- 7-0; Molly-1st, Jen-2nd Weston entered at 5:37.

Roles and responsibilities: Erik will be responsible for Minutes and Agendas. Weston will act as timekeeper. Since this committee is a Pittsfield School Board sub-committee, Molly and/or Tim will serve as chair(s) when appropriate. Once the committee gets into research, roles and responsibilities will be assigned to members.

Critical Data Points discussion- Each committee member was asked to consider what data points are critical to making a decision. Tim clarified that when he asked the group to do this, he was looking to contextualize "where everyone's head's at."

Heather- 1) When kids transition, if they have to, they need to transition to a higher performing school to maintain their own performance. 2) A receiving school needs to have the capacity to accept all Pittsfield students. 3) The impact of the commute...How long each way? 4) How will the Pittsfield kids integrate into the sending community? Will they be accepted?

Weston- 1) What is the current condition of the building (PMHS), the physical plant? What repairs/projects are planned for 5/10 years? Infrastructure of the building and related costs 2) Understanding of Medicaid funding and reimbursement (SPED costs overall) 3) Comparing each school's Program of Studies

Jen- 1) How do we ensure Pittsfield kids receive a free/appropriate public education? FAPE...equity 2) We do not want the town of Pittsfield to die because it loses its HS and part of its identity.

Beth- 1) Teacher-to-student ratios; will class sizes be bigger; will Pittsfield students just be added as numbers? 2) Transportation costs?

Devin- 1) AP and dual enrollment course offerings- Can PMHS offer close to what other schools can? 2) Extracurriculars- Athletics, clubs and organizations- What does PMHS offer compared to possible receiving schools? 3) Comparison of college acceptance rates

Molly- 1) Facilities costs- Capital investments/needs, etc. 2) Educational programming- comparing Master Schedules- We need to compare what schools actually run, beyond what they offer in the Program of Studies 3) AP/dual enrollment/world languages/arts AND alternative programming-What is there for the kids who struggle with school? 4) Transportation costs 5) SPED costs 6) Graduation rate and attendance rate 7) post-secondary going in general- 4-year, 2-year, trade school, service, work, etc.

Tim- 1) transportation 2) What effect does tuitioning out have on attendance rates and school participation? 3) Access to the arts/music/languages 4) Access to Career and Technical programming- Where would their Tech programs be? Where would they go? 5) What is actually the community sentiment? It is important to have a sense, some understanding, of what people want and how strongly they want it.

Erik- 1) Community Impact and sense of identity-economic impact; loss of a community hub 2) Logistics- Closing of the school building...maintenance costs; where does all the stuff go? 3) Comparison of matching "mirror" programs- We do this in Pittsfield...What do they do there? 4) Timing- What is a reasonable timeline? Can we do this, if we do it, too fast...too slow?

Weston's concept- POSITIVE EXTERNALITIES- The opportunity cost and/or unintended benefits/consequences of closing What are the side effects when the HS leaves town?

Consolidation of discussion into themes:

- 1) Facilities- in house and taking into consideration of other district's facilities
- 2) SPED- These costs must be considered transparently. Beth shared a chart (non-specific) showing costs associated with out of district students . What % of students presently in district may require expenditures considerably above the "base cost"?
- 3) Transportation- Additional cost and impact
- 4) Academic programming- Master schedule- AP; dual enrollment
- 5) Career and Technical Center- access to CTE programs
- 6) Extra and co-curricular activities
- 7) Student Successes- Performance data; post-secondary going outcomes

- 8) ???- Ed. laws-class size/staffing, etc.- Erik added this for consideration

Tim needed to leave at 6:34pm

Dr. MacDonald suggested that an important consideration is how potential receiving districts staff their special education staff and costs. Are paras full-time? Do they receive benefits?

Each of the 3 options NEED TO BE PRICED OUT SEPARATELY:

1-PMHS stays open; 2- Single receiving school/district; 3- A regional "menu" of possible high schools from which families choose

The committee's task is the high school. Any discussion of grades 6-8 is 2nd tier.

The Team discussed the current status of open enrollment bills in the NH legislature. There is a possibility that open enrollment (in some form) will be passed by 7/01. Presently, it is attached to a bill about drug prevention.

Erik provided folders to each member containing a number of informational items: Recent (22-25) Pittsfield HS performance data; comparison between PMHS and PMHS (using iExplore); current HS enrollment figures; map of SAUs; avg. cost per pupil; cost per pupil increases (by district) from 2000-2023; 2025 cohort graduation and dropout rate

Parking Lot:

- 1) Each member should think about roles, what they're good at, or interested in, for the June 9th meeting.

The next meeting of the committee will be held on **Tuesday, June 9th at 5:30** in the PMHS Library.

Agenda Items for the next meeting:

- 1) Facilities- Discussion and data sharing about in house costs
- 2) Transportation- Discussion of present contract and potential added costs
- 3) Discussion of area(s) each member would like to delve into (interested in/good at)
- 4) Selection of name of committee

Prepared by Erik Anderson, Superintendent's designee

June 1, 2026



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Facilities Committee Meeting Minutes

Date: May 27, 2026

Time Called to Order: 4:28 PM

Present:

- Erik Anderson
- Kristen White
- Melissa Brown
- Sandie MacDonald
- Peter Marston
- James Dawson

1. Call to Order

The Facilities Committee meeting was called to order at 4:30 PM.

2. Approval of Minutes

Erik Anderson made a motion to approve the minutes of the March 25, 2025 meeting.
Seconded by Sandie MacDonald.

Motion passed.

3. SAFE Grant RFQ's

The committee reviewed the RFQ's, awards and progress

4. System Failures & Risk Review

The committee discussed major systems, failure risks, and priority projects.

5. Capital Improvement

The committee reviewed the Capital Improvement spreadsheet and discussed.

9. Adjournment

The meeting adjourned at 6:40 PM.



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PUBLIC HEARING NOTICE Pittsfield School District

The Pittsfield School Board will hold a Public Hearing regarding the proposed submission of an Innovation Waiver Plan pursuant to RSA 194-E and Ed 1500 Innovation Schools rules.

Date: Thursday, June 4, 2026

Time: 6:00 PM

Location: Pittsfield Middle High School, 23 Oneida Street, Pittsfield, NH 03263

The purpose of the hearing is to receive public input regarding the District's proposed Innovation Waiver submission under RSA 194-E:2 and Ed 1501.03, which requires the local school board to hold a public hearing upon receipt of an innovation plan.

Innovation Schools and Innovation School Zones are authorized under New Hampshire law to allow districts greater flexibility in educational programming, instructional design, scheduling, staffing models, curriculum delivery, competency-based learning, and operational practices in support of improved student outcomes and educational innovation.

The proposed Innovation Waiver submission is being considered pursuant to:

RSA 194-E: Innovation Schools

Ed 1500: Innovation Schools Rules

Ed 1501.03: Local Planning and Approval Process

Community members, families, staff, and stakeholders are encouraged to attend and provide public comment regarding the proposed Innovation Waiver Plan prior to School Board consideration and possible submission to the New Hampshire Department of Education and State Board of Education.

Additional information regarding the Innovation Schools framework may be reviewed through RSA 194-E and NH Department of Education administrative rules Ed 1500.

Pittsfield School District (SAU 51)
Innovation School Plan Proposal (RSA 194-E)

Pittsfield School District (SAU 51)

Innovation School Plan Proposal (RSA 194-E)

Pittsfield Middle High School - Alternative Pathways Program

To be Submitted to the New Hampshire State Board of Education

Pursuant to Ed 1500/1501

Date: TBD

Executive Summary

Summary Points

- This proposal is for a targeted cohort of approximately 16-20 students, not for the full student body.
- The District seeks Innovation School designation under RSA 194-E and Ed 1500/1501 to provide a flexible, rigorous pathway to graduation for students who are not succeeding within the traditional high school structure.
- The proposed model is a hybrid program combining:
 - traditional credit-bearing coursework,
 - competency-based learning,
 - Extended Learning Opportunities (ELOs), and
 - flexible scheduling and pacing.
- The District is not seeking to lower standards, reduce graduation requirements, or waive federal protections.
- The District is seeking targeted flexibility in how students may earn credit and how instruction may be organized so that a small, clearly identified group of students has a viable path to earn a diploma aligned to district and state expectations.
- The proposal is grounded in:
 - the purpose and framework of RSA 194-E,
 - the Innovation Schools rules in Ed 1500/1501,
 - New Hampshire's longstanding leadership in student-centered and competency-based learning, and
 - the documented needs of Pittsfield students who are off-track for graduation under the current structure.

Narrative

This proposal is before the Board because the District has reached a point where maintaining the current structure without adjustment would mean knowingly allowing a defined group of students to continue on a path that is not leading to graduation. This is not a broad redesign of Pittsfield Middle High School. It is not a replacement for the existing high school program. It is not an attempt to lower standards or create a less rigorous pathway. It is a focused, carefully designed response for a small group of students, approximately 16-20, whose needs are not currently being met through the traditional schedule, pacing, and credit-acquisition model.

The District is not asking the Board or the State to approve innovation for innovation's sake. The District is asking for authority to make a limited, accountable, student-centered adjustment within the public school system so that students who are capable of meeting graduation expectations are not prevented from doing so by a structure that no longer fits how they learn, engage, and progress.

The proposal is intentionally narrow in scope and strong in accountability. It preserves the school's existing high school program for the vast majority of students. It maintains district graduation expectations. It keeps participating

**Pittsfield School District (SAU 51)
Innovation School Plan Proposal (RSA 194-E)**

students enrolled in Pittsfield Middle High School and connected to the school community. It establishes a clearly monitored pathway with defined entry criteria, documented student review, progress monitoring, and formal evaluation.

In plain terms, this proposal asks for flexibility in method, not leniency in expectation. It asks the State to allow Pittsfield to hold approximately 16-20 known students to the same destination, while allowing the District to change the route by which those students get there.

I. Purpose, Need, and Rationale for Innovation

(RSA 194-E:2, III(a))

Summary of Need

- Pittsfield seeks Innovation School designation because the current high school structure is not producing successful outcomes for a defined group of students.
- This proposal is driven by:
 - graduation rates that have remained below the state benchmark over time,
 - dropout patterns that reflect sustained disengagement,
 - persistent academic gaps in literacy and mathematics,
 - the realities of a small rural district with limited ability to create multiple parallel programs, and
 - the presence of approximately 16-20 students who are off-track for graduation despite existing supports.
- The issue is not whether the school works for all students. It does not. The issue is whether the District is willing to respond responsibly when it knows exactly which students are being left without a viable pathway.

Narrative

Why the District Is Bringing This Forward

The Pittsfield School District is requesting Innovation School designation because, despite sustained effort and targeted intervention, the current high school structure is not working for a small but clearly identifiable group of students. This is not a theoretical concern, an abstract philosophical debate, or a future possibility. It is an immediate educational reality within Pittsfield Middle High School.

The District knows the students for whom this proposal is intended. They are not hypothetical. They are students currently enrolled or recently enrolled in Pittsfield Middle High School who have already demonstrated that the traditional structure - fixed pacing, standard sequence, seat-time-driven course progression, and limited flexibility in recovery- is not providing them with a viable path to graduation.

Some of these students begin to fall behind as early as ninth or tenth grade. Once they do, the existing structure becomes increasingly difficult to navigate. Credit deficits grow. Re-entry into the standard course sequence becomes harder. Recovery options exist, but they often function as add-ons to a structure that has already failed to hold the student's engagement. Over time, the student becomes less connected, less hopeful, less likely to re-engage, and less likely to graduate. This is not a sudden collapse. It is a predictable progression.

The District is bringing this plan forward because continuing to operate the same system, in the same way, while knowing the likely outcome for these students would itself be a decision. It would be a decision to preserve the structure rather than solve the problem. The District is not willing to do that.

Pittsfield School District (SAU 51) Innovation School Plan Proposal (RSA 194-E)

A System That Works for Many, But Not for All

Pittsfield Middle High School is a comprehensive secondary school in a small, rural district. Like many public high schools, it is built on structures designed to create order, consistency, and predictability. Those structures include:

- fixed daily schedules,
- traditional course sequencing,
- credit attainment tied largely to time and completion,
- and recovery models that often require a student to re-enter the same structure that contributed to the problem.

For many students, this model works well. For a defined group of approximately 16-20 students, it does not. That distinction is critical.

The District is not alleging that the school as a whole is failing. Teachers are working hard. Supports are in place. Administrators are intervening. Counseling supports exist. Credit recovery exists. Limited ELO opportunities exist. Yet there remains a small, visible cohort of students for whom these supports have not been sufficient because the structure itself remains unchanged.

This proposal begins with an honest acknowledgement: the current system works for many students, but not for all of them. When that pattern persists, the responsible response is not to blame students for failing to fit the system. The responsible response is to examine whether the system is sufficiently responsive to the students it serves.

What the District Sees in Its Students

This proposal is not intended for all students. It is for approximately 16-20 students whose needs are meaningfully different from those of peers who are progressing successfully through the traditional program. These students commonly share several characteristics:

- they are behind in credits or at serious risk of becoming so;
- they have struggled to recover once they fall off sequence;
- they have become increasingly disengaged from school;
- they may attend inconsistently or withdraw from participation even when physically present;
- they remain capable of learning, but are no longer meaningfully connected to the way learning is currently organized.

The District is not defining these students by deficiency. In fact, one of the most important points underlying this proposal is that these students are not failing because they lack ability. They are failing because the current structure is no longer producing conditions under which they can demonstrate what they know, progress at a workable pace, and remain connected to school.

How the Current Structure Produces the Current Outcome

The District has observed a consistent pattern. A student misses content due to academic struggle, attendance issues, social-emotional challenges, family instability, or a combination of factors. That student begins to fall behind. Credit gaps form. The standard schedule keeps moving. Recovery requires the student to catch up while the structure continues forward. That student begins to believe that catching up is unrealistic. Engagement declines. Attendance declines further. The student stops seeing school as a place where success is attainable.

This pattern is not rare. It is not unpredictable. It is not the result of a single bad year or a single isolated set of circumstances. It is a recurring structural pattern the District can see clearly.

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That pattern matters because it means the issue is not merely one of motivation, compliance, or effort. The issue is whether the District has enough flexibility to redesign the educational pathway for a small group of students without abandoning rigor or removing accountability.

Why Existing Supports Are Not Enough

The District has not come to this proposal as a first step. Existing efforts include:

- academic intervention and remediation,
- counseling support,
- credit recovery,
- limited ELO opportunities,
- staff intervention and individualized support,
- and instructional adjustment within the traditional program.

These supports are important and appropriate. They have helped some students. But they have not been sufficient for this defined cohort because they are layered on top of a structure that remains essentially unchanged.

When the core structure remains fixed, supports often function reactively rather than preventively. They are deployed after credit gaps have formed, after disengagement has taken hold, and after students have already begun to internalize the belief that graduation may no longer be realistic. This proposal is intended to address that structural limitation.

Why This Matters Especially in Pittsfield

In a larger district, this challenge might be addressed by creating a separate alternative high school, a specialized academy, or multiple parallel programs. Pittsfield does not have that scale. It has one high school, limited staff, and limited scheduling flexibility. The District cannot realistically create multiple separate systems and sustain them. It must instead make the existing system more responsive for the students who need a different path.

That is one reason this proposal is both necessary and appropriate for Pittsfield. Innovation in this context is not a luxury or branding exercise. It is a practical mechanism for a small district to solve a problem it already knows exists.

Defined Student Population and Program Scope

- Approximate cohort: 16-20 students
- Not a school-wide redesign
- Entry based on specific, documented criteria
- Participation is intentional, limited, and monitored

This proposal is not about scaling a new model across the school. It is about ensuring that a clearly identified group of approximately 16-20 students has a viable, rigorous pathway to graduation within the existing system.

The District has intentionally designed the program to remain small, targeted, and closely monitored. That limited scope is a strength. It means the District can provide strong oversight, ensure fidelity of implementation, and measure results clearly. It also means the District is not disrupting what is already working for the larger student population.

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Equity, Responsibility, and the Risk of Doing Nothing

At its core, this proposal is about equity and responsibility.

A system that works for most students, but leaves a known group without a viable path, is not sufficient. When the District knows which students are likely to continue falling off track under the current model, maintaining the status quo is not neutral. It has consequences.

If the District does not act:

- students will continue to disengage,
- some will continue to fall further behind,
- some will not graduate,
- and those outcomes will occur in ways the District can already foresee.

That is the risk of doing nothing.

Final Statement of Need

The District is not seeking to change what students must achieve. The District is seeking the flexibility necessary to ensure that more students are able to meet those expectations. Maintaining the current structure without adjustment does not preserve rigor; it preserves inequity in outcomes for a group of students the District can already identify.

II. Legal and Policy Basis for the Proposal

(RSA 194-E; Ed 1500/1501)

Summary Points

- RSA 194-E was enacted specifically to allow public schools to pursue innovative, locally designed solutions.
- Ed 1501 establishes the process for local planning, local board hearing and approval, department review, state board hearing, and ongoing review.
- The law contemplates innovation in:
 - staffing,
 - scheduling,
 - curriculum and assessment,
 - student support,
 - graduation policies,
 - and educational services for students at risk of academic failure, expulsion, or dropping out.
- The State Board may waive identified administrative rules, but federal requirements and student protections remain in place.

Narrative

This proposal is fully grounded in New Hampshire law. RSA 194-E was established to allow public schools and local school boards to develop innovation plans and seek State Board approval for targeted flexibility when traditional structures are limiting effectiveness. The statute is not intended only for broad or dramatic reinvention. It is intended to allow local districts to propose solutions responsive to their own context, population, and educational challenges.

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That framework matters for Pittsfield. This District is not asking the State Board to invent a new authority or make an exception outside the law. It is using the process the Legislature created precisely for circumstances like this - when a district can clearly identify a problem, propose a controlled and measurable solution, and explain why flexibility is required to implement it.

The rulemaking structure in Ed 1500 and Ed 1501 reinforces that purpose. It requires a detailed innovation plan, local public hearing, local board approval, department review and comment, state board hearing, and recurring performance review. In other words, the innovation process is intentionally rigorous. It is designed to ensure that flexibility is granted only when the proposal is thoughtful, accountable, and clearly tied to student outcomes.

That is exactly how Pittsfield is approaching this request.

Why RSA 194-E Is the Right Vehicle

RSA 194-E specifically contemplates innovation in areas such as:

- curriculum and assessment,
- class scheduling,
- use of financial and other resources,
- staffing,
- student promotion and graduation policies,
- and educational services for students at risk of academic failure or dropping out.

This proposal fits squarely within that framework. The District is not seeking flexibility unrelated to student outcomes. It is seeking flexibility in credit, scheduling, and instructional structure so that a small group of students at serious risk of not graduating has a viable, rigorous public-school pathway.

What the Law Allows - and What It Does Not

The innovation law allows the State Board to waive identified administrative rules in support of an approved local innovation plan. It does not permit waiver of federal law, civil rights protections, or core student safeguards. This proposal fully accepts those limits.

This is important for Board reviewers who may not be familiar with the waiver process. Approval of this plan would not authorize Pittsfield to operate outside legal expectations. It would authorize Pittsfield to operate with carefully defined flexibility within a formal, reviewable, state-approved framework.

III. New Hampshire Context and Existing Innovation School Precedent

Summary Points

- New Hampshire adopted Innovation Schools rules in 2023 to encourage districts to pursue locally designed improvements.
- The stated purpose of the rules is to support creative strategies that increase student achievement and reduce achievement gaps.
- As of the most recent state reporting available to the District, there are only three Innovation Schools in New Hampshire, which means the pathway is still relatively new and selectively used.
- Existing approved Innovation Schools demonstrate that the State Board has already used this authority to waive rules in targeted ways when a district presented a clear rationale.

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Narrative

This proposal also should be understood in the context of New Hampshire's broader educational philosophy and the State's own implementation of the Innovation Schools law.

When the State Board adopted the Innovation Schools rules, state leaders described the purpose clearly: to give educators and local communities the opportunity to implement creative strategies that increase student achievement and reduce achievement gaps. The Commissioner and the State Board Chair publicly described the waiver process as a way to provide flexibility and a better educational experience when current administrative structures stand in the way of needed innovation.

That framing is important because it shows that the State's intent was not to create a symbolic process. It was to provide a real mechanism for districts to solve real problems.

The District's materials also reflect that, to date, only a very small number of New Hampshire schools have received Innovation School designation. That limited number actually strengthens Pittsfield's case. It shows that this is not a casual or routine path. Districts are not using the process lightly. The few approved schools have each had to articulate a specific need and a reason flexibility was necessary.

Existing State Examples

The District's review of the State's annual Innovation Schools reporting shows approved examples that illustrate the State Board's willingness to use targeted flexibility in different contexts:

- **The Blue School (Landaff)** received a waiver related to the certified principal requirement in a very small-school context.
- **Prospect Mountain High School** received waivers to support its Granite State Academy alternative program, including flexibility related to staffing, distance education, instructional time, and certain course/graduation requirements limited to that alternative program.
- **Cawley Middle School (Hooksett)** received targeted staffing-related waivers tied to educator certification requirements.

These examples are important for three reasons. First, they show that the State Board has already recognized that a one-size-fits-all regulatory structure does not always best serve students. Second, they demonstrate that approved innovation plans can be narrow, specific, and tied to a limited program rather than a whole-school redesign. Third, Prospect Mountain is especially instructive because its approval confirms that the State is willing to consider alternative high school models for a defined program within a larger school structure.

Pittsfield's proposal is consistent with that emerging pattern: a targeted request, limited to a defined cohort, designed to solve a documented student-outcome problem within the public school system.

IV. The Program the District Proposes

Alternative Pathways Program

Summary Points

- Hybrid model combining:
 - traditional credit-bearing classes,
 - competency-based instruction,
 - ELOs,

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- and flexible scheduling/pacing.
- Designed for approximately 16-20 students.
- Not a separate school and not a replacement for the current high school program.
- Students remain enrolled in Pittsfield Middle High School and remain connected to the broader school community.

Narrative

The District proposes an Alternative Pathways Program housed within Pittsfield Middle High School. This program is designed for a small, defined cohort of approximately 16 students whose needs are not adequately met through the traditional structure and whose likelihood of graduating under the current model is low without intervention.

The program is intentionally hybrid. That is one of its strengths. Rather than asking the State Board to approve a fully separate or wholly alternative school model, the District is proposing a blended structure that maintains connection to the existing high school while giving students access to more flexible methods of earning credit and demonstrating learning.

Core Program Features

The program will combine four main elements:

1. Traditional Credit-Bearing Coursework

Students may continue participating in selected traditional classes where that remains appropriate and beneficial. This helps preserve access to core instruction, electives, school relationships, and continuity with the broader high school experience.

2. Competency-Based Learning

Students will be allowed to earn credit through demonstrated mastery of required competencies rather than relying exclusively on traditional pacing and time-bound course completion. This reflects New Hampshire's longstanding commitment to competency-based education and ensures that rigor is measured by demonstrated learning rather than mere time spent.

3. Extended Learning Opportunities (ELOs)

ELOs will be used as a central instructional and credit-bearing strategy, not merely an occasional supplemental tool. Properly designed ELOs allow students to connect academic expectations to relevant, applied, real-world learning experiences. For students who have become disengaged from conventional course delivery, this can be the point at which schooling becomes meaningful again.

4. Flexible Scheduling and Pacing

The program will permit individualized pacing and more flexible daily/weekly structures. For this group of students, the ability to alter how time is organized is not incidental. It is often the difference between continued disengagement and meaningful participation.

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Interdisciplinary Staffing Model

The District anticipates staffing the program through:

- a Humanities educator responsible for ELA and social studies instruction, and
- a Math educator responsible for mathematics and STEM-related instruction.

This is an efficient and appropriate design for a small cohort program. It also allows for more integrated instruction and stronger relationship-building with participating students.

V. Defined Student Population, Entry Criteria, and Safeguards

Summary Points

- Target population: approximately 16-20 students.
- Participation is not automatic; it is based on documented criteria.
- Entry factors may include:
 - credit deficiency,
 - chronic absenteeism,
 - disengagement,
 - and risk of not graduating on time.
- Participation is voluntary and reviewable.
- Students remain fully enrolled in PMHS.

Narrative

One of the strongest aspects of this proposal is that the District is not asking for broad flexibility without limits. It is presenting a clearly bounded program for a clearly defined group of students.

The District expects the program to serve approximately 16-20 students. That number is large enough to represent a meaningful need and small enough to permit close implementation oversight. This is not a school-wide reform. It is a targeted intervention for a group the District can identify with precision.

Entry Criteria

Students will be considered for the program based on documented need, including factors such as:

- credit deficiency or serious risk of becoming credit-deficient;
- chronic absenteeism or significant disengagement;
- evidence that traditional credit recovery alone is insufficient;
- risk of not graduating within four years under the current structure;
- recommendation through a documented student review process.

Review Process

Placement decisions will be made through a structured review process, such as a Student Support Team review, to ensure that:

- the student is appropriate for the program,
- the program is likely to address the student's needs,

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- and the placement decision is documented and defensible.

Safeguards

The District intends the following safeguards to remain in place:

- participation is voluntary;
- students remain fully enrolled in Pittsfield Middle High School;
- students may return to the traditional program when appropriate;
- students retain access to electives, activities, and services to the extent appropriate;
- students with disabilities continue to receive all required IEP services and protections;
- no federal protections are waived or diminished.

These safeguards matter because they make clear that this proposal is not a segregated track, not a removal from the school, and not a lowering of obligations. It is a structured pathway within the existing public high school.

VI. Why Flexibility Is Necessary

Summary Points

- The program cannot function effectively if the District is required to operate entirely within traditional time-based and schedule-based rules.
- The requested flexibility is necessary to make the model real, not merely aspirational.
- The District seeks flexibility in:
 - credit acquisition,
 - scheduling,
 - instructional delivery,
 - and the use of ELOs and competency demonstration.

Narrative

A key question for Board approvers unfamiliar with the waiver system is simple: why can the District not do this already?

The answer is that while some elements of the proposed approach can be attempted within current rules, the full model cannot be implemented with confidence, consistency, and fidelity unless the District has formal approval to organize time, credit, and instruction differently for the program. Without that approval, the District remains constrained by rules that were designed for a traditional, seat-time-driven high school model.

This proposal therefore asks for flexibility not because the District wishes to avoid accountability, but because the District wishes to implement a more accountable model for students whose current path is not working.

The Core Need for Flexibility

The District needs the ability to:

- recognize mastery and competency as a valid route to credit,
- use ELOs as a primary instructional mechanism,
- create nontraditional instructional blocks and pacing,
- and organize student schedules in ways that make persistence and re-engagement possible.

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In a traditional system, these kinds of strategies often exist only at the margins. In this proposal, they must be central in order to solve the problem the District is trying to solve.

VII. Requested Waivers and Their Rationale

(RSA 194-E:2, III(c))

Summary of Requested Flexibility

The District requests targeted flexibility tied to the Alternative Pathways Program, including:

- **Ed 306.27** - flexibility from strict time-based high school credit requirements so students may earn credit through demonstrated competency, ELOs, and performance-based learning;
- **Ed 306.04(a)(13)** - flexibility to elevate ELOs from a supplemental opportunity to a core instructional and credit-bearing strategy;
- **Ed 306.26** - flexibility in daily scheduling and time structures for participating students;
- **Ed 306.22** - flexibility to organize instruction in interdisciplinary and nontraditional ways;
- **Ed 306.14** - flexibility in how students demonstrate completion of graduation requirements, without reducing the graduation expectations themselves.

Narrative

The requested waivers are limited, purposeful, and tied directly to implementation. Each requested flexibility serves the same core purpose: to allow approximately 16-20 identified students to meet the same destination through a structure that is workable for them.

Ed 306.27 - High School Credits

The District seeks flexibility from strict time-based credit assumptions so that students may earn credit through competency demonstration, ELOs, projects, and applied learning. This is one of the most important requested waivers because the program cannot succeed if students are required to re-earn credit only through the same pacing and delivery structure that previously failed to hold their engagement.

Ed 306.04(a)(13) - Extended Learning Opportunities

New Hampshire already recognizes ELOs, but in most schools they remain supplemental rather than central. Pittsfield seeks flexibility so that ELOs can operate as a primary instructional vehicle in the program. For this student cohort, real-world, relevant, supervised learning is not an enhancement. It is one of the methods most likely to restore engagement.

Ed 306.26 - Scheduling

The District seeks flexibility in how school time is organized for participating students. Fixed bell schedules and conventional sequencing are part of the current problem for this cohort. The program needs authority to structure time more flexibly while preserving academic accountability.

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Ed 306.22 - Instructional Program

The District seeks flexibility to deliver instruction in interdisciplinary ways and through hybrid models that do not fit neatly into traditional course structures. This is particularly important for a small cohort program staffed by a Humanities teacher and a Math/STEM teacher.

Ed 306.14 - Graduation Requirements

The District is not asking to reduce graduation expectations. It is asking for flexibility in how students may demonstrate completion of those requirements. This distinction is central to the integrity of the proposal.

What the District Is Not Requesting

The District is not requesting:

- waiver of federal law,
- waiver of civil rights protections,
- waiver of IDEA or special education obligations,
- waiver of student health and safety requirements,
- or authority to award a lesser diploma.

Students in this program will still work toward a district-awarded diploma aligned to existing district and state expectations.

VIII. Why This Proposal Is Educationally Sound

Summary Points

- One-size-fits-all models do not serve all learners equally well.
- New Hampshire has long embraced student-centered, competency-based approaches.
- National research and policy trends support the use of carefully designed waivers and flexible pathways when tied to student outcomes.
- Existing innovation school examples in New Hampshire and other states demonstrate that targeted flexibility can support meaningful redesign without sacrificing accountability.

Narrative

This proposal is not an educational outlier. It is consistent with both New Hampshire's own history and broader national practice.

New Hampshire has for years been identified as a leading state in competency-based and student-centered learning. The core idea behind that movement is straightforward: students differ in how they learn, the pace at which they master content, and the types of support they need in order to succeed. A system that insists every student must learn in the same way, at the same pace, within the same structures will inevitably produce uneven results.

That is precisely the problem this proposal addresses.

Nationally, states have increasingly used waiver systems and innovation frameworks to allow districts to move beyond rigid structures when those structures impede student success. District innovation programs in other states have been used to support flexible scheduling, competency-based progression, alternative graduation pathways, and

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locally designed educational models. The consistent lesson across states is that flexibility is most effective when it is:

- clearly tied to a student-outcome problem,
- grounded in a coherent local vision,
- limited in scope,
- and paired with measurable accountability.

That is the design of Pittsfield’s proposal.

IX. Accountability, Monitoring, and Measures of Success

Summary Points

- The program will be monitored closely.
- Success indicators may include:
 - credit accumulation,
 - attendance,
 - persistence,
 - graduation progress,
 - and student engagement.
- The program is structured to satisfy the review requirements of RSA 194-E and Ed 1501.

Narrative

This proposal does not ask the Board or the State to simply trust the model and hope for the best. Accountability is built into the law and into the District’s design.

The District intends to monitor the program closely using student-level and program-level measures. Likely indicators include:

- improvement in student attendance,
- improved credit accumulation,
- demonstrated competency mastery,
- increased persistence toward graduation,
- and improved student engagement.

Because the program is small and targeted, the District will be able to monitor implementation closely and make adjustments in real time. The size of the cohort is a practical advantage here. It allows the program to be highly individualized without losing coherence or oversight.

The District also recognizes that under RSA 194-E and Ed 1501, innovation plans are subject to recurring review. That is appropriate. The District is not requesting permanent, unchecked discretion. It is requesting an opportunity to implement a targeted solution and demonstrate its value through actual results.

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X. Conclusion

Summary Points

- This proposal is limited, rigorous, and necessary.
- It is for approximately 16-20 students, not the entire school.
- It does not lower standards.
- It gives Pittsfield a lawful, accountable way to provide a viable path to graduation for students who do not currently have one.

Narrative

The Pittsfield School District is not bringing this proposal forward because it wants to experiment casually or depart from public education's obligations. It is bringing this proposal forward because it knows, with clarity, that approximately 16 students do not currently have a viable path to graduation within the existing structure, despite the District's efforts to support them.

The District is asking for a limited form of flexibility so that these students can remain in the public school system, remain connected to Pittsfield Middle High School, and meet the same expectations through a structure that is educationally sound and actually workable.

This is not a proposal to change what students must achieve.

It is a proposal to change how a very specific group of students may achieve it.

That is a narrower request than a wholesale redesign. It is also a more responsible one.

The Board and State are not being asked to approve something vague. They are being asked to approve a clear, targeted, measurable response to a documented problem, within a legal framework the State itself created for that purpose.

Final Statement

The District is not asking for permission to lower standards. The District is asking for the flexibility necessary to ensure that a clearly identified group of approximately 16-20 students has a viable, rigorous pathway to meet those standards within Pittsfield Middle High School.

Respectfully submitted,

Dr. Sandie MacDonald, Superintendent

Pittsfield School District

Dr. Erik Anderson, Principal

Pittsfield Middle High School

PITTSFIELD INNOVATION SCHOOL PROPOSAL

PUBLIC HEARING PRESENTATION

ALTERNATIVE PATHWAYS PROGRAM (RSA 194-E)

PITTSFIELD MIDDLE HIGH SCHOOL



WHY ARE WE HERE?

- **APPROXIMATELY 16–20 STUDENTS ARE OFF-TRACK FOR GRADUATION**
- **EXISTING INTERVENTIONS HAVE NOT BEEN SUFFICIENT**
- **THE DISTRICT SEEKS A TARGETED SOLUTION, NOT A SCHOOL-WIDE REDESIGN**

THE PROBLEM WE NEED TO SOLVE

- **STUDENTS FALL BEHIND IN CREDITS**
- **ENGAGEMENT AND ATTENDANCE DECLINE**
- **TRADITIONAL RECOVERY OPTIONS OFTEN REQUIRE STUDENTS TO RE-ENTER THE SAME STRUCTURE THAT WAS UNSUCCESSFUL**
- **SOME STUDENTS LOSE A VIABLE PATHWAY TO GRADUATION**

WHAT THIS PROPOSAL IS

- **A TARGETED ALTERNATIVE PATHWAYS PROGRAM**
- **A PROGRAM HOUSED WITHIN PMHS**
- **TRADITIONAL COURSEWORK + COMPETENCY-BASED LEARNING + ELOS + FLEXIBLE SCHEDULING**
- **A RIGOROUS PATHWAY TO GRADUATION**

WHAT THIS PROPOSAL IS NOT

- **NOT A SEPARATE SCHOOL**
- **NOT A LOWER DIPLOMA**
- **NOT REDUCED GRADUATION REQUIREMENTS**
- **NOT A WAIVER OF FEDERAL PROTECTIONS**

WHO WOULD BE SERVED?

- **APPROXIMATELY 16–20 STUDENTS**
- **CREDIT-DEFICIENT STUDENTS**
- **STUDENTS WITH CHRONIC DISENGAGEMENT OR ABSENTEEISM**
- **STUDENTS AT RISK OF NOT GRADUATING ON TIME**

CORE PROGRAM COMPONENTS

- 1. TRADITIONAL CREDIT-BEARING COURSEWORK**
- 2. COMPETENCY-BASED LEARNING**
- 3. EXTENDED LEARNING OPPORTUNITIES (ELOS)**
- 4. FLEXIBLE SCHEDULING AND PACING**

WHY CURRENT SUPPORTS ARE NOT ENOUGH

- **COUNSELING SUPPORTS ALREADY EXIST**
- **CREDIT RECOVERY ALREADY EXISTS**
- **ACADEMIC INTERVENTIONS ARE ALREADY IN PLACE**
- **LIMITED ELO OPPORTUNITIES ALREADY EXIST**
- **SUPPORTS ALONE CANNOT SOLVE A STRUCTURAL PROBLEM**

SAME STANDARDS, DIFFERENT PATH

WHAT STAYS THE SAME

- **PITTSFIELD DIPLOMA**
- **GRADUATION REQUIREMENTS**
- **ACADEMIC EXPECTATIONS**
- **STUDENT ACCOUNTABILITY**

WHAT CHANGES

- **HOW CREDIT MAY BE EARNED**
- **EXPANDED USE OF ELOS**
- **FLEXIBLE SCHEDULING**
- **COMPETENCY-BASED PROGRESSION**

INNOVATION SCHOOL EXAMPLES IN NEW HAMPSHIRE

- **PROSPECT MOUNTAIN HIGH SCHOOL – GRANITE STATE ACADEMY**
- **THE BLUE SCHOOL (LANDAFF)**
- **CAWLEY MIDDLE SCHOOL (HOOKSETT)**
- **DEMONSTRATES STATE APPROVAL OF TARGETED FLEXIBILITY TIED TO STUDENT OUTCOMES**

REQUESTED FLEXIBILITY

- **COMPETENCY-BASED CREDIT ACQUISITION**
- **EXPANDED USE OF ELOS**
- **FLEXIBLE SCHEDULING**
- **INTERDISCIPLINARY INSTRUCTION**
- **ALTERNATIVE DEMONSTRATIONS OF GRADUATION REQUIREMENTS**

STUDENT SAFEGUARDS

- **STUDENTS REMAIN PMHS STUDENTS**
- **PARTICIPATION IS VOLUNTARY**
- **STUDENTS MAY RETURN TO THE TRADITIONAL PATHWAY**
- **IEP PROTECTIONS REMAIN INTACT**
- **ACCESS TO ACTIVITIES AND SERVICES REMAINS**

ACCOUNTABILITY MEASURES

- **ATTENDANCE IMPROVEMENT**
- **CREDIT ACCUMULATION**
- **COMPETENCY MASTERY**
- **STUDENT ENGAGEMENT**
- **GRADUATION PROGRESS**
- **ONGOING STATE REVIEW AND MONITORING**

WHY THIS MATTERS FOR PITTSFIELD

- **SMALL RURAL DISTRICTS CANNOT EASILY CREATE SEPARATE ALTERNATIVE SCHOOLS**
- **INNOVATION STATUS PROVIDES TARGETED FLEXIBILITY**
- **KEEPS STUDENTS CONNECTED TO PMHS**
- **CREATES A VIABLE PATHWAY TO GRADUATION**

INNOVATION SCHOOL APPROVAL TIMELINE

LOCAL PLANNING & PUBLIC HEARING



SCHOOL BOARD APPROVAL



NHDOE REVIEW



STATE BOARD HEARING



PROGRAM IMPLEMENTATION



ANNUAL REVIEW & ACCOUNTABILITY

IMPORTANT CLARIFICATION

APPROVAL DOES NOT:

- **CREATE A NEW SCHOOL**
- **CLOSE EXISTING PROGRAMS**
- **CHANGE GRADUATION STANDARDS**

APPROVAL DOES:

- **AUTHORIZE A SMALL ALTERNATIVE PATHWAYS PROGRAM WITHIN PMHS**
- **SERVE APPROXIMATELY 16-20 STUDENTS**
- **PROVIDE FLEXIBILITY IN METHOD, NOT LENIENCY IN EXPECTATION**

QUESTIONS & PUBLIC COMMENT

- **QUESTIONS FROM THE BOARD**
- **QUESTIONS FROM THE PUBLIC**
- **DISCUSSION**

BOARD ACTION REQUESTED

- **APPROVE SUBMISSION OF THE INNOVATION SCHOOL PROPOSAL TO THE NEW HAMPSHIRE STATE BOARD OF EDUCATION UNDER RSA 194-E.**



Innovation School Proposal (RSA 194-E) - Frequently Asked Questions (FAQ)

1. What is an Innovation School?

An Innovation School is a public-school program authorized under RSA 194-E that allows a district to request targeted flexibility from certain state administrative rules in order to better meet student needs.

Innovation School designation does not remove accountability, reduce standards, or exempt schools from federal law. It provides a structured process for implementing innovative educational approaches with State Board approval and ongoing oversight.

2. Is Pittsfield creating a new school?

No. This proposal does not create a new school. It establishes a small Alternative Pathways Program within Pittsfield Middle High School for a limited number of students.

Participating students remain enrolled as Pittsfield Middle High School students and continue to earn a Pittsfield diploma.

3. Why is the District proposing this program?

The District has identified approximately 16–20 students who are currently off-track for graduation despite existing interventions and supports.

The proposal is intended to provide a viable pathway to graduation for students who have not been successful within the traditional structure while maintaining academic rigor and accountability.

4. How many students would participate?

The District anticipates serving approximately 16–20 students.

This is not a school-wide redesign and is not intended for the majority of students.

5. Who would be eligible?

Students may be considered based on documented factors such as:

- Credit deficiency
- Chronic absenteeism
- Significant disengagement from school
- Risk of not graduating on time
- Evidence that traditional interventions have not been sufficient

Placement decisions would be made through a structured review process.

6. Does this lower graduation requirements?

No. Students will still be required to meet Pittsfield School District graduation requirements.

The proposal changes how students may earn credit and demonstrate learning. It does not change what students are expected to learn.

7. Will students receive a different diploma?

No. Students participating in the Alternative Pathways Program will earn the same Pittsfield School District diploma as all other graduates.

8. What would instruction look like?

The program combines:

- Traditional coursework
- Competency-based learning
- Extended Learning Opportunities (ELOs)
- Flexible scheduling and pacing

The goal is to create a more personalized pathway while maintaining high expectations.

9. What are Extended Learning Opportunities (ELOs)?

ELOs are structured learning experiences that occur outside the traditional classroom.

Examples may include:

- Internships
- Job-shadowing experiences
- Community-based projects
- Career and technical learning experiences
- Independent projects aligned to academic competencies

All ELOs must be supervised, documented, and connected to academic requirements.

10. Will students still have access to sports, clubs, and school activities?

Yes. Students remain enrolled at Pittsfield Middle High School and may continue participating in school activities, athletics, and extracurricular opportunities, subject to normal eligibility requirements.

11. What about students with disabilities?

All federal and state special education requirements remain fully in effect.

Nothing in this proposal waives or reduces protections under IDEA, Section 504, or other applicable laws.

Students with disabilities will continue receiving all required services and supports.

12. What specific flexibility is the District requesting?

The District is requesting targeted flexibility related to:

- Competency-based credit acquisition
- Expanded use of ELOs
- Flexible scheduling structures
- Alternative instructional delivery models
- Alternative methods for demonstrating graduation competencies

The District is not seeking flexibility from federal laws or student protections.

13. How will student success be measured?

The District intends to monitor:

- Attendance
- Credit accumulation
- Competency attainment
- Student engagement
- Persistence toward graduation
- Graduation outcomes

The program will also be subject to State review under RSA 194-E.

14. Is this similar to other Innovation Schools in New Hampshire?

Yes. The State Board of Education has previously approved Innovation School plans for schools such as:

- Prospect Mountain High School's Granite State Academy
- The Blue School in Landaff
- Cawley Middle School in Hooksett

These examples demonstrate that New Hampshire supports targeted educational innovation when tied to improved student outcomes.

15. What happens next?

The process includes:

1. Public Hearing
2. School Board Review and Vote
3. Submission to the New Hampshire Department of Education
4. Department Review and Recommendation
5. State Board of Education Hearing
6. Program Implementation (if approved)

16. What is the most important thing to understand about this proposal?

This proposal is about maintaining high expectations while providing a different pathway for students who are not currently succeeding within the traditional structure.

The proposal offers flexibility in method, not leniency in expectation.

Students will still be expected to meet Pittsfield School District graduation requirements and earn a Pittsfield diploma.

Innovation School Plan Submission and Approval Process⁽¹⁾

STEP 1 - SCHOOL DISTRICT SUBMISSION

The School District submits a School Innovation Plan (ISP) to the local School Board addressing each relevant component of RSA 194-E:2 (III).

STEP 2 - LOCAL APPROVAL

Upon receipt of a ISP, the local School Board shall hold a public hearing on the ISP. Within 60 days of receipt of the ISP, the local School Board shall either:

- (1) Approve the ISP and seek designation from the State Board of Education (SBOE) under Ed 1501.04; or
- (2) Reject the ISP and provide to the school(s) a written explanation for the basis of the decision as described under RSA 194-E:2(I)(d).

STEP 3 - STATE REVIEW

Upon approval of an ISP, the local School Board shall submit the ISP to the New Hampshire Department of Education (NHED) - Bureau of Educational Opportunities (BEO) for review and comment. Within 45 days after receipt of the ISP, the BEO shall issue written feedback to the local School Board using the criteria identified in RSA 194-E:3(III), at which point the local School Board may elect to withdraw and resubmit the ISP. After review by NHED, the local School Board(s) shall submit the ISP to the State Board of Education (SBOE) for review.

STEP 4 - STATE APPROVAL

The SBOE board shall hold a public hearing on the ISP, during which a representative from the BEO and a representative from the local School Board shall be present. Within 60 days of receipt of the ISP, the SBOE shall either approve or reject the ISP based on the elements set forth in RSA 194-E, III-IV, and shall provide written explanation of the decision to the local School Board. If the SBOE rejects the ISP, the local School Board may resubmit an amended ISP to NHED at any time after rejection.

(1) - In accordance with RSA 194-E:2 Local Planning and Approval and RSA 194-E:3 State Approval.

PUBLIC HEARING NOTICE
Pittsfield School District

The Pittsfield Budget Committee will hold a Public Hearing regarding the proposed Special School District Meeting related to the Collective Bargaining Agreement warrant article.

Date: Thursday, June 4, 2026

Time: 7:00 PM

Location: Pittsfield Middle High School, 23 Oneida Street, Pittsfield, NH 03263

This hearing is being held pursuant to voter approval of Article 07:

“Shall the Pittsfield School District, if Article VII is defeated, authorize the School Board to call one special meeting, at its option, to address Article VII cost items only?”

The proposed warrant article for the Special Meeting is as follows:

COLLECTIVE BARGAINING AGREEMENT

To see if the school district will vote to approve the cost items included in the one-year collective bargaining agreement reached between the Pittsfield School Board and the Education Association of Pittsfield which call for the following increase in salaries and benefits at the current staffing levels over those paid in the prior fiscal year:

Fiscal Year 2026–2027

Total Estimated Increase: \$144,942

And furthermore, to raise and appropriate the sum of \$144,942 for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries, FICA, and retirement benefits as required by the new agreement over those that would be paid at the current staffing levels.

Estimated Tax Impact: \$0.22 per \$1,000 of assessed valuation

Town Assessed Valuation: \$666,707,155

Special School District Meeting

Collective Bargaining Agreement Public Hearing

June 4, 2026

Proposed Warrant Article

Why Are We Here?

Voters approved Article 07 authorizing a Special School District Meeting if the CBA article was defeated.

New Proposed CBA Article

- Fiscal Year 2026–2027 Cost Increase: \$144,942
- Includes salaries, FICA, and retirement benefits at current staffing levels.

COLLECTIVE BARGAINING AGREEMENT

To see if the school district will vote to approve the cost items included in the one-year collective bargaining agreement reached between the Pittsfield School Board and the Education Association of Pittsfield which call for the following increase in salaries and benefits at the current staffing levels over those paid in the prior fiscal year:

Fiscal Year 2026–2027

Total Estimated Increase: \$144,942

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Estimated Tax Impact: **\$0.22** per \$1,000 of assessed valuation
Town Assessed Valuation: \$666,707,155

2025-2026 Current Step and Track

Step	B	B+15	B+30	B+45	M	M+15	M+30
0	\$37,113	\$38,375	\$39,639	\$40,907	\$41,786	\$43,040	\$44,245
1	\$37,577	\$38,951	\$40,233	\$41,520	\$42,413	\$43,685	\$44,908
2	\$38,141	\$39,632	\$40,937	\$42,247	\$43,155	\$44,450	\$45,694
3	\$38,808	\$40,326	\$41,654	\$43,092	\$44,018	\$45,339	\$46,608
4	\$39,585	\$41,132	\$42,487	\$43,954	\$44,899	\$46,246	\$47,540
5	\$40,376	\$41,955	\$43,337	\$44,833	\$45,797	\$47,170	\$48,492
6	\$41,184	\$42,899	\$44,312	\$45,841	\$46,827	\$48,232	\$49,583
7	\$42,110	\$43,865	\$45,309	\$46,873	\$47,881	\$49,317	\$50,698
8	\$43,163	\$44,962	\$46,441	\$48,045	\$49,078	\$50,549	\$51,966
9	\$44,241	\$46,086	\$47,603	\$49,246	\$50,305	\$51,813	\$53,265
10	\$45,348	\$47,237	\$48,793	\$50,477	\$51,562	\$53,109	\$54,596
11	\$46,481	\$48,418	\$50,013	\$51,739	\$52,851	\$54,436	\$55,825
12	\$47,643	\$49,629	\$51,263	\$53,032	\$54,173	\$55,661	\$56,941
13	\$48,715	\$50,745	\$52,417	\$54,226	\$55,391	\$56,774	\$58,080
14	\$49,812	\$51,887	\$53,596	\$55,446	\$56,499	\$57,910	\$59,242

2026-2027 Step and Track Schedule

Step	B	B+15	B+30	B+45	M	M+15	M+30
0	\$38,227	\$39,488	\$40,752	\$42,015	\$42,897	\$44,099	\$45,245
1	\$38,800	\$40,179	\$41,465	\$42,855	\$43,755	\$44,981	\$46,150
2	\$39,479	\$40,882	\$42,294	\$43,713	\$44,630	\$45,880	\$47,073
3	\$40,170	\$41,700	\$43,140	\$44,587	\$45,523	\$46,798	\$48,014
4	\$40,973	\$42,534	\$44,003	\$45,479	\$46,434	\$47,734	\$48,975
5	\$41,793	\$43,385	\$44,884	\$46,388	\$47,363	\$48,690	\$49,954
6	\$42,629	\$44,361	\$45,894	\$47,432	\$48,429	\$49,785	\$51,078
7	\$43,588	\$45,359	\$46,926	\$48,499	\$49,519	\$50,906	\$52,227
8	\$44,677	\$46,493	\$48,099	\$49,712	\$50,757	\$52,178	\$53,533
9	\$45,794	\$47,656	\$49,302	\$50,954	\$52,026	\$53,483	\$54,738
10	\$46,938	\$48,847	\$50,534	\$52,228	\$53,326	\$54,686	\$55,969
11	\$47,995	\$49,946	\$51,798	\$53,534	\$54,526	\$55,916	\$57,089
12	\$48,954	\$50,945	\$52,963	\$54,738	\$55,753	\$57,035	\$58,230
13	\$49,934	\$51,963	\$54,022	\$55,833	\$56,868	\$58,175	\$59,395
14	\$50,932	\$53,003	\$55,103	\$56,950	\$58,005	\$59,339	\$60,583

Average Teacher Salary 2024-2025

SAU #	SAU Name	District #	District Name	All Teachers**	Teacher Average Salary
			State Average Salary*	13,862.80	\$69,531.78
24	Henniker SAU Office	503	Stoddard	6.50	\$41,234.00
29	Keene SAU Office	341	Marlow	5.40	\$41,837.00
61	Farmington SAU Office	175	Farmington	96.00	\$42,000.00
20	Gorham SAU Office	355	Milan	10.20	\$46,863.74
7	Colebrook SAU Office	501	Stewartstown	8.40	\$47,375.00
35	SAU #35 Office	291	Landaff	2.60	\$48,000.00
51	Pittsfield SAU Office	51	Pittsfield	62.00	\$50,221.00
86	Barnstead SAU Office	31	Barnstead	39.00	\$50,875.00
105	Strafford SAU Office	507	Strafford	39.00	\$54,077.00
18	Franklin SAU Office	185	Franklin	77.70	\$54,933.00
56	Somersworth SAU Office	491	Somersworth	113.50	\$56,970.00
6	Claremont SAU Office	101	Claremont	147.80	\$57,714.00
69	Middleton SAU	353	Middleton	14.00	\$58,324.00
54	Rochester SAU Office	461	Rochester	326.00	\$58,484.00
44	Northwood SAU Office	411	Northwood	33.50	\$60,724.00
104	Rollinsford SAU Office	463	Rollinsford	12.70	\$67,486.00
72	Alton SAU Office	15	Alton	43.60	\$70,236.00
107	Nottingham SAU Office	413	Nottingham	40.00	\$70,665.00
301	Prospect Mountain JMA	970	Prospect Mountain JMA	36.20	\$70,781.00
74	Barrington SAU Office	33	Barrington	83.00	\$73,663.00
79	Gilmanton SAU Office	195	Gilmanton	30.00	\$75,698.00
53	Pembroke SAU Office	9	Allenstown	31.50	\$78,661.00
53	Pembroke SAU Office	99	Chichester	21.00	\$79,519.00
53	Pembroke SAU Office	167	Epsom	35.00	\$79,615.00
53	Pembroke SAU Office	127	Deerfield	44.50	\$82,539.00
53	Pembroke SAU Office	427	Pembroke	116.00	\$82,950.00
52	Portsmouth SAU Office	449	Portsmouth	240.00	\$93,927.00

Pittsfield has the 7th lowest average teacher salary out of 164 reporting NH School Districts. Stoddard has the lowest; Portsmouth has the highest. The average: \$69, 513.

Minimum Starting Salary 2025-2026

Salary Ranking	SAU #	SAU Name	District #	District Name	Minimum Salary*
				State Average Minimum**	\$45,297.77
451	23	Haverhill Cooperative SAU Office	39	Bath	\$36,148.00
450	23	Haverhill Cooperative SAU Office	549	Warren	\$36,851.00
447	51	Pittsfield SAU Office	439	Pittsfield	\$37,113.00
446	53	Pembroke SAU Office	9	Allenstown	\$37,612.00
436	18	Franklin SAU Office	185	Franklin	\$39,990.00
424	74	Barrington SAU Office	33	Barrington	\$40,500.00
423	53	Pembroke SAU Office	167	Epsom	\$40,562.00
407	54	Rochester SAU Office	461	Rochester	\$41,397.00
404	36	White Mountains Regional SAU Office	568	White Mountains Regional	\$41,550.00
385	44	Northwood SAU Office	411	Northwood	\$42,616.00
361	61	Farmington SAU Office	175	Farmington	\$42,866.00
356	86	Barnstead SAU Office	31	Barnstead	\$43,184.00
349	46	SAU #46 Office	352	Merrimack Valley	\$43,200.00
348	79	Gilmanton SAU Office	195	Gilmanton	\$43,376.00
334	53	Pembroke SAU Office	99	Chichester	\$43,784.00
326	53	Pembroke SAU Office	427	Pembroke	\$43,983.00
310	301	Prospect Mountain JMA	970	Prospect Mountain JMA	\$44,118.00
279	72	Alton SAU Office	15	Alton	\$44,983.00
159	105	Strafford SAU Office	507	Strafford	\$47,446.00
1	50	Greenland SAU Office	381	New Castle	\$59,396.00

Pittsfield has the 3rd lowest starting teacher salary out of 164 reporting NH School Districts. Haverhill has the lowest; New Castle is the highest. The average: \$45,297.77

Estimated Tax Impact Examples

- \$200,000 Property = Approximately \$44/year
- \$300,000 Property = Approximately \$66/year
- \$400,000 Property = Approximately \$88/year
- 500,000 Property = Approximately \$110/year

Next Steps

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

Superintendent's Report

June 4, 2026

Budget and Fiscal Management

As we approach the close of the fiscal year, district administration continues to work closely with Greg Colby, CPA, and Plodzik & Sanderson, P.A., to monitor year-end revenues and expenditures. While final figures are not yet available, we remain cautiously optimistic that the District will conclude FY26 in a position that allows for the funding of the deficit warrant articles approved by the voters.

The business office and consulting financial team continue to review encumbrances, grant expenditures, and year-end obligations to ensure an orderly fiscal close. Additional information and formal reports will be provided to the Board as final June activity is completed and the year-end close is finalized.

As we have done periodically throughout the year, the Board will receive expenditure and revenue reports, current as of June 4, 2026, for review. As previously discussed, the business office and our outside financial team identified a number of expenditures that had historically been charged to incorrect account codes. During the current fiscal year, those expenditures were reclassified to the appropriate accounts in order to improve the accuracy and integrity of the District's financial records.

While these corrections were necessary and appropriate, they can make year-over-year comparisons within individual budget lines more challenging. Accordingly, caution should be exercised when reviewing variances at the individual account level, as some differences may reflect accounting corrections rather than actual changes in spending patterns.

The SAU team remains committed to providing the Board with transparent financial information and accurate reporting as the District completes the FY26 close and prepares for FY27 operations.

Staffing and Transition Planning

The District continues to make progress on staffing and transition planning for the 2026–2027 school year. New staff members are being on-boarded, while transition plans are being developed to ensure continuity of services and operations following several anticipated personnel changes.

Administration remains concerned regarding the ongoing challenge of securing a qualified Middle School ELA/Reading teacher. This is the second consecutive year the District has faced this staffing issue. Despite multiple recruitment efforts, the position remains unfilled.

The inability to provide consistent ELA and reading programming at the middle school level presents both educational concerns and implications for the District with respect to minimum school approval standards and the provision of a free appropriate public education (FAPE) to

students. Administration has evaluated a number of options and recommends that Grade 6 be relocated to Pittsfield Elementary School beginning with the 2026–2027 school year.

This recommendation would allow Grade 6 students to be taught by educators holding K–6 or K–8 certifications and would significantly expand access to existing instructional supports available within the elementary school. Specifically, Grade 6 students would have access to Title I reading and mathematics services, reading intervention supports, and the expertise of the District's Reading Specialist. The recommendation is intended to strengthen instructional programming, improve intervention opportunities, and ensure that students receive the academic support necessary for success.

The proposed change would also allow middle school administration to restructure Grades 7 and 8 into a multi-age configuration, creating opportunities to provide instruction that is more closely aligned with grade-span content, student readiness levels, and individualized learning needs.

We believe this approach represents the most educationally sound and operationally sustainable solution currently available for our students.

Open Enrollment Implementation

With voter approval of the District's Open Enrollment warrant article, the District has completed the development of the procedures, forms, and administrative framework necessary to implement Open Enrollment beginning July 1, 2026.

The Board packet includes:

- Open Enrollment Implementation Memorandum
- Draft Open Enrollment Policy
- Open Enrollment Administrative Procedures
- Open Enrollment Application
- Draft Open Enrollment Capacity Resolution

The proposed Capacity Resolution may be considered by the Board at its July meeting following the July 1, 2026 effective date of the voter-approved warrant article.

These materials are intended to provide a consistent and transparent framework for reviewing applications, determining available capacity, communicating with families, and administering the program in accordance with RSA 194-D.

Also included for reference are Policies JFAB and JFAB-R. These policies govern non-resident student admissions outside of the Open Enrollment process and will remain in effect for students seeking admission through traditional non-resident enrollment procedures.

These materials have been developed based upon Pittsfield's approved Open Enrollment model as a receiving district. Should future legislative action modify the requirements of RSA 194-D, any necessary revisions to Board policy will be brought forward for consideration. However, the

administrative procedures and application materials are expected to remain substantially unchanged.

The development of these materials positions the District to efficiently implement Open Enrollment on July 1, 2026, while maintaining compliance with state law, preserving local decision-making authority, and ensuring fair and consistent treatment of all applicants.

Preschool Program Review

The District recently received notification from the New Hampshire Department of Education regarding preschool programming requirements. We are currently reviewing the guidance and evaluating the potential operational, programmatic, legal, personnel, and fiscal implications for the District.

Because the matter may involve student-specific services, personnel considerations, legal issues, and future program options, I recommend discussion in non-public session as permitted under RSA 91-A.

Concord Shared Services Agreement

Discussions with the Concord School District regarding the provision of SAU administrative services have concluded. The Concord School Board reviewed the proposed agreement on June 1, 2026, and plans to reconvene on June 8, 2026, to take final action and execute the agreement, contingent upon action by the Pittsfield School Board.

The proposed agreement is available for Board review in non-public session. Following execution by both Boards, the agreement will become a public document and will be made available accordingly.

Following review of the agreement in non-public session, I recommend that the Board take action in public session this evening to either approve and authorize execution of the agreement or reject the proposal.

The proposed arrangement is intended to strengthen business office and human resources capacity, provide operational continuity, and support the efficient delivery of administrative services while maintaining local governance and local Board authority.

Facilities and SAFE Grant Projects

The District continues to make progress on the eleven projects funded through the State of New Hampshire SAFE Grant Program.

Current activities include:

- RFQs issued for the installation of a perimeter fence around the Pittsfield Elementary School playground.
- RFQs issued for push-arm door alarm systems at both Pittsfield Elementary School and Pittsfield Middle High School.

- RFQs issued for exterior door replacement projects at both Pittsfield Elementary School and Pittsfield Middle High School.
- Continued planning and implementation of high school security improvements, including rekeying and hardware upgrades.
- Vestibule, access control, and entry security enhancements at district facilities.
- Project development and procurement activities necessary to ensure compliance with grant requirements and project timelines.

The District has secured all grant funding necessary to complete these projects. Several projects are currently in the procurement and bidding phase, while others are moving into implementation. All projects remain on schedule to meet grant requirements and completion deadlines.

As a reminder, the District became eligible for these funds through the completion and submission of Emergency Operations Plans (EOPs) for both schools in October and the successful submission of SAFE Grant applications in December. Pittsfield was awarded the maximum grant amount of \$300,000.

These funds will allow the District to complete significant safety and security improvements that would otherwise have required local funding. As a result, the grant provides substantial relief to future facilities and capital improvement budgets while enhancing the overall safety and security of our schools.

High School Advanced Coursework Opportunity

After receiving concerns from parents regarding the availability of advanced core academic courses at Pittsfield Middle High School, both during the current school year and for the 2026-2027 school year, we have been exploring opportunities to expand advanced academic offerings in math and English language arts available to Pittsfield students through partnerships with neighboring districts.

One option currently under review would allow Pittsfield Memorial High School students to enroll in advanced-level or honors English and mathematics courses at Concord High School when comparable coursework is not available at PMHS. This option would supplement existing opportunities available through VLACS and other alternative instructional pathways.

The proposed tuition charge would be \$2,329 per full-year course.

This rate is based on Concord's per-pupil instructional cost and reflects the cost of a full-year course consisting of approximately 120 instructional hours. Concord currently engages in this practice with Bow, Hopkinton, and Bishop Brady, and provides this opportunity to students who may not otherwise be able to participate in the CRTC program due to transportation times interrupting resident school ELA and math course schedules.

This opportunity could provide students with access to advanced coursework that may not otherwise be available locally, while preserving local enrollment, expanding academic pathways,

and supporting college and career readiness for Pittsfield students. Transportation is not included in this opportunity.

Policy Review

The administrative team continues to work with the Policy Committee to review and update Board policies in response to changes in state law, federal requirements, NHSBA recommendations, and district operational needs.

Policy updates included within this month's Board packet are intended to maintain legal compliance, improve administrative clarity, and ensure alignment with current district practices. Several of the policies presented this month are directly related to recent legislative changes and implementation requirements that will impact school district operations beginning in the 2026-2027 school year.

The District appreciates the continued work of the Policy Committee in reviewing and advancing these updates and recommendations to the full Board.

Nomination

- I nominate Michelle Swift for the position of Library Media Specialist at Pittsfield Middle High School.
- I nominate Daniel Bennett for the position of Business Education Teacher at Pittsfield Middle High School.
- I nominate Briahna Hawes for the position of Special Education Case Manager at Pittsfield Middle High School.

Non-Public

- Three items under "a" compensation
- Three items under "b" hiring
- Two items under "c" reputation
- One item under "i" legal

Closing Reflection

As the District approaches the conclusion of the 2025–2026 school year, the District remains focused on completing year-end responsibilities, supporting students and staff through a successful close of the school year, and preparing for a smooth transition into FY27.

The final weeks of the year require significant attention to budgeting, staffing, facilities projects, grant management, compliance requirements, student programming, and organizational transition planning. While challenges remain, the District has made meaningful progress in strengthening financial oversight, advancing safety and security initiatives, expanding educational opportunities, and positioning the organization for future stability.

I would like to thank the staff, administrators, School Board members, students, families, and community members who have placed their trust in our SAU office team and who have contributed immensely to the work of the District throughout the year. Their commitment,

professionalism, resilience, and continued support have been instrumental in the progress achieved this year and remain critical to the continued success of Pittsfield's schools.

Before closing, I would personally like to extend my sincere appreciation and best wishes to the faculty, staff, administrators, and business office personnel who will be departing Pittsfield at the conclusion of this school year. Each has contributed to the District in meaningful ways, and I wish them every success in the next chapter of their professional and personal journeys.

I would like to offer a special note of gratitude to Rheana Anderson for her tireless dedication and commitment to helping right the District's financial ship during a particularly challenging period. Her professionalism, perseverance, and willingness to tackle difficult work have been invaluable.

Finally, I would like to recognize Mr. Rick Anthony. I have known Mr. Anthony in many capacities - as a fellow educator, as a colleague, as a school leader, and as the parent of children whose lives he touched. Generations of Pittsfield students have benefited from his guidance, mentorship, and unwavering belief in young people. The lessons he taught extended far beyond health, physical education, and organized athletics. He has helped students learn about perseverance, responsibility, character, teamwork, and what it means to be a good human being. His impact on this community will endure long after his retirement, and Pittsfield is better because of his service.

Thank you, Mr. Anthony, from the bottom of my heart.

To all who have contributed to this District's success in 2025-2026, thank you.

Respectfully submitted,

Dr. Sandie MacDonald

Superintendent of Schools



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

To: Pittsfield School Board
From: Dr. Sandie MacDonald, Superintendent
Date: June 4, 2026
Re: Open Enrollment Implementation

Background

At the March 2026 School District Meeting, Pittsfield voters approved participation in New Hampshire's Open Enrollment Program pursuant to RSA 194-D. The warrant article becomes effective July 1, 2026.

While voter approval authorizes participation in Open Enrollment, the District must establish administrative procedures governing admissions, capacity determination, application review, and enrollment processes.

Purpose

The attached policy and procedures are intended to:

- Establish a clear and transparent admissions process;
- Ensure resident students continue to receive enrollment priority;
- Allow the School Board to annually determine available Open Enrollment seats;
- Provide consistency in application review and admissions decisions;
- Ensure compliance with RSA 194-D.

Key Features

The proposed policy:

- Establishes Pittsfield as a receiving district under Open Enrollment;
- Does not permit resident Pittsfield students to seek enrollment elsewhere through Pittsfield's participation in Open Enrollment;
- Requires the Board to establish available seats annually;
- Provides a fair application and review process;
- Establishes a waitlist process when applications exceed available capacity.

First-Year Implementation

Because the warrant article becomes effective July 1, 2026, applications for the 2026-2027 school year will be accepted beginning July 1, 2026.

Applications will be reviewed on a rolling basis until available seats have been filled.

Recommendation

I recommend that the School Board:

1. Adopt Policy JFABA – Open Enrollment.
2. Adopt Administrative Procedure JFABA-R.
3. Approve the Open Enrollment Application Form.
4. Establish available Open Enrollment seats for the 2026-2027 school year.
5. Authorize the Superintendent to administer the Open Enrollment process in accordance with Board policy.

Open Enrollment

Purpose

Pursuant to RSA 194-D and voter authorization, the Pittsfield School District shall participate in New Hampshire's Open Enrollment Program as a receiving district.

The Pittsfield School District shall accept applications from nonresident students in accordance with this policy and applicable law.

The Pittsfield School District shall not participate as a sending district through Open Enrollment. Resident students shall not be eligible to enroll in another school district through the Pittsfield School District's participation in Open Enrollment.

Annual Capacity Determination

At its regularly scheduled June meeting, the School Board shall determine the number of Open Enrollment seats available for the upcoming school year.

In establishing available seats, the Board shall consider:

- Projected resident enrollment;
- Staffing levels;
- Program capacity;
- Facility limitations;
- Fiscal impact on the District;
- Any other factors deemed relevant by the Board.

Resident students shall receive priority for enrollment at all times.

No Open Enrollment student shall be admitted if doing so would require the addition of staff, classrooms, facilities, or educational programming not otherwise required for resident students.

Eligibility

Any student who resides within the State of New Hampshire and is otherwise eligible to attend a public school may apply for admission under Open Enrollment.

Admissions

Applications shall be submitted to the Superintendent or designee on forms approved by the District.

If the number of applications received does not exceed available capacity, all eligible applicants shall be admitted.

If applications exceed available capacity:

1. Siblings of currently enrolled Open Enrollment students shall receive preference.
2. Remaining applicants shall be selected through a random lottery process.
3. Applicants not admitted shall be placed on a waitlist.

Non-Discrimination

The District shall not discriminate in admissions on the basis of race, color, religion, sex, gender identity, sexual orientation, disability, national origin, or any other protected classification.

Transportation

Transportation shall be the responsibility of the parent or guardian except as otherwise required by law.

Special Education

Acceptance shall not be denied solely because a student requires special education services or accommodations under federal or state law.

Appeals

A parent or guardian may appeal an admission decision to the Superintendent within ten (10) business days of notification.

The Superintendent's decision may be appealed to the School Board, whose decision shall be final.

District Policy History:

First reading: 6-4-2025

Second reading/adopted:

District revision history:

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

NH Statutes

RSA 194-D

Description

Open Enrollment Schools

Open Enrollment Procedures

Application Timeline

For the 2026-2027 school year only:

- Applications accepted beginning July 1, 2026.
- Applications reviewed on a rolling basis.
- Applications accepted until available seats are filled.

Beginning with the 2027-2028 school year:

- Capacity established in June.
- Applications accepted May 15 through August 1 – then rolling basis.
- Lottery conducted if necessary.
- Waitlist established.

Required Application Materials

Applicants must submit:

- Open Enrollment Application
- Proof of residency
- Parent/guardian identification
- Authorization for release of educational records
- Transportation acknowledgment

The District shall request:

- Current report card or transcript
- Attendance records
- Discipline records

Admission Decisions

The Superintendent and established team shall review all completed applications.

Applicants shall be admitted based upon:

- Available capacity;
- Compliance with application requirements;
- District policies and applicable law.

Lottery Procedure

If applications exceed available seats:

1. Applications shall be numbered.
2. Siblings of currently enrolled Open Enrollment students shall be admitted first.
3. Remaining approved applicants shall be selected through a random drawing.
4. Remaining approved applicants shall be placed on a waitlist in lottery order.

JFABA –R – Open Enrollment Procedures

Waitlist

Students shall remain on the waitlist through the end of the first semester. Vacancies shall be filled from the waitlist in order.

District Procedure History:

First reading: 6-4-2025

Second reading/adopted:

District revision history:

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

NH Statutes

RSA 194-D

Description

Open Enrollment Schools

Open Enrollment Application

RSA 194-D Open Enrollment Program

School Year: _____

Application Process

Requests for admission of non-resident students to the Pittsfield School District under RSA 194-D shall be submitted no later than May 15 of each year, unless a different deadline is established by the Pittsfield School Board.

Applications received by the established deadline shall be reviewed by the building principal, school counseling staff, and the Superintendent or designee. The review team shall evaluate applications based upon available capacity, educational programming, student records, and other factors permitted by law and Board policy.

Applications received after the established deadline shall be considered on a rolling basis and reviewed in the order received. Admission of late applicants shall be contingent upon available space and program capacity.

For the 2026–2027 school year only, applications for Open Enrollment shall be accepted beginning July 1, 2026. Applications shall be reviewed on a rolling basis and admission decisions shall be made until all School Board-approved Open Enrollment seats have been filled.

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____

Current School: _____ Current Grade: _____

Current School District: _____ Grade Requested: _____

Home Address: _____

PARENT/GUARDIAN INFORMATION

Parent/Guardian Name(s): _____

Mailing Address (if different from above): _____

Primary Phone: _____ Secondary Phone: _____

Email Address: _____

CURRENT SCHOOL CONTACT INFORMATION

Principal Name: _____

School Name: _____

Phone Number: _____

Email Address: _____

STUDENT STATEMENT (grades 7-12)

Why would you like to attend the Pittsfield School District? (250 words or less)

Please attach a separate document describing:

- Why you would like to attend the Pittsfield School District;
- What educational opportunities, programs, activities, or supports interest you;
- How attending Pittsfield would support your educational goals; and
- How you would contribute positively to the school community.

Student Statement Attached

REQUIRED DOCUMENTATION

Please attach the following:

Most recent report card or transcript

Student Statement

AUTHORIZATION FOR RELEASE OF RECORDS

I authorize the Pittsfield School District to obtain and review educational records from the student's current or most recent school, including:

Academic Records

Attendance Records

Discipline Records

Other educational records relevant to enrollment and placement

JFABA - F Open Enrollment Application

I further authorize the Pittsfield School District to communicate with the student's current or previous school regarding educational programming, attendance, discipline, and placement information necessary to evaluate this application.

Parent/Guardian Signature: _____ **Date:** _____

PARENT/GUARDIAN ACKNOWLEDGEMENTS

I understand and acknowledge the following:

- Admission under RSA 194-D Open Enrollment is contingent upon available space and School Board-approved capacity limits.
- Resident Pittsfield students shall receive enrollment priority.
- Submission of an application does not guarantee admission.
- Transportation is the responsibility of the parent/guardian unless otherwise required by law.
- Applications may be placed on a waitlist if requests exceed available capacity.
- Acceptance is valid only for the approved school year.
- The Pittsfield School District may obtain and review educational, attendance, and discipline records as part of the admissions review process.
- Admission decisions shall be made in accordance with School Board policy, administrative procedures, and RSA 194-D.

CERTIFICATION

I certify that the information provided in this application is true and complete to the best of my knowledge.

Parent/Guardian Signature: _____ **Date:** _____

Printed Name: _____

Student Signature (Grades 7–12): _____ **Date:** _____

Printed Name: _____

JFABA - F Open Enrollment Application

DISTRICT USE ONLY

Printed Student Name: _____ Grade Requested: ____ Year ____

Date Application Received: _____

Application Complete:

Yes No

Grade Requested: _____

Available Seat:

Yes No

Administrative Review Team:

Principal

School Counselor

Superintendent

Decision:

Accepted

Waitlisted

Denied

Date of Decision: _____

Comments:

Superintendent Signature: _____

Date: _____

Board Capacity Resolution

Motion

Move that the Pittsfield School Board establish the following Open Enrollment capacity for the 20__-20__ school year:

Grade Available Seats

K ___

1 ___

2 ___

3 ___

4 ___

5 ___

6 ___

7 ___

8 ___

9 ___

10 ___

11 ___

12 ___

Further, the Superintendent is authorized to administer admissions pursuant to Policy JFABA and Procedure JFABA-R.

Motion: _____

Second: _____

Board Vote: _____

Sample Letters

Date

Parent/Guardian Name

Address

Re: Open Enrollment Acceptance

Dear Parent/Guardian:

Thank you for your interest in the Pittsfield School District.

I am pleased to inform you that your application for admission under RSA 194-D Open Enrollment has been approved for:

Student: _____

Grade: _____

School: _____

School Year: _____

Admission has been approved based upon available capacity and compliance with District admissions procedures.

Please contact the school office no later than _____ to confirm your child's enrollment and complete any remaining registration requirements.

Please note that transportation is the responsibility of the parent/guardian unless otherwise required by law.

We look forward to welcoming your family to the Pittsfield School District.

Sincerely,

Superintendent

Open Enrollment Sample Letters

Date

Parent/Guardian Name

Address

Re: Open Enrollment Application

Dear Parent/Guardian:

Thank you for your interest in the Pittsfield School District.

After review of your Open Enrollment application, we regret to inform you that we are unable to offer admission at this time.

The application was denied for the following reason(s):

- No available capacity in the requested grade level.
- Application incomplete.
- Student does not meet eligibility requirements established by policy and law.
- Other: _____

This decision was made in accordance with Policy JFABA and the District's Open Enrollment Procedures.

You may appeal this decision to the Superintendent within ten (10) business days of receipt of this notice.

Thank you for your interest in the Pittsfield School District.

Sincerely,

Superintendent

Open Enrollment Sample Letters

Date

Parent/Guardian Name

Address

Re: Open Enrollment Waitlist

Dear Parent/Guardian:

Thank you for your interest in the Pittsfield School District.

At this time, the number of applications received exceeds the number of available seats established by the School Board for the requested grade level.

Your child's application has been placed on the Open Enrollment waitlist for:

Student: _____

Grade: _____

Should a seat become available, families will be contacted in the order established through the District's admissions procedures.

Placement on the waitlist does not guarantee admission.

The waitlist shall remain active through the end of the first semester unless otherwise notified by the District.

Thank you for your interest in the Pittsfield School District.

Sincerely,

Superintendent

Policy JFAB: Admission of Non-Resident Students

ADMISSION OF NON-RESIDENT STUDENTS

No person shall attend school, or send a student to the school, unless the student is a legal resident of the Pittsfield School District, as defined by state law, or the student has been approved for admission by the School Board in accordance with this policy.

A non-resident student may attend Pittsfield schools upon application by either the non-resident student's parent/legal guardian or by the non-resident student's resident school district, but only if such application is recommended for approval by the Pittsfield School District Superintendent and approved by the Pittsfield School Board in accordance with this policy.

Any decision to admit a non-resident student for attendance in the Pittsfield School District is for one school year only, or for the remainder of a school year if application is approved part way through that school year. Non-resident students who are approved for admission at a Pittsfield School District school must re-apply for each successive school year through the admission process set forth in this policy.

Application for non-resident student attendance must be made to the Superintendent of Schools or his/her designee. The Superintendent of Schools shall apply the standards set forth in this policy in determining whether to recommend admission of any such applicant. Any recommendations for admission of non-resident students shall then be forwarded to the School Board or its designee to make the final admission determination in accordance with the standards set forth in this policy. A decision by the Superintendent not to recommend admission of a non-resident student may be appealed to the School Board. Any decisions by the School Board on non-resident student admissions shall be final.

Standards for Admission

The following standards shall govern decisions regarding admission or readmission of non-resident students under this policy:

1. The availability of space in the program or grade for which the student seeks admission, considering both present enrollment in that program and likely future enrollment during the school year in question, based on expected enrollment patterns for that school year.
2. The non-resident student's likely ability to meet Pittsfield School District standards for both behavioral and academic performance in the program or grade for which the student seeks admission, based on consideration of the following:
 - a) Student transcripts, report cards, attendance records, grades, and student work product as made available for consideration at the time of application;
 - b) The student's discipline history at his/her recent schools of attendance;

Policy JFAB: Admission of Non-Resident Students

- c) A favorable recommendation by the building principal at the student's most recent school of attendance regarding the student's likely ability to meet behavioral standards in the program or grade for which the student is applying, including written consent by the student's parent/legal guardian to discuss the student's application with that building principal;

The Pittsfield School District shall not admit or re-admit a non-resident student when either the Superintendent of Schools or the School Board determines that the Pittsfield School District does not currently have in place the educational programming required by the student.

In no event shall a non-resident student be approved for admission or readmission in the Pittsfield School District if the student is currently suspended or expelled from the student's resident school district, or if Superintendent of Schools or the School Board concludes that the student presents a substantial likelihood of physical or emotional harm to him/herself or to others, or that the student has a history of excessive unexcused absences from school that is unlikely to be easily resolved.

Any decision to deny or discontinue non-resident student admission under this policy shall not be based, in whole or in part, on whether the student is a child with a disability under applicable special education laws or requires an accommodation under Section 504 of the federal Rehabilitation Act. [RSA 193:3(IV)(d)]

Terms of Attendance

Any non-resident student admitted for attendance under this policy must comply with all school rules. Failure to comply with school rules will result in school discipline under the same standards that apply to resident students, up to and including suspension and expulsion.

The Pittsfield School District has no responsibility to provide transportation for any non-resident student admitted in accordance with this policy.

A non-resident student's attendance may be terminated part way through the school year through a decision by the School Board following notice and a hearing under RSA 193:13(I)(b), (II), or by decision of the Superintendent of Schools following notice and a hearing under RSA 193:13(I)(b).

A non-resident student must re-apply for admission in each school year subsequent to his/her initial enrollment, and decision on the student's readmission shall be governed by the same process and standards that applied to the student's initial admission.

Students with Disabilities

Non-resident students with disabilities have available a free, appropriate public education through their resident school district, and the Pittsfield School District has no duty to

Policy JFAB: Admission of Non-Resident Students

provide special education and related services at no cost to any non-resident student admitted pursuant to this policy.

A resident school district or a sending parent/legal guardian may contract with the Pittsfield School District for the provision of available special education and/or related services to a non-resident student but shall be responsible for the costs of any such services as a supplemental tuition charge. Absent such a contract, the Pittsfield School District shall have no duty to provide special education and related services to a non-resident student. [RSA 193:3(IV)(c), 186-C(13)(IV)]

The Pittsfield School District shall provide at no charge to the parent/legal guardian any accommodations required by a non-resident student with a disability pursuant to Section 504 of the federal Rehabilitation Act if those accommodations can be made available to the student without a substantial increase in cost for the Pittsfield School District [34 C.F.R. § 104.39].

Costs for Attendance

The Pittsfield School District shall charge tuition for any non-resident student admitted under this policy. The School Board shall endeavor to establish the tuition rate for the upcoming school year no later than May 30 of the current school year. The tuition rate shall be determined as follows:

1. A base tuition rate reflecting the current actual per-student expense of operation for the program or grade for which the non-resident student seeks admission, considering any estimation of such expenses by the state board of education for the most recent school year. The current expense of operation shall include all actual costs, except costs of transportation of students and costs of special education. [RSA 193:4]
2. A supplemental tuition charge for the actual per-student expense of any special education and related services that the student may receive, or any substantial expenses for accommodations that the student may receive.

For any non-resident student admitted under this policy based on application by the student’s resident school district, the resident school district shall be responsible for payment of the base tuition rate, and also for a supplemental tuition charge for any special education and related services that the resident school district agrees in writing for the Pittsfield School District to provide.

For any non-resident student admitted under this policy through application by the student’s parent/legal guardian, the parent/legal guardian shall be responsible for payment of the base tuition rate, and also for a supplemental tuition charge for any special education and related services that the resident school district declines to fund and that the parent/legal guardian agrees in writing for the Pittsfield School District to provide.

Tuition payments for non-resident students shall be due and payable in two installments for each school year. The first payment of 50% less an initial deposit of \$1000.00 shall be payable no later than September 1 of each school year. The second payment of 50% shall be payable no later than January 15 of the applicable school year. Failure to make timely tuition payments in accordance with this policy shall be a sufficient basis for discontinuing a non- resident student’s attendance at Pittsfield School District schools.

Policy JFAB: Admission of Non-Resident Students

Admission to the Pittsfield School District is a privilege, not a right. The admission decision of the Pittsfield School Board is final and may not be appealed.

Policy Revision History:

Adopted: March 1, 1980

Amended: April 24, 1985

Revised: August 17, 1988; June 2, 1997

Reviewed: April 7, 2022

Reviewed: August 14, 2025

Amended/Adopted: September 4, 2025

Legal References:

RSA 193:3 (IV) (non-resident students) RSA

193:4 (tuition rates)

RSA 193:12 (legal residence) RSA

193:13 (student discipline)

RSA 186-C:13(IV) (non-resident students with disabilities) 34

C.F.R. § 104.39 (504 duties)

Non-Resident Tuition Agreement

This is an agreement between the Pittsfield School District and _____ (the "Parents") for enrollment of their child, _____ (the "Student") in a Pittsfield School District school for the _____ school year. The Pittsfield School District and the Student agree as follows:

- 1) The Parents reside outside the Pittsfield School District and the Student has no legal right to attend a Pittsfield School District school. The Pittsfield School District has no duty, legal or otherwise, to provide educational services of any kind to the Student, except as authorized by this Agreement.
- 2) The Parents agree to pay the Pittsfield School District base tuition in the amount of \$ _____ for the Student's attendance at _____ (name of the Pittsfield School District school) for the school year, and agree to fully comply with the terms of the Pittsfield School District's Non-Resident Tuition Policy.
- 3) This Agreement terminates on the last day of the school year as determined by the Pittsfield School Board, and all obligations of the Pittsfield School District under this Agreement end on that date, unless the Agreement is terminated earlier as described herein. The Pittsfield School District has no obligation to accept the Student as a non-resident tuition student beyond the _____ school year.
- 4) The tuition charges specified in Paragraph 2 shall be payable as follows: (1) \$1,000 deposit due by August 1st; (2) 50% of tuition (less the deposit) due by September 1st of the academic year; and (3) 50% of tuition (less deposit) due by January 15th of the following year. Failure to make such payments in a timely manner shall result in the cancellation of this contract and discontinuation of student attendance at _____ (name of school) and in the Pittsfield School District.
- 5) The Student shall be subject to the same rules in the School's students and parent's handbook and related school and district practices and policies as resident students.
- 6) The Parents will be solely responsible for the Student's transportation to and from the School.
- 7) The Superintendent of the Pittsfield School District has the right to discontinue enrollment to any student at any time, following notice and a hearing pursuant to RSA 193:13(I)(b). The School Board for Pittsfield School District may discontinue the student's enrollment at any time, following notice and a hearing pursuant to RSA 193:13(II).
- 8) Non-resident students are expected to maintain the following standards:
 - a) The student shall be achieving adequately in all content areas at the end of each quarter or trimester.
 - b) The student's behavior must be judged to be acceptable according to state law, the student and parent handbook, and related school and district policies and practices as interpreted by the school and district administration.
- 9) The Pittsfield School District does not, by this Agreement, undertake to assume any of the duties of the Student's District of Residence with respect to the provision of a free and appropriate public education (hereafter "FAPE") under the special education laws, Section 504 of the Rehabilitation Act of 1973, or any comparable law.
- 10) The District of Residence, not the Pittsfield School District, is responsible for all activities related to the evaluation and reevaluation of the Student under the federal special education statute (the IDEA) and New Hampshire's special education statute (RSA 186-C), and for the development, review, and revision of Individualized Education Programs (IEPs). However, if requested, appropriate Pittsfield School District personnel will participate in evaluation and planning meetings for the Student held by the District of Residence.
- 11) If, at any time it is determined that the Student is entitled to special services arising from the right to FAPE under the special education laws, the Student may continue to attend the School without such special services, provided that the Student is likely to succeed at the School without such special services. However, the Pittsfield School District shall provide such special services only under the following circumstances:

Form JFAB-R Admission of Non-Resident Students: Tuition Agreement

- a) The District of Residence or the parent(s)/guardian(s) agree(s) in writing to pay the Pittsfield School District for the cost of said services;
- b) The student is likely to succeed at the School with said services; and
- c) The Superintendent of Schools of the Pittsfield School District consents.

In the event the Student continues to attend the School while receiving such special services, the parties shall enter into a separate agreement regarding the provision of and payment for such services.

- 12) The parent(s)/guardian(s) acknowledge that they have been provided notice by the District of Residence of student and parental rights under the special education laws (the IDEA and RSA 186-C), including a disabled child's rights to receive a free and appropriate public education (FAPE) from the District of Residence. The parent(s)/guardian(s) understand that the Pittsfield School District does not have a duty to provide FAPE to the Student, but only to deliver the services agreed upon according to the terms of this Agreement and to refrain from discriminating on the basis of disability.
- 13) The Pittsfield School District shall provide at no charge to the parent/legal guardian any accommodations required by a non-resident pupil with a disability pursuant to Section 504 of the federal Rehabilitation Act if those accommodations can be made available to the pupil without a substantial increase in cost for the Pittsfield School District.
- 14) Compliance with FAPE requirements for the special education laws remain the responsibility of the District of Residence. The parent(s)/guardian(s) shall not make claims against the Pittsfield School District concerning themselves or the Student pursuant to said laws. Furthermore, if the Student or anyone else makes such claims against the Pittsfield School District, the parent(s)/legal guardian(s) shall indemnify hold harmless the Pittsfield School District and the Pittsfield School District officers, agents, and employees and this duty to indemnify and hold harmless shall be joint and several.
- 15) This Agreement may be terminated for the reasons specified herein. Any paid tuition fee will not be refunded if the School terminates the Agreement or the Student withdraws prior to the end of the school year.
- 16) This Agreement sets out the entire agreement between the parties and supersedes any and all prior agreements and understandings, whether oral or written between the parties.

Parent or Legal Guardian (PRINT)

Parent or Legal Guardian (SIGNATURE)

Date

Address

Parent or Legal Guardian (PRINT)

Parent or Legal Guardian (SIGNATURE)

Date

Address

For the Pittsfield School District, by:

Superintendent (PRINT)

Superintendent (SIGNATURE)

Date

PES School Board Report

School: Pittsfield Elementary School

Principal Report – June 3rd, 2026

1. Current Enrollment:

Preschool: 19	Increase from last month/Decrease from last month: -
Grade K: 38	Increase from last month/Decrease from last month: -
Grade 1: 34	Increase from last month/Decrease from last month: -
Grade 2: 28	Increase from last month/Decrease from last month: -
Grade 3: 28	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

As we enter the month of June, PES will focus on celebrating student growth, showcasing learning, and successfully bringing the 2025–2026 school year to a close.

By May 28th, all students in grades 3 through 5 completed the New Hampshire Statewide Assessment System (NHSAS). Throughout the assessment window, students demonstrated perseverance and put forth their best efforts while applying the skills and knowledge they have developed throughout the school year. We look forward to receiving assessment results and will use the data to inform future instructional planning and continuous improvement efforts.

Following the completion of NHSAS, students in grades K through 5 will participate in end of year NWEA MAP Growth assessments in both reading and mathematics. These assessments provide valuable information regarding individual student growth and overall school progress. A comprehensive review of NWEA results will be shared in my July report.

On June 3, Pittsfield Elementary School will host its annual Exhibition Night. Students are currently putting the finishing touches on projects that highlight their learning, growth, creativity, and achievement throughout the year. Families, staff, and community members will be invited to celebrate student accomplishments and engage with authentic demonstrations of learning across all grade levels.

As the school year comes to a close, students and staff will participate in a variety of end of year activities designed to celebrate accomplishments, strengthen our school community, and recognize the hard work demonstrated throughout the year. We remain incredibly proud of the growth our students have made and grateful for the partnership and support of our families and community.

3. Attendance

Average Daily Attendance (YTD): 91%

Chronic Absenteeism Rate: 4%

Actions Taken:

PES School Board Report

Attendance data remained consistent throughout June, with our Average Daily Attendance holding at 90% and our Chronic Absenteeism Rate remaining at 4%. As we conclude the 2025–2026 school year, we are proud of the efforts of our students, families, and staff to prioritize attendance and ensure students remain engaged in learning through the final days of school.

Throughout June, students participated in a variety of meaningful end-of-year activities, including Exhibition Night, field experiences, celebrations of learning, and grade-level events that helped reinforce the importance of being present and connected to the school community. These opportunities contributed to a positive finish to the school year and encouraged students to end the year strong.

Looking ahead, administration will continue to work closely with families of students who have experienced attendance challenges during the 2025–2026 school year. Throughout the summer, meetings will be scheduled with identified families to review attendance data, discuss barriers to attendance, and develop proactive plans to support improved attendance during the 2026–2027 school year. By partnering with families before the start of the new school year, we aim to establish strong supports and clear expectations that help ensure students are present, engaged, and ready to learn from the very first day of school.

4. Behavior

Office Referrals: 62/673

Common Infractions: Defiance and disrespectful behavior

Disciplinary Actions Taken:

As we move through June and toward the conclusion of the 2025–2026 school year, our focus remains on supporting students in finishing the year successfully while also proactively preparing for a strong start to the 2026–2027 school year. Staff continue to reinforce schoolwide expectations and provide targeted behavioral supports to students who require additional assistance with self-regulation, problem-solving, and positive peer interactions.

During the month of June, administration will begin planning summer check-ins with students and families who have experienced significant behavioral challenges or multiple office referrals throughout the school year. These meetings will provide an opportunity to celebrate growth, identify ongoing needs, connect families with available resources, and collaboratively establish goals to support a successful transition back to school in the fall.

As part of our continued efforts to strengthen our MTSS-B framework, we are focusing on increasing in-the-moment reteaching of expectations, particularly during high-impact times such as arrival, transitions, recess, and lunch. Staff are also strengthening the use of pre-correction strategies by proactively teaching and modeling expectations before potentially challenging situations arise.

Additionally, we continue to expand the use of classroom-based reflection and reset opportunities that allow students to regulate, reflect on their choices, and return to learning with minimal loss of instructional time. Daily

PES School Board Report

check-ins remain an important support for identified students, and we are increasing our focus on end-of-day reflection to help students review goals, celebrate successes, and identify next steps for continued growth.

These efforts will help ensure that students finish the school year strong while laying the foundation for a successful start to the 2026–2027 school year.

Positive Supports:

As we move through June, PES continues to foster a strong and connected school community through meaningful experiences that celebrate student growth, achievement, and the relationships built throughout the school year. Our focus remains on ensuring that every student feels recognized and valued as we conclude another successful year living our theme: Every Student! Every Moment! MATTERS!

Throughout the month, students and families will participate in several end-of-year celebrations that honor important milestones and accomplishments. We look forward to celebrating our youngest learners during our Preschool Celebration and Kindergarten Celebration, as well as recognizing our Grade 5 students during their Promotion Ceremony as they prepare for their transition to middle school.

Exhibition Night will provide students with an opportunity to showcase their learning and share their accomplishments with families and community members. Additionally, students in grades K–2 and 3–5 will participate in Field Day activities led by Mr. Tanguay, promoting teamwork, school spirit, physical activity, and positive peer interactions.

One of the highlights of June will be welcoming graduating seniors from Pittsfield Middle High School back to PES as they participate in their graduation walk through the school. Our elementary students will have the opportunity to celebrate these graduates and learn about their future goals and plans, reinforcing the importance of perseverance, growth, and lifelong learning.

To conclude the school year, PES will continue its Bridge Crossing Ceremony on the final day of school, providing students with an opportunity to reflect on their accomplishments and look ahead to the next grade level. Following the ceremony, students and staff will come together for our Second Annual School Photo, creating a lasting memory and celebrating the collective success of our school community.

These experiences help strengthen our school culture, celebrate student achievement, and ensure that the 2025–2026 school year concludes with joy, connection, and a sense of pride for all.

5. Upcoming Focus / Needs

End of Year Summatives: In support of the SMART goals set by staff and in alignment with our Professional Growth and Evaluation model, as well as the Danielson Framework for Teaching, all staff have scheduled end-of-year summative meetings. These meetings provide an opportunity to celebrate this year's successes, reflect on the Essential 8, and engage in meaningful dialogue about professional growth.

Together, we will collaborate to set goals for the upcoming school year that not only align with our collective mission but also support each educator's individual professional journey. My goal is to ensure that professional development opportunities are intentionally designed to support school-wide priorities while

PES School Board Report

also being differentiated to meet the specific needs and goals of each staff member. We've had a tremendous year of growth and success. These reflective and forward-thinking conversations are essential to maintaining our positive momentum and continuing to build a strong, student-centered school culture.

6. Celebration of Success:

First Robotics- Congratulations to our First Lego League Robotics Team for earning the Robot Design Award at their recent competition. The judges were impressed by the team's collaborative approach to designing, building, testing, and refining their robot, as well as their use of data to track the success of coding runs and improve performance. Team members demonstrated strong problem-solving, engineering, communication, and teamwork skills throughout the competition and represented Pittsfield with pride and professionalism. We are incredibly proud of Dubhlainn Kelly, Gavin Elliot, Nathan Peck, Lucy McClain, Owen Graybill, Garrick Pelletier, and Cynthia Pelletier for this outstanding accomplishment.

Finding Nemo Jr- Our production of *Finding Nemo Jr.* was a tremendous success and showcased the talents, dedication, and hard work of our students. We extend our sincere gratitude to Ms. Galley and Miss Critchett for the countless hours they volunteered to ensure students had an exceptional experience both on and off the stage. We would also like to thank our PTO for their support in selling food and raffle tickets during the performances, helping to offset costs and support future productions. Congratulations to all of our actors and crew members for their outstanding performances and for making this event such a memorable celebration of student talent and teamwork.

Bike at Recess: On May 19th, PES held its annual Bike at Recess event, providing students with a fun and active opportunity to promote bike safety, physical wellness, and community engagement. Students brought their bikes to school and participated in several safety and maintenance stations, including helmet checks with the Pittsfield Police Department, tire pressure assistance from volunteers, and basic bike mechanics provided by S & W Sports. After completing all stations, students enjoyed a supervised ride around the school's circular driveway. The event was well supported by our community partners, including the Pittsfield Police and Fire Departments, and provided students with a memorable experience that reinforced the importance of safe and healthy habits. Special thanks to Mrs. Stone, Mrs. Clar, our community partners, staff, volunteers, and families for helping make this event a safe and successful experience for our students.

Exhibition Night: On June 3rd, Pittsfield Elementary School will host its annual Exhibition Night, a signature event that celebrates student learning, creativity, and achievement. This special evening provides students with an authentic opportunity to showcase the projects they have researched, designed, and created throughout the year while sharing their learning with families, staff, and community members. From our youngest learners in Preschool to our Grade 5 students preparing for middle school, each student will have the opportunity to demonstrate their growth as researchers, problem-solvers, critical thinkers, and communicators. Exhibition Night reflects our commitment to engaging students in meaningful, hands-on learning experiences that connect their interests, passions, and curiosities to the curriculum. We look forward to welcoming families and community members into our school as we celebrate the hard work, perseverance, and accomplishments of our students and recognize the dedication of our staff who make these learning experiences possible.

Preschoolers welcomed families into their "Bug World" with songs, crafts, and hands-on learning all about insects.

Mrs. Medeiros' Kindergarten class brought the ocean to life with student-created clay sea creatures and facts about their chosen animal.

Miss King's Kindergarten class turned their room into a red barn filled with farm animal writing and

PES School Board Report

artwork, proudly sharing fun facts about their chosen animals.

First grade students shared their research on household pets, highlighting animal habitats, diets, life cycles, and care.

Second grade presented projects focused on New Hampshire animals and habitats, demonstrating their learning through research and connections to their visit to the Squam Lakes Natural Science Center. .

Third graders students showcased Passion Projects based on topics of personal interest, combining research, presentation boards, and creative 3D models.

Fourth grade shared their collaboratively designed theme parks, integrating concepts from mathematics, literacy, social studies, and science.

Fifth grade presented Passion Projects developed through inquiry and research, exploring topics ranging from history and science to animals and world cultures. Together, these projects highlighted the curiosity, creativity, critical thinking, and perseverance of our students while celebrating a year of meaningful learning.

Respectfully submitted,

Kristen White

Proud PES Principal

PMHS (6-8) School Board Report

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

Principal Report – June 4, 2026

Current Enrollment: (as of 6/04/2026)

Grade 6: 31

Grade 7: 39

Grade 8: 27

Total Enrollment (6-8): 97; (6-12): 242

Academics

NH-SAS state testing has been completed for this school year, wrapping up with the science exam and make-ups at the end of May. The middle school team and administration is looking forward to doing a data dive and deep analysis of the results to help inform and evaluate the effectiveness of academic programs and instructional practices.

Attendance

Overall attendance by month for grades 6-8:

	6th Grade	7th Grade	8th Grade	Total 6-12
August	93.75%	99.31%	99.11%	96.98%
September	93.37%	96.78%	93.37%	94.07%
October	96.33%	95.24%	92.01%	93.13%
November	95.03%	95.14%	92.62%	93.67%
December	93.57%	93.63%	91.84%	91.67%
January	90.00%	93.96%	90.34%	91.92%
February	84.67%	94.04%	89.05%	90.63%
March	92.75%	94.58%	93.71%	92.56%
April	94.7%	93.1%	93.46%	92.06%
May	94.23%	94.2%	92.2%	88.62%

PMHS (6-8) School Board Report

Actions Taken:

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

Behavior:

Discipline Incidents (April 23-June 3; 22 days of school): Total Referrals = 84; 75 Minor; 9 Major

In-School-Suspensions (ISS) = 6

Out-of-School Suspensions (OSS) = 3

Detentions = 48

Administrative Conferences = 47

Top Referral Categories: Disrespectful behavior, unexcused tardies, phone/digital device use

Interventions and Supports:

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

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

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 the school counselor.

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

Daily outside recreation option during lunch.

PMHS (6-8) School Board Report

Celebration of Success

On Thursday, June 4th Ms. Tyrell and Mrs. Marshall are bringing their 8th grade students to STEM at the Stadium Day. This is an educational field trip hosted by the NH Fisher Cats in Manchester. It allows students to explore science, technology, engineering and math through interactive exhibits before enjoying a baseball game. This event is designed to teach students about real-world applications of STEM in an engaging, outdoor environment. Transportation costs for this field trip were covered thanks to the generosity of the Foss Family Foundation.

On Tuesday, June 2nd, five students in grades six through eight were inducted into the National Junior Honor Society.

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

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

Principal Report – June 6, 2026

*Discussion re: Senior Awards Night presenters:

Senior Awards Night (Friday night)-

School Board members- Moody Kent Award

School Board member- Richard Brooks Memorial Award

School Board member- Linden Sheehan Memorial Award

Graduation (Saturday morning)-

School Board Chair- Remarks

Superintendent- Presentation of Diplomas and presentation of the Class

1. Current Enrollment: (as of 6/01/2026)

Grade 9: 44 ; 1st year students= 34

Grade 10: 46 ; 2nd year students=37

Grade 11: 34 ; 3rd year students=40

Grade 12: 21 ; 4th/5th year students=30

4 OOD students

Total Enrollment (9-12): 145; (6-12): 242

2. Academics – Student Learning & Progress

NH-SAS Science assessment for 3rd year HS students included 37 out of 38 eligible students completing the test. We look forward to receiving these results, in addition to the School Day SAT results already received. These assessment results help teachers and administration understand student performance, evaluate the effectiveness of academic programs, and identify future needs and programming.

Progress Indicators:

Credit accumulation by grade level:

Grade 9:

Grade 10: 5.25 and passed English 9

Grade 11: 10.5 and passed English 10

Grade 12: 15.75 and passed English 11

Interventions & Supports:

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

3. Attendance

Overall attendance by month for grades 9-12:

	9th	10th	11th	12th	Total 6-12
August	96.34%	98.14%	99.19%	93.06%	96.98%
September	96.14%	93.36%	95.45%	90.30%	94.07%
October	92.63%	89.79%	94.37%	91.67%	93.13%
November	93.02%	93.64%	95.76%	90.54%	93.67%
December	92.52%	89.77%	92.64%	87.77%	91.67%
January	90.76%	90.91%	96.25%	91.12%	91.92%
February	92.22%	93.03%	93.12%	88.67%	90.63%
March	93.16%	90.19%	94.35%	88.79%	92.56%
April	91.0%	88.64%	93.94%	89.64%	92.06%
May	89.83%	87.5%	88.04%	74.33%	88.62%

Actions Taken:

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

4. Behavior

Discipline Incidents (April 23, 2026-June 3, 2026; 22 days of school): Total = 132 Referrals; 114 Minor offenses; 18 Major offenses

In-School-Suspensions (ISS) = 8

Out-of-School Suspensions (OSS) = 8

Detentions = 89

Administrative Conferences = 44

Top Referral Categories: Unexcused tardies, phone/digital device use, and disrespect

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 the 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

Staff and administration have prioritized the needs of graduating seniors to make sure that all who are within range of graduating finish their requirements and earn their diploma.

School staff have also begun to plan for 2026-2027 with intention, including summer school (Extended School Year) and Competency Recovery planning, student services required needs, staffing and support, and mapping out the master schedule by assigning staff and scheduling students.

6. Celebration of Success

The Pittsfield Middle High School front entrance was rejuvenated in May, thanks to the generous donations of members to the Alumni Association. The Alumni Association could not have done it without the help of several people. Thank you to Marcie Keene of Keene Eye Landscaping and Fine Gardening. She created the plan for the design, using many of the existing plants simply by moving them to more aesthetically pleasing locations. Marcie was also responsible for helping select and purchase plants from Millican Nursery. Priscilla Tiede and her grandson, Wesley transported the new plants from the nursery to the school. The work of weeding, digging, planting, replanting, seeding, and mulching was done over

two rainy days by Mike Wolfe, Gef Freese, and Tobi Chassie. A special thank you to Jim Dawson for helping with the delivery of materials. Finally, a big thank you to the Town of Pittsfield Public Works Department for helping repair some damaged pavement and supplying the topsoil for the newly planted grass seed.

This was truly a community effort and the Alumni Association appreciates all the help they received. This work demonstrated the pride that our alumni have in PMHS and let current students know that the alumni and community cares about the impression we make on visitors to our school.

Drake Field- Softball Field project: A new softball field has been cut, including moving 20 truckloads of topsoil. In exchange (barter), the district received 400 yards of ¾ inch infield mix. All trucking services and equipment operators donated their time through Joe Darrah Enterprises, FL Merrill Construction, and Shovelhead Construction. Superior Fence is contracted to do the fence installation. There is also a new pavilion going up (near the Fayette St lot). In addition, concrete was poured to reinforce the swing set poles and the swings are back up and operational! Also, a large load of wood chips was donated and spread throughout the playground area. It's a phenomenal transformation! Thank you to all who have been involved, including Jay Darrah for coordinating the work, the contractors, equipment operators and community members who've donated their time, and other contractors who've contributed to the project. This project results in a SIGNIFICANT upgrade and wouldn't be possible without the initiative, ingenuity and generous support of all involved.

On Wednesday, May 6th a group of 11 students and Mr. LaRoche attended the Youth Voice Summit Field Trip at Saint Anselm College. The students did an amazing job crafting presentations with students from around the state on various issues, such as mental health, health care discrepancies, education, renewable energy and the affordability crisis. Pittsfield was even featured in an NHPR website article! Transportation costs for this field trip were covered thanks to the generosity of the Foss Family Foundation.

The Junior-Senior prom was held on Saturday, May 16th at the Dell-LEA Country Club. Approximately 70 students were dressed up in their finest and had a great time. Thank you to Junior Class Advisors Briahna Hawes and Logan LaRoche.

The 2026 PMHS Exhibition of Learning was held on Thursday, May 21st. Students from grades 6-12 made presentations to peers, staff, and family, spotlighting a particular project or learning experience from this year. The student presenters did a fine job organizing and highlighting their work. The Exhibition is also about learning from each other. Our students distinguished themselves as mature, respectful members of a community of learners, both during fellow students' presentations by asking thoughtful questions, and during the music and drama highlight performances as audience members.

Field Day was held on Friday, May 22nd, highlighted by the entire school walking down to Drake Field for a morning of spirited fun and games, a bbq style cookout, and culminating in

a performance by a visiting hypnotist for all students and staff in the gym. Thank you to Ms. Massey and Mr. Anthony for organizing Field Day, once again, and making it a memorable day for students and staff.

Mrs. Brown and Dr. Anderson attended the Concord Regional Technical Center program Commencement on Thursday, May 28th. CRTC held a wonderful ceremony in a packed Concord HS gymnasium. PMHS had 5 students complete (2 full years) their CRTC programs: Schuyler Senseman- Health Science, Alex Penney- Health Science, Alivia Lavigne- Sports Medicine, Jillian Jordan- Behavioral Science -Education, Nika Pereira-Education.

Twenty-four students in grades ten and eleven were accepted into the CRTC program for the 2026-2027 school year.

PMHS Band and Chorus are holding their Spring Music Concert on Friday, June 5th from 6-7pm. We encourage the entire community to come out and support the efforts of our music students and their Director, Mr. Chris Dzengelewski.

The girls softball team finished the regular season 12-1, and are the 2nd seed heading into the Division IV state tournament. They received a bye to open the tournament and are the host team for their opening game scheduled on Saturday, June 6th.

The PMHS National Art Honor Society is taking a trip to the Museum of Fine Arts, Boston- on Monday, June 8th. The trip is entirely paid for through the group's fundraising efforts over the course of the last year.

**Senior Awards Night is scheduled for Friday, June 12th, beginning at 7pm.
Commencement will be held on Saturday, June 13th at 10am.**

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School



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

May 14, 2026, 4:15 P.M.

SAU Office

CALL TO ORDER

AGENDA

Minutes from April 9, 2026, committee meeting

Discussion and review of the following policies:

ACE – Procedural Safeguards

EEAG – Use of Private Vehicles to Transport Students

IHBA Programs for Pupils with Disabilities

IHBA-R(1) Programs for Pupils with Disabilities - Section 504 - Notice of Parent Student Rights

IHBAA: Evaluation Requirements for Children with Specific Learning Disabilities

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

IJOA – Field Trips and Excursions

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

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

JICD-R – Memorandum of Understanding (reviewed June 15, 2022)

Parking Lot:

JIC – Student Conduct – last reviewed Nov. 15, 2018)

JICDD – Student Discipline. Out-Of-School Actions (last reviewed Dec. 6, 2018)

JICDAA – Employee Student Relations (last reviewed Dec. 15, 2022)

JICH – Drug and Alcohol Use (reviewed Nov. 3, 2022)

JICI – Weapons of School Property – (reviewed Dec. 6, 2018)

JICI-R – Modification of a Weapons Expulsion (reviewed Nov. 7, 2019)

JIH – Searches of Students and Their Property (reviewed Dec. 20, 2018)

Special Education procedures/Manual (IHBA, IHBAM)

JKAA - Restraint and Seclusion – need date of review added to the policy – it is up-to-date

IHBAC - Developmental Delay Determination (using this category is optional)

Nondiscrimination/Title IX Policy ACE (last reviewed March 2024)

IGDJ – Eligibility Requirements – Reviewed, revised and renamed: JJIC 10/16/25

ADJOURNMENT

EEAG

Pittsfield School District

Policy EEAG - Use of Private Vehicles to Transport Students

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

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

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

Primex further advises:

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

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

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

- Require adherence to driver certification, insurance, and supervision standards in all cases

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

Recommended Revised EEAG Language

Student Transportation Expectations

- School-sponsored student transportation shall ordinarily be provided through:
 - district school buses, or
 - properly licensed and insured contracted transportation providers.

Prohibited Vehicles

- The use of 15-passenger vans or other non-school-bus vehicles designed to transport more than ten occupants, including the driver, is prohibited for transporting students for school-sponsored activities.

Incidental Transportation

- Incidental transportation by employees or approved adults may occur only in limited circumstances with prior written authorization from the Superintendent or designee.

Conditions for Incidental Transportation

Authorized incidental transportation shall require:

- valid driver's license,
- current vehicle inspection,
- proof of automobile insurance,
- annual DMV driving record review for recurring drivers,
- compliance with all district supervision expectations,
- parent/guardian permission when students are transported individually or outside normal activities.

Supervision Expectations

- Whenever practicable, two adults should be present during student transportation in private vehicles.
- One-on-one transportation should be avoided except in emergencies or specifically approved circumstances.

USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

The Pittsfield School District recognizes its responsibility to ensure that all student transportation associated with school-sponsored activities is conducted in a safe, lawful, supervised, and risk-conscious manner. Transportation of students shall ordinarily occur through District school buses or properly authorized contracted transportation providers.

Any use of private vehicles to transport students to or from school, field trips, athletic events, extended learning opportunities, co-curricular activities, or other school functions must have prior written authorization by the Superintendent or designee. The Board specifically forbids any employee or volunteer to transport students, except the individual's own children, for school purposes without prior written authorization by the Superintendent or designee. Individuals providing unauthorized student transportation do so at their own expense and liability and outside the scope of District responsibility or insurance protection.

Persons under contract with the School District to provide school transportation services must possess all licenses, certifications, endorsements, and approvals required under applicable state and federal laws, rules, and regulations. All vehicles used for contracted transportation must be approved by the New Hampshire Department of Safety as meeting all applicable school bus safety standards. Vehicles requiring school bus certification under state or federal law shall be operated only by properly certified drivers. Parents transporting only their own children are exempt from this requirement, consistent with Department of Safety regulations.

The use of 15-passenger vans, or any non-school-bus vehicle designed to transport more than ten occupants including the driver, for student transportation associated with school-sponsored activities is prohibited. The District shall not utilize transportation practices that conflict with applicable insurance requirements, state law, federal safety guidance, or risk management recommendations.

Persons providing transportation on an incidental basis, meaning transportation not specifically provided as part of a contracted transportation service, may do so only with prior written approval of the Superintendent or designee. Such transportation shall occur only when District transportation or contracted transportation is unavailable or impracticable.

Persons approved to provide incidental transportation must:

- possess a valid driver's license;
- operate a vehicle with a current New Hampshire inspection sticker;
- provide proof of automobile insurance with minimum liability limits of \$100,000 / \$300,000;
- provide a Driver Record issued by the Department of Motor Vehicles on an annual basis if transportation will occur periodically or repeatedly;
- comply with all District supervision expectations and safety requirements; and
- comply with all applicable laws and regulations governing student transportation.

Whenever possible, two adults shall be present during incidental transportation of students.

One-on-one transportation of students by an employee, volunteer, or approved adult is prohibited except in emergencies or circumstances specifically approved in writing by the Superintendent or designee.

Exceptions to the provisions of this policy may be granted only in extenuating or unique circumstances, including approved extended learning opportunities or emergency situations. Any such exception must:

- be approved in writing by the Superintendent or designee; and
- include written parent / guardian permission prior to transportation.

No student shall transport another student for school-authorized transportation without:

- written consent of the parents / guardians of all students involved; and
- prior written approval of the school administration.

No student shall be sent on school errands using a private automobile.

Reimbursement for use of private vehicles may be made only if the employee or other approved individual has received prior authorization from the supervising administrator and has complied fully with the provisions of this policy.

Failure to comply with this policy may result in revocation of transportation authorization, disciplinary action, denial of reimbursement, and/or personal liability for unauthorized transportation activities.

District Policy History:

First reading: June 24, 2010

Adopted: July 22, 2010

District revision history:

Reviewed: April 19, 2018; April 18, 2024

Amended: April 10, 2014; July 2, 2026

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

NH Statutes

RSA 265:105-a
Operating a Motor Vehicle
RSA 265:107-a
RSA 266-A:2, VII

Description

Prohibited Text Messages and Device Usage While
Child Passenger Restraints Required
Motor Carriage of Passengers

IHBA

Pittsfield School District

Major issues in the current Pittsfield version:

1. It blends IDEA and Section 504 concepts together in a way that is legally imprecise.
2. It omits Title II ADA references.
3. It does not clearly explain that Section 504 students may qualify even when not IDEA eligible.
4. It lacks detailed procedural safeguard notice language.
5. It still references age 21 rather than the updated age 22 language under RSA 186-C revisions.
6. There are several drafting/grammar problems:
 - o “individualize education plan”
 - o duplicate “representation by counsel”
 - o awkward safeguard paragraph structure.

The Policy Committee would strongly recommends replacing the policy almost entirely with the NHSBA structure and then localizing titles/references. The NHSBA version is cleaner, more defensible, and much more current legally.

PROGRAMS FOR STUDENTS WITH DISABILITIES

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and New Hampshire law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall address the students' identification, evaluation, educational safeguards, and educational placement. This system shall include notice and the opportunity for a student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with the opportunity for participation by the student's parent(s)/guardians(s), and representation by counsel, the right to be represented by legal counsel, and review procedure.

The district recognizes its obligation to provide an education for all students determined

to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's twenty-first birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's individualize education plan (IEP) team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the superintendent and/or his/her designee, students who reach the age of twenty-one during the academic year may be allowed to complete the remainder of the school year.

Adopted: February 28, 1983 (as Policy IGBA)

Amended: February 20, 2000

Amended: April 5, 2007

Amended: October 2, 2014

Reviewed: September 20, 2018

Reviewed: September 7, 2023

PROGRAMS FOR PUPILS WITH DISABILITIES**A. PROGRAMS AND SERVICES**

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (Title II), and New Hampshire Law. These laws include procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

Disabilities are defined differently under the IDEA than under Section 504 and Title II. While the IDEA focuses on special educational services for children with disabilities and the related rights afforded to eligible students and their parents, Section 504 and Title II focus on the focus on the nondiscrimination rights of students as well as other individuals with disabilities who are not students, such as family members with disabilities, and members of the public with disabilities seeking information from, or access to, the services, programs, and activities of the public school. Such rights can include the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

While all students who are eligible for special education and related services under the IDEA are protected by Section 504 and Title II, not all students protected by Section 504 and Title II are eligible for services under the IDEA. In other words, students may be disabled within the meaning of Section 504 and Title II even though they do not requires services and specially designed instruction pursuant to the IDEA.

An IDEA-eligible student is entitled to receive special education and related services when the student reaches three years of age and continues until the student's **22nd** birthday or until such time as he/she receives a regular high school diploma, whichever occurs first, or until the student's Individualized Education Program (IEP) Team determines that the student no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of **22** during the academic year may be allowed to complete the remainder of the school year.

B. NOTICE OF PROCEDURAL SAFEGUARDS

1. **IDEA SAFEGUARDS**. For IDEA-eligible students, the District utilizes the New Hampshire Special Education Procedural Safeguards, which can be accessed through the New Hampshire Department of Education website or obtained from the District's Student Services Office .

The District will provide a copy of New Hampshire Procedural Safeguards in Special Education to the parents/guardians of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

- a. Upon initial referral or parent request for evaluation;
- b. Upon receipt of the first request for a due process hearing filed in a school year;
- c. Upon receipt of the first State complaint in a school year;
- d. Upon request by a parent; and
- e. In accordance with the discipline procedures in §300.530(h).

Further information regarding special education procedures and services is available through the District Student Services Office and in the District’s Special Education Policy and Procedures Manual, a copy of which is available through that office.

2. SECTION 504 SAFEGUARDS. For procedural safeguards relative to Section 504, the District utilizes the “Notice of Parent and Student Rights Under Section 504”, an administrative document coded as IHBA-R.

The Superintendent or Superintendent’s designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The District shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.

District Policy History:

First reading/Adopted: February 28, 1983 (as Policy IGBA)

District revision history:

Amended: February 20, 2000; April 5, 2007; October 24, 2014; July 2, 2026

Reviewed: September 20, 2018; September 7, 2023

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

NH Statutes

RSA 186-C
RSA 186-C:10-a

Description

Special Education
Retention of Individualized Education Programs

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 1100

Description

Standards for the Education of Students With Disabilities

Federal Regulations	Description
34 CFR 104	Nondiscrimination on the Basis of Handicap
34 CFR 300 et seq.	Assistance to the States for the Education of Children with Disabilities
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act (IDEA)
20 U.S.C. §§1400 et seq.	Individuals with Disabilities Education Law
29 U.S.C. 794	Rehabilitation Act of 1973 (Section 504)
42 U.S.C. 12101, et seq.	Title II of The Americans with Disabilities Act of 1990

Notice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Dual Eligibility: Many students will be eligible for education services under both Section 504 and the Individuals with Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. An explanation of procedural safeguards for New Hampshire students eligible for services under the IDEA may be found in the "New Hampshire Special Education Procedural Safeguards Handbook available through the school district’s Student Services Office and sets out the rights assured by IDEA.

It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

You have a right to be informed by the school district of your rights under Section 504. (34 CFR §104.32)

Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)

Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)

Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)

Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)

Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)

Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)

Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)

If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35)

You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)

You have the right to examine relevant records. (34 CFR §104.36)

You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)

If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator within 30 calendar days from the time you receive written notice of the Section 504 Committee's action(s).

NOTE: This information should match the information provided in the annually updated AC-E {**}, and should be included in student/parent handbooks.

A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)

On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:

Office for Civil Rights
U.S. Department of Education,
5 Post Office Square
Boston, Massachusetts 02109-3921
Tel: (617) 289-0111
TTY: (877) 521-2172
FAX: (617) 289-0150
OCR.Boston@ed.gov
Web Contact: www.ed.gov

District Revision History:

Adopted: July 2, 2026

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

NH Statutes

RSA 186-C
RSA 186-C:10-a

Description

Special Education
Retention of Individualized Education Programs

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 1100

Description

Standards for the Education of Students With Disabilities

Federal Regulations

34 CFR 104
34 CFR 300 et seq.
20 U.S.C. § 1400-1417
20 U.S.C. §§1400 et seq.
29 U.S.C. 794
42 U.S.C. 12101, et seq.

Description

Nondiscrimination on the Basis of Handicap
Assistance to the States for the Education of Children with Disabilities
Individuals with Disabilities Education Act (IDEA)
Individuals with Disabilities Education Law
Rehabilitation Act of 1973 (Section 504)
Title II of The Americans with Disabilities Act of 1990

Evaluation Requirements for Children with Specific Learning Disabilities

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Procedural Safeguards Handbook.

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the District shall use: [THE DISTRICT MAY CHOOSE TO USE EITHER MODEL OR BOTH MODELS AS DESCRIBED BELOW] 1

A. The "pattern of strengths and weaknesses" model as set forth in New Hampshire State Board of Education rule Ed 1107.02(a)(1) and in federal regulation 34 C.F.R. §§ 300.307(a)(1)and 300.309(a)(2)(ii).

B. The "response to intervention" (RTI) model as set forth in Ed rule 1107.02(a)(2) and federal regulation 34 C.F.R. §§ 300.307(a)(2) and Ed rule1107.02(a)(2).

The District will find the child eligible if the child satisfies [either/the] model, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in N.H. Department of Education rule 1107 and 34 C.F.R. §§300.301 - .311, as applicable.

District Policy History:

First reading: June 4, 2026

Second reading/adopted: July 2, 2026

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

NH Statutes

RSA 186-C:10-a
RSA 200:59
Disorders

Description

Retention of Individualized Education Programs
Screening and Intervention for Dyslexia and Related

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 1100

Description

Standards for the Education of Students With Disabilities

Federal Regulations

34 CFR 300 et seq.
Disabilities
42 U.S.C. 12101, et seq.

Description

Assistance to the States for the Education of Children with
Disabilities
Title II of The Americans with Disabilities Act of 1990

IHBG

Pittsfield School District

Pittsfield policy is significantly outdated compared to the newer NHSBA model. The NHSBA version is much cleaner legally, more aligned to current RSA 193-A and Ed 315 revisions, and removes several problematic provisions that could expose the district to disputes or overreach concerns.

Key differences and recommended changes:

1. Major Legal/Compliance Improvements in NHSBA Version

The NHSBA version:

- Updates references from older “Ed. 315.04” numbering to the revised Ed 315 rules.
- Clarifies the concept of the “participating agency.”
- Better explains district obligations depending on whether the superintendent is selected as the participating agency.
- More accurately reflects parent rights under RSA 193-A.
- Removes unnecessary or potentially overreaching district language.

A. Participating Agency Section - ADD

Current policy does not adequately explain the “participating agency” structure under RSA 193-A.

The NHSBA version adds three legal options:

- DOE Commissioner
- Resident district superintendent
- Nonpublic school principal

This should absolutely be added because it clarifies:

- when the district must assist,
- when it may assist,
- and when the district has no obligation.

This protects the district operationally.

B. Withdrawal Notice Language - UPDATE

Current policy says:

“in person, via telephone, or in writing”

The NHSBA language modernizes this to:

“in person, via telephone, email or other writing”

C. Written Notice Requirements - IMPORTANT

Current policy states:

“The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04...”

The NHSBA version is much tighter legally and explicitly limits what districts can require:

“The only information required in this written notice of commencement is listed in RSA 193-A:5, II...”

I strongly recommend adopting the NHSBA wording.

D. Evaluation Section - NEEDS UPDATE

Current policy is vague and older:

“valid measurement tool mutually agreed upon...”

The NHSBA version:

- better organizes district-required vs optional support,
- clarifies no-fee assessment obligations,
- explains portfolio review,
- references the 40th percentile rule,
- clarifies district discretion when not the participating agency.

E. Re-Enrollment Section - CLEAN UP TITLES

Current policy says:

“director of college and career readiness”

and repeatedly assigns duties to that title.

Change to Principal

F. Special Education / Related Services Denial Language

This section is legally risky:

“Requests for related services including... special education services shall generally be denied.”

This needs to be rewritten:

- Homeschool special education rights are nuanced under IDEA.
- Blanket denial language can create conflict.
- “shall generally be denied” is overly broad.
- NHSBA removed language like this for a reason.

Participation in Activities Section

Current policy is actually more operationally detailed than the NHSBA draft regarding:

- athletics,
- clubs,
- curricular participation,
- transportation,
- prerequisites,
- attendance expectations.

Pittsfield should:

- tighten wording,
- remove legal-risk language,
- ensure equal access compliance under RSA 193:1-c.

Recommended Approach

The Policy Committee recommends:

Adopt the NHSBA policy as the legal/core policy, then:

- move operational procedures into an administrative regulation (IHBG-R or JJJ-R),
- keep participation procedures there.

This is the cleanest governance model.

HOME EDUCATION INSTRUCTION

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 ("Ed. 315"). A parent or guardian may establish a home education program for any child between the ages six and eighteen years of age including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District.

A. Notices Required for Commencement of Home Education Program.

1. Notice for Students Withdrawing from District. State school attendance laws apply to each student until a parent/guardian commences a home education program. Similarly, the district's attendance policies apply to all students enrolled in schools of the district.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the district wishes to begin a home education program for the child, Ed. Rule 315.04 (e)

requires that on or before the date the home education program begins, the parent/guardian must advise the superintendent of the child's withdrawal from the district. The notice of withdrawal may be made in person, via telephone, or in writing, at the parent/guardian's election.

2. **Written Notice of Program Required.** In addition to the less formal notice required for a child being withdrawn from the district, RSA 193-A and Ed. 315 both require that the parent/guardian provide written notice of the commencement of a home education program either (at the parent/guardian's election) to the New Hampshire Department of Education, the superintendent of the resident district, or to any non-public school principal.

The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04, both of which can be accessed through the New Hampshire Department of Education's website.

Upon request, the superintendent shall assist the parent/guardian to assure that the notification complies with the statutory requirements.

3. **No Annual Notice Required.** Once established, the home education program remains in effect unless terminated pursuant Ed. 315.04 (k). The parent/guardian is not required to provide annual notification of continuation of a home education program.

B. Evaluation and Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed. 315.07 provide several options for parents/guardians to meet the statutory evaluation requirements. Some of the evaluation options available to parents/guardians under that statute and rules can involve district/superintendent assistance, including, for instance, any state student assessment used by the district or any other valid measurement tool mutually agreed upon by the parent/guardian and the superintendent. Other options are available to parents/guardians as provided under RSA 193-A:6 and/or Ed. 315.07.

Parents/guardians seeking to utilize evaluation services through the superintendent, should contact the superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

No fee will be required by the district when a parent uses evaluation services provided by the district.

B. Records.

The district shall maintain documents concerning home education programs in a manner consistent with other educational records. Additionally, the superintendent shall maintain a list of all home education programs for which the superintendent, as participating agency, has received notice. On October 1 of each year, the superintendent shall notify the commissioner of the number of children for whom programs were established.

RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. The parent/guardian is required to preserve the portfolio for two years from the date of the ending of the instruction.

For evaluations which are not provided by the district, parents/guardians need only provide copies to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III (see below).

C. Re-Enrollment into the School District.

Parents/guardians deciding to re-enroll their children into the district following a period of home education will make arrangements with the director of college and career readiness for an evaluation to determine appropriate placement in the district's

program. Placements will be consistent with the School Board policy governing student placements and are subject to the same appeal process.

Parents/guardians should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

E. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the district and the state to be eligible for a certificate or diploma.

F. Participation in School Curricular and Co/Extra-Curricular Activities.

Regulations regarding the participation of home education students (as well as students of non-public or of public charter schools) in district curricular and co/extra-curricular programs are established below. The superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the district.

1. Participation in Curricular Courses. Requests by home educated, public chartered school, or nonpublic school pupils for participation in curricular courses shall be made in writing by the parent/guardian to the director of college and career readiness. The following criteria and conditions are established:

- a. The curricular course is developmentally and academically appropriate for the student.
- b. All course prerequisite requirements are met.
- c. Transportation to and from school generally shall not be provided. The director of college and career readiness may make an exception to this condition based on his/her review of all pertinent circumstances.
- d. The director's decision shall be final.
- e. Students participating in curricular courses are expected to maintain punctual attendance and complete all required coursework, homework, assessments, etc. as established by the teacher or instructor.
- f. The parent/guardian may be required to provide proof of prior coursework to establish the academic appropriateness and/or to establish that all academic prerequisites have been met.
- g. If the student is taking the course for credit or grade, such credit or grade will be granted only after the completion of the course.
- h. Requests for participation that are received after course schedules have been made will be granted only if space is available.
- i. Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological guidance, and/or special education services shall generally be denied. If a dispute arises between

the parent/guardian and the district as to the student's right to these services, the director of college and career readiness shall inform the superintendent who shall consult with the district's attorney for a legal opinion.

2. Participation in Co/Extra-Curricular Activities. Requests by home educated, public chartered school, or nonpublic school pupils for participation in co/extra-curricular activities shall be made in writing by the parent/guardian to the director of college and career readiness. Co/extra-curricular activities include, but are not limited to field trips, excursions, athletics, band, chorus, clubs, other school organizations, school dances, and others.

The following criteria and conditions are hereby established:

- a. The parent/guardian must provide prior written permission for participation.
- b. The participating student agrees to abide by all Board policies relative to student code of conduct and eligibility.
- c. Participation in the activity is developmentally appropriate for the pupil.
- d. The director of college and career readiness may ask the parent/guardian to chaperone an event.
- e. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not contrary to this policy. Participating home educated, public charter school, and nonpublic school students are expected to abide by those rules.
6. Home educated, public chartered school, or nonpublic school students may be required to provide proof of a recent physical examination from their physician for participation in athletic activities, consistent with other Board policies relative to athletic participation.

3. Use of School Texts and Library Materials. Home educated, public chartered school, and nonpublic school students will be permitted to use the school library, borrow school texts, and borrow library materials under the same conditions and rules as pupil enrolled in the District.

Reading: November 5, 1992
Adopted: February 18, 1993
Reviewed: January 8, 2009
Amended: January 22, 2009
Amended: February 23, 2012
Amended: October 16, 2014
Amended: September 20, 2018
Reviewed: May 4, 2023

HOME EDUCATION

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 (Ed 315). Parents or guardians may establish a home education program for any child, including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District. When and how parents/guardians determine to commence a home education program, and other choices the parents/guardians make, determine whether and the extent to which the District will have responsibilities relative to the home educated child(ren).

This policy is intended to help District personnel and home education families within the District understand those responsibilities based upon the family's choices. Nothing in this policy, however, should be understood to infringe upon the parent's/guardian's right under the applicable statutes or Department of Education rules.

A. Parent/Guardian Selection of a Participating Agency.

1. Selection of a Participating Agency. One of the most significant decisions the parents/guardians make relative to a home education program is the selection of a "participating agency" for home education program notification and support. This decision will also largely govern the District's obligations during the home education program.

The parent/guardian decides which participating agency to select, from the following:

- a. The Commissioner of the Department of Education;
- b. The resident district Superintendent ("District"); or
- c. The head of a nonpublic school.

The selected participating agency shall work with the parents/guardians upon request to meet the essential requirements of a home education program as set out in RSA 193-A:4, I.

2. Changing Participating Agency. At any time, the parents/guardians may select a different, valid, participating agency. To do so, the parents/guardians must provide notice to the new participating agency in the same manner as outlined in Section B.2, below.
3. District Obligations Relative to Selection of Participating Agency. If the selected participating agency is the resident district Superintendent, the District shall provide evaluation services as discussed in Section C, below. If the resident district Superintendent is *not* selected as the participating agency, the District may, but is not obligated to, provide evaluation services. However, the District shall, "work with parents **upon request** to meet the requirements of [RSA 193-A:4]. (See RSA 193-A:4, II, emphasis added.)

B. Notices for Commencement of Home Education Program.

1. Notice for Students Withdrawing from District. State school attendance laws apply to each student unless and until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed Rule 315.05 (b) requires that on or before the date home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone, email or other writing, at the parent/guardian's election.

2. Written Notice of Program Required. In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed 315 both require that the parent/guardian provide written notice of the commencement of a home education program to the selected participating agency. ***The District only receives this notice if the parents/guardians are selecting the Superintendent as the participating agency.***

The only information required in this written notice of commencement is listed in RSA 193-A:5, II: the names, addresses, and birth dates of all children who are participating in the home education program. The parents/guardians shall also provide contact information and update the notification information as necessary. If selected by the parents/guardians as the participating agency, the Superintendent of the resident district shall acknowledge receipt of the notification of commencement of home education within 14 days of receiving such notification, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.

3. No Annual Notice Required. Once established, the home education program remains in effect unless terminated pursuant Ed 315.06. The parent/guardian is ***not*** required to provide annual notification of continuation of a home education program.

C. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed 315.08 provide several options for parents/guardians to meet the statutory evaluation requirements, and the parents/guardians are free to select their preferred method.

1. Evaluation with Assistance from the District. If the District is selected as the participating agency, the District must provide evaluation services upon request of the parent/guardian. If the District is not selected as the participating agency, the District ***may*** aid in evaluation, but is not required to do so.

Parents/guardians seeking to utilize evaluation services through the District should contact the Superintendent's office as soon as practicable to ensure adequate time to prepare any necessary materials and accommodations.

While the parent/guardian may select any evaluation method outlined in RSA 193-A:6, II, as well as any other method agreed to by the parent/guardian and the participating agency, two methods merit further note:

- a. State or Local Assessment Provided by the District. If the evaluation method is a state or local assessment provided by the District, the parent/guardian must notify the

Superintendent in writing as soon as practicable to provide the District adequate time to prepare and obtain the testing materials and prepare any necessary accommodations. Under this election, the District will not charge a fee for providing or administering the test. Reasonable academic proficiency is deemed demonstrated if the composite results place the child at or above the fortieth percentile.

- b. Portfolio Review. If the District is the selected participating agency, the parent/guardian may request the District to perform a portfolio review, for which the District may charge a fee.
 - c. Other "Valid Measurement Tool". When the Superintendent is the participating agency, the parent/guardian and Superintendent may mutually agree upon any other valid measurement tool(s). A non-exclusive list of examples may be found in Ed 315.08(e).
2. Evaluation Independent of the District. As outlined in RSA 193-A:6, II, the parent/guardian may collaborate with the participating agency to find a mutually agreed upon method of evaluation as described in Ed 315.08(d) - (f).

D. Reports and Records.

1. Parent/Guardian Requirements. RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio, ***which at all times remains the property of the parent***, shall be preserved by the parent for 2 years from the date of the ending of the instruction.

Parents/guardians need only provide the evaluation results/portfolio to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III, and Ed 315.07(b).

2. District Requirements.
 - a. District as Participating Agency. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom the Superintendent was selected as a participating agency since the previous year's report.

The District should maintain record of a student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district. The District should maintain a record of its status as the participating agency for as long as it holds that status. While the parent/guardian keeps any portfolios and assessments conducted outside the District, the District should maintain record of any involvement it has in assessments as it would for any other student.

- b. District Not as Participating Agency. The District should maintain record of the student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district.

E. Re-enrollment into School District & Notice of Termination of Home Education Program.

Parents deciding to re-enroll their children into the School District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the

District's program. Placements will be consistent with Board policy governing home education and other non-enrolled district student program placements, and are subject to the same appeal process.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home education level of achievement and the scope and sequence of the District's curriculum.

Also, in the event that a parent/guardian terminates a home education program, the parent/guardian is required under RSA 193-A:5, III to provide written notice within 15 days of the termination to **either** the N.H. Commissioner of Education, the resident district superintendent, **or** the non-public school principal.

F. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the state to be eligible for a certificate or diploma.

G. Participation in School Curricular and Co/Extra-curricular Activities.

Information regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-curricular programs is found in Board policy.

District Revision History:

First Reading: November 5, 1992

Second Reading and Adoption: February 18, 1993

Reviewed: January 8, 2009; May 4, 2023

Amended: January 22, 2009; February 23, 2012; October 16, 2014; September 20, 2018; July 2, 2026

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

NH Statutes Description

RSA 193-A	Home Education
RSA 193:1	Duty of Parent; Compulsory Attendance by Pupil
RSA 193:1-a	Dual Enrollment
RSA 193:1-c	Access to Public School Programs by Nonpublic or Home Educated Pupils

NH Dept of Ed Regulation Description

N.H. Code Admin. Rules Ed 315	Procedures for the Operation of Home Education Programs
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Pittsfield School District

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

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

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

FIELD TRIPS AND EXCURSIONS

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

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

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

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

Procedures

Field trips must be authorized by the administration.

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

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

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

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

FIELD TRIPS AND EXCURSIONS

Field trips are an important supplement to the educational experiences of students when used judiciously and effectively. A field trip is defined as a visit to a site off school grounds that school personnel have determined to be a valuable component of a student's educational program. Field trips shall be educationally relevant, consistent with the goals and objectives of the curriculum, and designed to provide experiences not readily available through direct classroom instruction. Field trips do not include transportation associated with interscholastic athletics, band, cheerleading, or similar co-curricular or extracurricular activities.

An excursion is defined as any overnight, out-of-state, or foreign travel sponsored by the District or school. Excursions shall meet the educational criteria established above for field trips, with the exception of the annual senior class trip. All excursions require prior approval by the School Board. Funds shall not be collected from students for excursions prior to Board approval.

Teachers and chaperones accompanying students on school-sponsored trips or excursions are responsible for student supervision and are subject to approval by the building principal or designee.

For day trips and non-overnight activities, the maximum student-to-chaperone ratio shall be 15:1 for middle/high school students and 10:1 for elementary students.

To align with best practices and strengthen student safety protocols, all overnight field trips and excursions shall maintain a maximum student-to-chaperone ratio of 10:1 regardless of grade level. Overnight excursions involving both male and female students shall be staffed with at least two female and two male chaperones. Exceptions may be approved by the Superintendent or designee for single-gender excursions, including athletic or team-oriented events.

As part of the educational experience, students may be required to demonstrate evidence of knowledge or learning gained as a result of the field study or excursion.

All chaperones participating in school-sponsored trips or excursions shall be subject to District volunteer approval procedures, including criminal history background checks when required by District policy or administrative procedures.

Procedures

Field trips shall require prior authorization by the administration. Overnight excursions shall require prior approval by the School Board.

Staff members requesting approval for a field trip or excursion shall submit the details of the proposed trip to the building principal or designee in accordance with established administrative procedures. The Superintendent, principal, or designee is authorized to establish procedures governing the submission, review, approval, supervision, safety, and operation of field trips and excursions.

A parent/guardian permission and acknowledgment form shall be provided for each participating student and must be signed and returned prior to participation in the trip or excursion. No student shall leave school grounds on a field trip or excursion without written parent/guardian permission, except as otherwise permitted by law. Signed permission forms shall be maintained in accordance with District administrative procedures.

Financial arrangements for all field trips and excursions shall be finalized prior to the scheduled trip. If student contributions or fundraising activities are involved, all required funds shall be collected and processed through appropriate District procedures before the trip occurs.

District Revision History:

First Reading: September 12, 2002

Second Reading and Adoption: September 26, 2002

Reviewed: October 4, 2018; February 16, 2023; July 2, 2026

Amended: April 12, 2012; November 6, 2014

Pittsfield School District

Current Pittsfield version is outdated in several critical areas:

- older RSA 193:13 standards,
- outdated expulsion language,
- lacks current graduated sanctions framework,
- weaker due process detail,
- limited re-entry/intervention language,
- weaker disability protections,
- lacks newer statutory changes,
- lacks appeal clarity,
- lacks newer bullying/firearm standards,
- lacks intervention plan language,
- and lacks “safe harbor” attendance protections.

The NHSBA rewrite is much more aligned with:

- current RSA 193:13,
- Ed 317,
- Ed 1124,
- modern discipline reform expectations,
- and defensible due process procedures.

Important improvements in the NHSBA version include:

- explicit graduated sanctions linkage to JIC,
- clearer procedural distinctions,
- required warnings/opportunity to respond,
- detailed due process procedures,
- re-entry meetings,
- intervention plans,
- alternative education services,
- appeal procedures,
- firearm safe school zone language,
- disability protections,
- and explicit conflict-of-law provisions.

Current Pittsfield policy also still uses problematic language like:

- “gross misconduct”
- “permanent denial”
- and older expulsion standards
that are less aligned with current law and practice.
- The Policy Committee recommends:
- replacing Pittsfield’s current JICD almost entirely with the NHSBA model,
- then localizing only operational details (e.g., Student Support Center terminology, local code references, title references).

STUDENT DISCIPLINE AND DUE PROCESS

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable Board policies and all district and school rules. Failure to comply can lead to disciplinary consequences as set forth in this policy and applicable law.

Definitions

Disciplinary measures include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.

- A. "Removal from the classroom" means a student is sent to the student support center. It is within the discretion of the person in charge of the classroom to remove the student.
- B. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class. The Principal or designee is authorized to establish guidelines or protocol for where detention shall be served (either before school or after school). Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the Principal.
- C. "In-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.
- D. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or neglect or refusal to conform to school rules or policies.
 - a. "Short term suspension" means a suspension of ten school days or less.
 - b. "Long term suspension" means the continuation of a short-term suspension under RSA 193:13, I (b) – (c) and also means a suspension of ten school days under Ed 317.04(a)(2).
- E. "Restriction from school activities" means a student will attend school, classes and practice but will not participate in school extra-curricular activities, including competitions.
- F. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

G. "Expulsion" means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

Standards for Removal from Classroom and Detention. Students may be removed from the classroom at the classroom teacher's discretion and at the discretion of the individual supervising the student at the time if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers may assign students to detention for similar conduct.

The Principal or Designee may assign students to detention under the same standard.

Standards for In-School Suspension, Restriction of Activities, and Probation. The Principal or Designee is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, violates other board policies, or is prohibited by law.

Restriction of activities may also be issued pursuant to rules or policies pursuant to specific clubs or teams.

Process for Out-of-School Suspension. The power of suspension is authorized for gross misconduct, neglect, or refusal to conform to school district policies and rules as follows:

A. Short-Term Suspensions. The Principal (as designee of the superintendent) or other personnel designated by the superintendent is authorized to suspend a student for ten school days or less.

As required by RSA 193:13(a), educational assignments shall be made available to the suspended student during the period of suspension.

Due process standards for short-term suspension (ten days or less) will adhere to the requirements of Ed 317.04(f)(1).

B. Long-Term Suspensions. The superintendent is authorized to continue the suspension and issue a long-term suspensions of a student for a period in excess of ten school days, provided that if the superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

Prior to a long-term suspension, the student will be afforded an informal hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing before the School Board, but the process must comply with the requirements of Ed 317.04 (f)(2) and Ed 317.04 (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.

Any suspension in excess of ten school days, as described in Paragraph 2 of this Section, is appealable to the School Board, provided that the superintendent receives the appeal in writing within ten days after the issuance of the

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superintendent's decision described in Paragraph 2. Any suspension in excess of ten school days shall remain in effect while this appeal is pending.

Process for Expulsion. Any student may be expelled by the School Board for (a) an act of theft, destruction, or violence as defined in RSA 193-D, (b) for possession of a pellet paint ball gun or BB gun, or rifle as provided by RSA 193:13, II, or (c) for gross misconduct, or for neglect, or refusal to conform to the reasonable rules of the school. An expulsion under this paragraph will run until the School Board restores the student's permission to attend school.

A student seeking restoration of permission to attend school shall file a written request with the superintendent while details the basis for the request. The Board will determine whether and in what manner it will consider such a request.

Additionally, any student may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such student has written authorization from the superintendent. Any expulsion under this provision shall be for a period of not less than twelve months.

Prior to any expulsion, the district will ensure that the due process standards set forth in Ed 317.04 (f)(3) are followed.

Any decision by the Board to expel a student may be appealed to the State Board of Education.

The superintendent is authorized to modify the expulsion or suspension requirements of the first two paragraphs in this section on a case-by-case basis.

Disciplinary Removal of Students with Disabilities. If a student is disabled under the Individuals with Disabilities Act (IDEA), New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these district policies to the extent that these district policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a student with a disability as defined in Ed 1102.01 (t) shall be in accordance with Ed 1124.01.

Notice. This policy and school rules which inform the student body of the content of RSA 193.13 shall be printed in the student handbook and made available on the district's website to students and families. The Principal shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements.

Reading: May 7, 2009
Adopted: May 21, 2009
Amended: January 15, 2015
Amended: December 6, 2018

STUDENT DISCIPLINE AND DUE PROCESS**A. Policy Statement.**

This policy establishes the substantive parameters, procedures, and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions, and/or expulsion. Pursuant to School Board policy, response to misconduct, including disciplinary measures and consequences, should be designed to maximize student academic, emotional, and social success, while at the same time assuring the safety of all students, staff, and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to School Board Policy and the applicable Code of Conduct.

B. Standards and Procedures Relative to Disciplinary Consequences.

1. "Removal from the classroom" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Removals under this policy are not appealable.

2. "Restriction from school activities" means a student will attend school and classes, but will not participate in other school extracurricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher's/employee's

directives, becomes disruptive, fails to abide by [printed] classroom, school, or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce, and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, is otherwise inappropriate, or is prohibited by law.

5. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied. The building principal is authorized to place a student on probation for any of the reasons stated in paragraph 4, above.
6. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out-of-school suspensions.

- a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in School Board Policy and the Code of Conduct.

Pursuant to RSA 193:13, XI(b) and School Board policy, a short-term suspension over 5 days must conform to the standards included in the Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04(e).

- b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided that if the Superintendent issued the original short-term suspension, then the School Board must either appoint another person to continue the short-term suspension and issue the long-term suspension (in accordance with the procedures set forth in Ed 317.04 (f) and 317.04 (j)), or do so itself.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction, or violence, as defined in RSA 193-D;
- ii. bullying pursuant to School Board policy, when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f), and 317.04 (j)(i), including, without limitation, the requirements for advance notice and a written decision.

- c. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's *[or other person designated under B.6.b, above]* hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(3), and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short- and long-term suspensions.
- e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.
- f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to suspension.
7. "Expulsion" means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.
- a. Grounds for Expulsion. An expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:
 - i. A repetition of an act that warranted long-term suspension under section B.6.b, above;
 - ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
 - iii. Any act of violence pursuant to RSA 651:5, XIII;
 - iv. Criminal threatening pursuant to RSA 631:4, II(a); OR
 - v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- 1. The pupil's age.

2. The pupil's disciplinary history.
 3. Whether the pupil is a student with a disability.
 4. The seriousness of the violation or behavior committed by the pupil.
 5. Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph B.6.b.ii, above.
 6. Whether a lesser intervention would properly address the violation or behavior committed by the pupil.
- b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f) through 317.04(j) are followed.
 - c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.
 - d. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion.

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to modify the expulsion/suspension or to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deems appropriate.

1. Modification by Superintendent. Subject to all other applicable laws, regulations, and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and/or enroll a student suspended or expelled from another school or district, on a case-by-case basis.
2. Review and Reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

3. **Modification of Expulsion for Firearms.** A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes, unloaded and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded, that no ammunition was reasonably available, and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

E. Subcommittee of Board. For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

F. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a Principal may delegate any authority s/he has under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in School Board policy.

I. Conflict in Law or State Regulation.

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

District Policy History:

First reading: May 7, 2009

Second reading/Adoption: May 21, 2009

District revision history:

Amended/Reviewed: January 15, 2015; December 6, 2018; July 2, 2026

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

NH Case Law & Lower Court Orders	Description
162 N.H. 38, 27 A.3d 689 (2011)	In re Keelin B.
NH Statutes	Description
RSA 159:26	Firearms, Ammunition, and Knives; Authority of the State
RSA 186-C	Special Education
RSA 189:15	Regulations
RSA 193-D	Safe School Zones
RSA 193-D:4	Written Report Required (Safe School Zones)
RSA 193:13	Suspension and Expulsion of Pupils
RSA 631:4	Criminal Threatening
RSA 651:5, XIII	"Act of Violence"
NH Dept of Ed Regulation	Description
N.H. Code Admin Rules Ed 317.05	Reporting Procedures for Acts of Theft, Violence, or Destruction
N.H. Code Admin. Rules Ed 1100 (Chapter)	Chapter Ed 1100 Standards for the Education of Children with Disabilities
N.H. Code Admin. Rules Ed 1102.01(t)	N.H. Dept. of Ed. Admin. Rule – Ed. 1102.01(t)
N.H. Code Admin. Rules Ed 1124.01	N.H. Dept. of Ed. Admin. Rule – Ed. 1124.01
N.H. Code Admin. Rules Ed 306.04(b)(3)	Student Discipline
N.H. Code Admin. Rules Ed 317	Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process
N.H. Code Admin. Rules Ed 317.04	Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures

Federal Statutes

18 U.S.C. 921 et seq.

20 U.S.C. § 1400-1417

20 U.S.C. § 7151

29 U.S.C. 794

42 U.S.C. 12101, et seq.

Description[Firearms](#)[Individuals with Disabilities Education Act \(IDEA\)](#)[Gun-Free Schools Act](#)[Rehabilitation Act of 1973 \(Section 504\)](#)[Title II of The Americans with Disabilities Act of 1990](#)

Pittsfield School District

- Pittsfield version = better operational document
- NHSBA version = older template foundation

MEMORANDUM OF UNDERSTANDING

For administering the Provisions of RSA 193-D, Safe School Zones

1. General Principles

The Pittsfield School Board and the Pittsfield Police Department agree to work in a cooperative effort to provide a safe and healthy environment for students, staffs, and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D, Safe School Zones. The Board and the Police Department further agree to respond effectively to incidents on school delinquency or criminal behavior in school, on school grounds, and at school sponsored events.

This Memorandum deals with the law enforcement response to any incident involving the possession, use, sale, or distribution of alcohol and other drugs in a school setting or during any school sponsored activity. This Memorandum also addresses the efforts by the school and police to respond to incidents of violence; weapons possession; or acts of theft, violence, or destruction, on school property and at school functions, under the provisions of and in concert with the implementation of the Safe Schools Act, RSA 193-D. This Memorandum applies to reportable behavior of adults as well as children.

The Pittsfield School Board and the Pittsfield Police Department agree to coordinate these efforts with the local prosecuting attorney's office and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff, or the community, the Police Department and the School District may act without regard to this Memorandum. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees when requesting police assistance on matters not referred to in this Memorandum.

In the event either the Pittsfield School Board or the Pittsfield Police Department desires to amend this Memorandum, the agency seeking changes will arrange for meeting with the other.

2. Definitions

The following terms, as defined in RSA 193:D-1 apply to this Memorandum:

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- “Safe School Zone” means an area inclusive of any school property or school buses.
- “School” means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools.
- “School Employee” means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit, or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.
- “School Property” means all real property, physical plant, and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- “School Purposes” means school-sponsored programs, including but not limited to educational or extracurricular activities.

3. School / Police Liaisons

In order to facilitate prompt and clear communication of incidents, the School Board and Police Department will designate individuals to serve as primary contact liaisons. The superintendent of schools shall designate the dean of operations as the school district’s reporting official. He/she shall be responsible for handling all reportable incidents of: (1) drug/alcohol use, possession, sale, and/or distribution; (2) assault or violence; (3) possession of weapons; and/or (4) theft or destruction of property. The school district liaison will communicate information on such incidents to the Police Department.

The chief of police shall designate a police officer(s) who shall be responsible for handling all reportable incidents brought to the attention of the Police Department by the school’s reporting officials. In addition to communication between the reporting official and the police officer on specific incidents mentioned above, it is recommended that official and officer meet regularly to discuss the scope of these problems and to identify strategies aimed at reducing them.

4. Reportable Acts

A. School Reports to the Police Department

1. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:

- a. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property or at school functions;

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- b. Possession, selling, or distribution of any controlled substance (including drug paraphernalia) as defined in RSA 318-B by an individual on school property or at school functions;
- c. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property or at school functions;
- d. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks, or explosives, as defined in RSA's 208, 644, and 159, on school property or at school functions;
- e. Arson under RSA 634:1: any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;
- f. Burglary under RSA 635: any person who enters a building or separately secured section of a building with a purpose to commit a crime;
- g. Robbery under RSA 636: including theft that is accomplished by physical force or the threat of imminent use of force;
- h. Thefts of property where the value is more than \$50 or repeated occurrences of theft by one student (thefts by students who are in the third grade or lower are generally not reported to the Policy);
- i. Homicides under RSA 630: any death shall immediately be reported to the Police Department regardless of suspected cause;
- j. First or second degree assault under RSA 631: whereby an injury occurs to a person, requiring medical treatment beyond basic first aid or requiring outside medical follow up, caused by another person. Investigation may reveal that not all of these incidents constitute an actual crime. Reporting will allow an investigation to be conducted.
- k. Sexual assault under RSA 632-A: any sexual contact with a person who is under thirteen years of age will be reported;
- l. Criminal Mischief under RSA 634:2: purposely or recklessly damaging the property of another, resulting in a value of \$50 or more of damage. This includes vandalism to school property.

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- m. Threatening Behavior under RSA 631:4: which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.
2. Discretionary reporting events that are up to the discretion of the building Principal:
- a. Refusal or neglect to conform to reasonable rules of the school or to clear non-injurious directions given by a staff member;
 - b. Simple assault incidents (which don't meet the criteria as stated in j above), depending on the nature of the incident, as determined by the school administration;
 - c. Theft under RSA 637: of property valued at under \$49;
 - d. Criminal mischief under RSA 634:2: purposely or recklessly damaging the property of another resulting in a value of \$49 or less of damage; this includes vandalism to school property.

B. Police Department Reports to the School

- 1. The following information shall be reported by the Police Department to the dean of operations:
 - a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student or of others students in the school, where the law allows.
- 2. The following information shall be shared with the school administration by the Police Department, subject to applicable statues and regulations governing confidentiality:
 - a. The arrest and filing of a delinquency complaint against any student under the age of seventeen years;
 - b. Other non-criminal activity that the Police Department deems pertinent to one or more students' well-being, including but not limited to threatening to attempt suicide or victimization of a student by a parent, caretaker, or other individual.

5. Procedures for Reporting

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- A. It is agreed that every school employee who has witnessed or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the dean of operations. The dean of operations shall then contact the Police Department by telephone and report the incident. The Principal shall also provide the Police Department with a written report within forty-eight hours of the incident.
- B. The report required shall include:
1. Identification of the act of theft, destruction, or violence that was alleged;
 2. The name and address of witnesses to the alleged act;
 3. The name and home address of any person suspected of committing the act.
- C. The written report required above shall be waived when there is a law enforcement response at the time of the incident which results in a written police report.
- D. School response:
1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:
 - a. Confront the student with the nature of the offense;
 - b. Take the student to the dean of operations office or other designated location;
 - c. Retrieve and turn over any physical evidence to the dean of operations or designated employee.
 2. For mandatory reportable acts, the dean of operations shall:
 - a. Notify the police and the student's parent/guardian, and inform them of the nature of the incident;
 - b. Turn over any physical evidence seized and a written fact summary to the Police Department;
 - c. Initiate disciplinary action in accordance with Board policies.
 3. For discretionary reportable acts, the dean of operations shall:

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- a. Determine if the police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible; any incident reported to the Police shall also be reported to the student's parent/guardian;
- b. Initiate disciplinary action in accordance with Board policies.

E. Police response:

- 1. The police officer will make contact with the school as soon as possible after receiving a report from the dean of operations to investigate the incident or take any other appropriate action;
 - 2. During the investigation, the police officer may meet with the dean of operations, the student, the student's parent/guardian, and appropriate persons with knowledge of pertinent facts, if required;
 - 3. If at the conclusion of the investigation, the student is found to have committed the alleged offense, the police officer may initiate a formal complaint process;
 - 4. When the police officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a weapon, and where probable cause exists for arrest, the officer shall take the appropriate action to initiate the formal complaint process.
6. To the extent possible, precautions will be taken by both police and school officials at all times to ensure that the educational process is not disrupted.

Chief of Police

Date

School Board Chair

Date

Superintendent of Schools

Date

Reading: May 7, 2009

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Adopted: May 21, 2009
Reviewed: December 6, 2018
Reviewed: June 15, 2023

MEMORANDUM OF UNDERSTANDING

For administering the Provisions of RSA 193-D, Safe School Zones

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Chief of Police

Date

School Board Chair

Date

Superintendent of Schools

Date

District History

Reading: May 7, 2009
Adopted: May 21, 2009
Reviewed: December 6, 2018, June 15, 2023; July 2, 2026