

PITTSFIELD SCHOOL BOARD

MEETING AGENDA

5:30 p.m., Thursday, December 5, 2019

PMHS Media Center

Pittsfield Middle High School

1. CALL THE MEETING OF THE SCHOOL BOARD TO ORDER
2. AGENDA REVIEW
3. ACTION ON AMENDED AGENDA
4. APPROVE MINUTES: November 21, 2019
November 21, 2019, Non-Public Session
5. PUBLIC INPUT - Comments from community members, guests, and faculty
6. STUDENT REPRESENTATIVE – Oral Report

7. DEAN OF INSTRUCTION

Action

-

Information & Discussion

- Conference Data
- Midterm Assessments
- ATS Team

8. DEAN OF OPERATIONS

Action

-

Information & Discussion

- Capital Improvement Projects
- District Technology Plan
- School Facilities

9. DIRECTOR OF STUDENT SERVICES

Action

-

Information & Discussion

- Free and Appropriate Public Education (FAPE)
- NH Special Education Costs Survey, 2019
- FLEX Programs

10. DIRECTOR OF COLLEGE AND CAREER READINESS

Action

-

Information & Discussion

- No Report

11. DIRECTOR OF INTERVENTION

Action

-

Information & Discussion

- No Report

12. SUPERINTENDENT OF SCHOOLS

Action

- *NH Safe Grant*
- Policy Updates
- GBEB, Staff Conduct
- JFA, Residency
- JFA-R, Residency – Legal
- Requirements
- JLF, Reporting Suspected Child
- Abuse or Neglect

Information & Discussion

- Safety Inspection Report
- PACE Career Academy
- Middle School Designation by State
- Annual Audit Report
- Coming Events

13. SCHOOL BOARD

Action

-

Information & Discussion

-

14. COMMITTEE ASSIGNMENTS

- | | | |
|----|----------------------------------|---------|
| A) | Budget Committee Representative: | HA |
| B) | Drake Field & Facilities: | MW & AG |
| C) | Negotiating Team: | HA & BD |
| D) | Foss Foundation: | TM |

15. PLAN AGENDA FOR NEXT MEETING: December 19, 2019

16. PUBLIC INPUT - 2nd Session

17. NON-PUBLIC SESSION – The Board is requested to enter into non-public session to discuss a personnel matter under the authority of RSA 91-A:3 II (a).

18. ADJOURNMENT

**STATE OF NEW HAMPSHIRE
SCHOOL ADMINISTRATIVE UNIT #51
PITTSFIELD SCHOOL BOARD**

MINUTES

Pittsfield School Board Meeting
November 21, 2019
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Michael Wolfe, Chairperson
Heidi Asdot, Vice Chairperson
Bea Douglas
Adam Gauthier
Ted Mitchell

Others Present: John J. Freeman, Superintendent of Schools
Jessica Bickford, Director of Student Services
Melissa Brown, Director of College and Career Readiness
Derek Hamilton, Dean of Operations
Danielle Harvey, Dean of Instruction
Tobi Chassie, Recording Secretary
Members of the Public

Mr. Wolfe called the meeting to order at 5:30 p.m.

II. AGENDA REVIEW

The following items were added to the agenda:

- Title I Open House (Ms. Lemay)
- I Applied Event (Ms. Brown)
- Community College System of New Hampshire (Ms. Brown)
- District Meeting (Dr. Freeman)
- Warrant Articles (Dr. Freeman)

III. ACTION ON AGENDA

On a motion made by Mr. Gauthier and seconded by Ms. Asdot, the Board voted unanimously to approve the agenda as amended.

IV. APPROVAL OF PREVIOUS MEETING MINUTES

A motion was made by Mr. Mitchell and seconded by Ms. Douglas to approve the minutes of the public meeting on November 7, 2019. The following changes were made: on page four, paragraph three, omit the letter “s”; on page four, section F, change to “Browne Center”; on page five, change the Roman numerals to be sequential; and on page five, paragraph three, add the word “unanimously”. The motion was approved unanimously to accept the minutes as amended.

A motion was made by Mr. Gauthier and seconded by Ms. Asdot to approve the non-public minutes of November 7, 2019. The change from the public session reconvening from 6:33 to 6:32 was made. The motion was approved unanimously to accept the minutes as amended.

V. PUBLIC INPUT

Stacey Wittenberg asked how often there was an evacuation drill and when was the last drill. Mr. Hamilton said the last drill was on October 24, 2019. He explained that the fall and spring seasons are used to do the evacuation drills and the winter months are left to do other drills.

Ms. Wittenberg read a statement regarding her concern about problem behavior and perceived lack of consequences. She stated that her major concern is the lack of consequences and the number of students who are offending repeatedly. She opined that the consequences such as Pitt Stop or being taken out of class are not appropriate consequences; students like to be taken from class. She continued to provide the School Board with examples of behavior that she suggested are inappropriate and not adequately consequence. Ms. Wittenberg concluded by suggesting there is a lack of communication about serious behavioral events.

Mr. Hamilton stated he will be discussing behavior challenges at PES in his report. Ms. Bickford provided Ms. Wittenberg with a written explanation of the Flex Program.

Robert Schiferle stated his agreement with Ms. Wittenberg’s comments related to behavior going un-consequenced.

Mr. Schiferle noted an increase in the proposed budget and raised the issue that this is in addition to the completion of the payment of a bond, which in his opinion, increases the impact to taxpayers to an unreasonable level. He questioned how the money that is reportedly coming from the New Hampshire Department of Education will be used to offset taxes. Mr. Schiferle explained that last year, due to budget constraints, no money was put toward capital improvement projects. This year, capital improvements will be a priority from the Town of Pittsfield side.

Mr. Wolfe stated that he is standing strongly behind the proposed budget because the students of the district have suffered from the previous budget cuts that have been made.

Mr. Mitchell stated that some of the behavior issues that are present are due to the many budget cuts that have been made, eroding the support available for students in need.

VI. STUDENT REPRESENTATIVE

Harrison Hill was unable to attend the meeting. On his behalf, Mr. Hamilton explained that the first draft of the school norms is being vetted with students during their advisory period.

Mr. Gauthier asked if a report could be provided from the student representative. Mr. Hamilton agreed to provide the Board with a copy of the draft norms.

VII. DEAN OF INSTRUCTION - No report.

VIII. DEAN OF OPERATIONS

A. Capital Improvement Estimates

Mr. Hamilton distributed a copy of a document, *Potential Projects for Capital Improvements*. He reviewed the list of suggested projects for PES (secure main entrance, replacement of boilers, replacement of HVAC controls) and PMHS (roof areas, heat loss in roof around cupola, and replacement of windows in the original part of the building). Also under consideration for Drake Field is the installation of a softball field, attention to the cracked sidewalks, and broken fencing along the perimeter of the field. Finally, in another five to ten years, the Board will need to consider installing condensing boilers and a boiler stack economizer at PMHS.

Mr. Mitchell asked if EverSource might provide financial support for some energy-saving projects. Mr. Wolfe agreed that it would be worth pursuing when the time comes to do the projects. Although, as pointed out by Dr. Freeman, the district does not buy their power from EverSource, Mr. Wolfe suggested there is evidence to suggest they may still assist.

B. School District Newsletter

Mr. Hamilton provided the Board with a copy of the recent newsletter sent out to families.

C. PES Student Behavior Report

Mr. Hamilton compared the number of behavioral referrals at PES between this year's first quarter (13.7%) and the three-year average of behavior referrals for the first quarter of the 2016 through 2018 school year (6.7%).

Mr. Hamilton continued by explaining data that was related to specific behaviors. For example, twenty-two percent of the referrals have been for out of assigned area, in comparison to 6.7% in the 2018-2019 school year.

On a positive note, Mr. Hamilton stated that seventy-eight percent of students have not received a behavior referral to date.

Mr. Hamilton described the ways in which the administration is addressing the issue of behavior at PES, including revamping protocols relative to Pitt Stop; the use of a social mapping exercise with students who experience difficulties; the use of Zones of Regulation, a curriculum to help students regulate their actions; the integration of Choose Love, a social-emotional learning program; facilitating teams that meet monthly to support school-wide behavior management practices; and a Flex Advisory Board, supporting best practices being used across the Flex Program.

Ms. Douglas explained that there are specific laws that need to be followed in dealing with inappropriate behavior. She reassured Ms. Wittenberg that the administration is appropriately dealing with the issue of behavior.

Dr. Freeman explained that there is an increase in inappropriate behavior across all schools in the nation. He reminded the audience that the corporal punishment strategies that were previously used have been determined ineffective. Further, many of the best practices used are not necessarily seen by other students. He reassured the Board that the administration is taking this challenge seriously and continually assessing the options available to address the issue. Dr. Freeman provided numerous examples of the remarkable positive behavior that he recently observed at PES, as well as four examples of negative behavior, which were handled effectively by adults. He highlighted the fact that school is an educational environment, in which appropriate behavior must be taught.

Mr. Hamilton reassured the Board that the administration is transparent with the Board about behavior data and the strategies being used to address that behavior. To answer Mr. Gauthier's question, he stated that approximately ten to twelve people are trained in crisis prevention intervention strategies.

D. PMHS Student Behavior Report

Mr. Hamilton stated that there were a total of 211 referrals during the months of September and October, which is an average of 5.1 referrals per day. These numbers have decreased in comparison to first quarter last year of 7.6 referrals/day. Seventy percent of our students at PMHS have not received a referral this year.

IX. DIRECTOR OF STUDENT SERVICES

A. Hiring Update

According to Ms. Bickford, two paraprofessional positions remain open, as does one part-time English for Students of Other Languages (ESOL) teacher.

B. Out of District Students

Ms. Bickford updated the Board on students who have been placed out of district due to placements made by the New Hampshire Division of Children, Youth, and Families.

C. Medicaid Update

Ms. Bickford reported that she has drafted a letter for all families in the district that have students in special education or have a Section 504 plan to collect permissions to communicate with their child's medical providers. Once the permission is received, referrals will be mailed to physicians for their approval of services that will be reimbursed by Medicaid.

D. Special Education

Ms. Bickford reported on case management and student space changes to better address specific student needs.

E. Students Involved in Court

The number of students that are court involved has increased. There is only one juvenile justice case; the remainder of the cases are relative to abuse and neglect issues in the home.

Ms. Bickford clarified the purpose of the Flex Program.

X. DIRECTOR OF COLLEGE AND CAREER READINESS

A. I Applied Event

Ms. Brown presented a poster that depicted the result of the I Am College Bound / I Applied. Twenty-two students applied to college during the event at PMHS; 105 applications were completed.

B. Community College System of New Hampshire

Ms. Brown reported that new alliances will be built between the Pittsfield School District and the Community College System of New Hampshire. Dr. Freeman stated

this work is in alignment with the new role description for a director of college and career readiness.

XI. DIRECTOR OF INTERVENTIONS

A. Title I Open House

Ms. LeMay reported a positive response to the Title I Open House. The feedback she received included bringing back the summer field trips that she provided in 2018.

B. International Dyslexia Association Conference

Ms. LeMay reported on her recent participation in the International Dyslexia Association Conference. She is sharing what she learned with faculty and hopes others will attend future conferences.

C. Eighth Graders

In the month of October, Ms. LeMay met with all 8th grade students individually to ensure that they understood the policies for promotion into 9th grade and attendance at the ceremony. She followed the meeting up with a letter to parents.

XII. SUPERINTENDENT OF SCHOOL

- A. Dr. Freeman explained that Attorney John Tobin, one of the attorneys involved in the Claremont Lawsuits, contacted the district inviting Pittsfield to be included in the filing of a court brief in support of the ConVal school funding lawsuit. Inclusion in this effort will be done *pro bono*, so the district will not assume any financial burden.

On a motion made by Mr. Gauthier and seconded by Ms. Asdot, the Board voted unanimously to approve being included in the initiative.

B. Request

A request was presented for a non-resident student to continue her senior year at PMHS. On a motion made by Ms. Asdot and seconded by Mr. Gauthier, the Board voted unanimously to approve the student's request.

C. Role Description - Director of Career Readiness

On a motion made by Mr. Gauthier and seconded by Mr. Mitchell, the Board voted unanimously to approve the recently modified role description for the position of director of career readiness.

D. Policy Updates

Dr. Freeman proposed a change to Policy JRA, Student Records and Access. On a motion made by Ms. Douglas and seconded by Mr. Gauthier, the Board unanimously approved Policy JRA.

E. Proposed Budget, 2020-2021

Dr. Freeman provided the Board with a copy of the proposed budget, which reflects modifications to previous versions which the Board made at the last meeting. He distributed a copy of the estimated Revenue Summary, 2020-2021.

On a motion made by Ms. Douglas and seconded by Mr. Mitchell, the Board voted unanimously to approve the proposed budget.

F. PES Student Behavior Management

Topic discussed earlier in the meeting; see page four.

G. Coe-Brown Invitation

Dr. Freeman reported that Mr. Wolfe and he attended the informational meeting for new students at Coe-Brown Academy.

H. January 2 School Board Meeting

Dr. Freeman informed the Board that he will be absent from the Board's meeting on January 2, 2020.

I. Superintendent Performance Evaluation

Dr. Freeman provided members of the Board with the superintendent performance evaluation worksheets as requested.

J. School District Meeting

The Board determined the date of the Deliberative Session to be Wednesday, February 5, with a snow date of Thursday, February 6, 2020.

K. Warrant Articles

Dr. Freeman suggested the Board think about possible warrant articles for the next Board meeting.

L. Coming Events

Dr. Freeman provided the Board with a list of coming events for the month of December.

XIII. COMMITTEE ASSIGNMENTS

- A. Budget Committee - Ms. Asdot
- B. Drake Field & Facilities - Mr. Wolfe and Mr. Gauthier
- C. Negotiations – Ms. Asdot and Ms. Douglas
- D. Foss Family Scholarship Foundation – Mr. Mitchell

XIV. PUBLIC INPUT (Second Session)

Mr. Schiferle stated that the projected adequacy grant increase is favorable.

Mike Cabral provided positive feedback on a new PMHS teacher.

Mr. Schiferle stated his appreciation for the candid conversation about the measures being taken relative to discipline.

Mr. Schiferle stated the district's appointment with the Budget Committee will be December 4, 2019.

XV. NON-PUBLIC SESSION

At 6:56 p.m. a motion was made by Ms. Douglas and seconded by Ms. Asdot to enter into non-public session to discuss personnel issues under the authority of RSA 91-A:3 II (a). The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, yes; Mr. Mitchell, yes; Mr. Gauthier, yes; Mr. Wolfe, yes) to enter into non-public session.

The Board discussed two personnel issues; no action was taken in non-public session.

At 7:03 p.m. a motion was made by Ms. Douglas and seconded by Mr. Mitchell to exit from non-public session and to re-enter into open session. The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, yes; Mr. Mitchell, yes; Mr. Gauthier, yes; Mr. Wolfe, yes) to exit the non-public session and to re-enter into open session.

XVI. SCHOOL BOARD

On a motion by Ms. Asdot and seconded by Ms. Douglas, the Board voted unanimously to approve a contract extension for the superintendent of schools.

XVII. ADJOURNMENT

On a motion made by Ms. Asdot and seconded by Mr. Gauthier, the meeting was adjourned at 7:04 p.m.

Respectfully submitted,

Tobi Chassie
Recording Secretary

PITTSFIELD SCHOOL BOARD

Non-Public Session Minutes

November 7, 2019

Members Present: Mike Wolfe, Chairperson
Heidi Asdot, Vice Chairperson
Bea Douglas
Ted Mitchell
Adam Gauthier

Motion: On a motion by Mr. Mitchell and seconded by Ms. Douglas, the Board voted unanimously to enter into non-public session under the authority of RSA 91-A:3 II (a).

Specific Statutory Reason for Nonpublic Session: RSA 91-A:3 II (a), *The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.*

Roll call: Vote to enter non-public session:

Ms. Asdot	yes
Ms. Douglas	yes
Mr. Gauthier	yes
Mr. Mitchell	yes
Mr. Wolfe	yes

Time Nonpublic Session Entered: 6:56 p.m.

Other Persons Present: Superintendent Freeman

Description of Matters Discussed:

- A. Dr. Freeman advised the Board of the status of an ongoing personnel issue.
- B. The Board reviewed a previously-discussed contract extension of the superintendent of schools.

Action: No action was taken.

Public Session Reconvened: 7:03 p.m.

Role Call to Seal Minutes: No motion to seal minutes.

Minutes Recorded By: John Freeman

Pittsfield School District

To: Pittsfield School Board
From: Danielle Harvey
Subject: Board Meeting – December 5, 2019
Date: November 27, 2019

ACTION

None at this time.

INFORMATION

1. Conference Data: Attached is the compiled conference data from 2016-2019. PMHS had the highest number of students completing their conferences this fall within that period! PES was maintaining its participation rate at the time of this report, with some rescheduled conferences happening this week.
2. Midterm Assessments: PMHS has midterm assessments scheduled. The letter that went home to families is attached. Teachers worked Monday during the afterschool meeting time to complete the schedule and assign proctors. Middle school students will be completing interim New Hampshire State Assessment tests to give them practice with the spring assessment and to provide teachers with formative data.
3. ATS Team: As a reminder, the middle school was identified as an Additional Targeted Support School. Teachers in grades five through eight will be meeting with administration monthly to review data and participate in Plan-Do-Study-Act (PDSA) cycles to improve outcomes. Also, we will be contracting with WestEd. They will use the information the ATS team gathered last year from student interviews and the PSDAs, help us collect additional information, and create an improvement plan. This is funded through Title II professional development funds.

Conference Participation Data
2016-2019

	PES Fall 2019	PES Spring 2019	PES Fall 2018	PES Spring 2018	PES Fall 2017	PES Fall 2016		PMHS Fall 2019	PMHS Spring 2019	PMHS Fall 2018	PMHS Spring 2018	PMHS Fall 2017	PMHS Fall 2016
Pre-K	93%	89%	82%		83%	88%	7th	89%	86%	88%	81%	89%	97%
K	94%	91%	93%	85%	91%								
1st	97%	92%	90%	74%	81%	97%	8th	87%	64%	80%	91%	88%	89%
2nd	87%	91%	80%	85%	90%	87%							
							9th	97%	83%	86%	97%	91%	77%
3rd	90%	89%	85%	89%	89%	97%							
4th	83%	90%	90%	81%	87%	89%	10th	83%	74%	89%	87%	77.5%	75%
5th	85%	74%	67%	80%	88%	84%							
							11th	93%	81%	80%	78%	77%	86%
6th	71%	78%	86%	80%	75%	89%							
Multi -age	92%	91%	76%	87%	97%	86%	12th	79%	76%	78%	67%	44%	80%
							Flex	100%	60%	82%	80%	43%	86%
PES							PMHS						
Total	88%	88%	83%	83%	87%	89%	Total	88%	77%	84%	84%	76%	84%



PITTSFIELD MIDDLE HIGH SCHOOL
23 Oneida Street, Pittsfield, NH 03263
Phone: 603.435.6701 Fax: 603.435.7087
www.pittsfieldnhschools.org

November 25, 2019

Dear PMHS Families,

We will be holding exams in December, so that students will receive feedback prior to the end of second quarter on January 24th. These exam blocks give teachers the opportunity to offer an extended assessment block with their students. Assessment blocks are scheduled for all segmented full year core classes to all students in grades 7-12. On **December 4th** students will take Science and ELA. The following week, on **December 11th** Social Studies and Math. The full assessment schedule is on the back.

Feedback from past graduates and families indicated that students needed more experience preparing for high stakes exams which support the retention of learning. The midterm assessment block will hopefully provide the experience our students need to be successful in postsecondary education. Teachers will support students to learn how to plan to take these extended time assessments. By doing these blocks in December, students will be able to continue working towards competency in the month of January.

Students are expected to arrive promptly for the assessment blocks. *Students who are absent from school will be required to produce a doctor's note and receive administrative approval to take the assessment on an alternate date.* This practice helps to ensure that students take the assessment seriously, prepare for it in advance, and attend school on assessment dates. Students who do not submit a doctor's note or provide documentation of any extenuating circumstances will receive a zero for each competency that the exam assessed.

If high school students do not have an exam during the afternoon assessment block, they may bring a *dismissal note into the office by 9:30 a.m.* on the day of the assessment.

If you have any questions or concerns, please feel free to contact me at 435-6701 x1103 or by email at dharvey@pittsfieldnhschools.org.

Sincerely,

Danielle Harvey
Dean of Instruction
Pittsfield School District

Midterm Assessment Schedule for 2019

8:00-8:05	Morning Announcements (report to Exam Block #1)
8:05-9:35	Exam Block #1 (12/4 Science; 12/11 Social Studies)
9:38-10:48	Content Block
10:51-11:14	HS Lunch/MS Advisory (class meetings held as scheduled on 12/4)
11:17-11:42	MS Lunch/HS Advisory (class meetings held as scheduled on 12/4)
11:45-1:15	Exam Block #2 (12/4 ELA; 12/11 Math)

Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton, Dean of Operations
Subject: Board Meeting – December 5, 2019
Date: November 27, 2019

INFORMATION

1. Capital Improvement Projects. This past week we received an estimate to transition to an automated HVAC system at Pittsfield Elementary School. I've included the cost below along with an updated summary of the priorities and estimates that we have received to date.

Pittsfield Elementary School

1. Install a secure main entry and redesign office space to accommodate (no estimate available)
2. Replace the boilers (Granite State Plumbing estimates that the equipment and installation costs will be approximately \$90,000)
3. Replace the HVAC controls (Energy Controls of New Hampshire estimates the minimum cost will be \$144,000)

Pittsfield Middle High School

1. Address the roof areas on the SAU side of the building that are subject to ice dams (no estimate available)
2. Address the heat loss in roofing around the cupola and other areas of the building (Eversource estimates the cost will be \$43,000)
3. Replace the windows in the original building (Granite State Glass estimates the cost will be \$750,000)

Additionally, the Board has expressed an interest in repairing the cracked sidewalks and broken fencing along the perimeter of the Drake Field (no estimate available). Also, in another 5-10 years, the Board will need to consider installing replacement boilers at Pittsfield Middle High School along with a boiler stack economizer (estimated cost is \$130,000).

The Board may want to have further discussion on these projects to determine if more information is needed and/or to determine if funding for one or more of these projects will be considered as a warrant article in the 2020-2021 budget proposal.

2. District Technology Plan. After several years of information gathering, research and development, and vetting and refinement, the District Technology Team is prepared to bring a proposal to the Board. At this stage, the proposal is for information and feedback. Members of the Technology Team will join us at the Board meeting to present the plan and to answer any questions that you may have.
3. School Facilities. Nicholas Abell and Peter Pszonowsky of the Pittsfield Fire Department will be joining us at the Board meeting to review the annual school fire and line safety inspection reports. I want to thank Sue Barrett and Jim Dawson for their efforts to address the discrepancies that were brought to our attention after the initial inspections this past fall.

Pittsfield School District

To: Pittsfield School Board

From: Jess Bickford

Subject: Board Meeting – December 5, 2019

Date: November 27, 2019

INFORMATION

1. FAPE: In light of recent discussions around special education students disrupting classrooms, I wanted to take this opportunity to share the federal law around Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
 - a. FAPE, Section 300.101 of IDEA: A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21.
 - b. LRE, Section 300.550 of IDEA: To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
2. NH Special Education Costs Survey 2019: The attached report is a voluntary survey special education directors complete throughout the state in order to give each other an idea of where our own schools might stand with special education numbers. The report is based on the “Annual Financial Report” or the DOE-25. I will review where Pittsfield stands at the Board meeting for each question.
3. Flex Programs: Attached is the first newsletter that the Flex Advisory Board (FAB) sent to all staff. The FAB decided to do this based on survey results from the staff that indicated not many people knew how students become a part of the Flex program.

PES and PMHS Flex NEWSLETTER

Fall, 2019

Let's Talk Flex

Volume 1: Edition 1



Abig big thank you for those who participated in our survey. Thank you for your honesty.

Flex is a program designed to provide flexible learning opportunities and teach tools for self-regulation and executive functioning. We support students in their academics and their transition to adulthood. Flex is not designed to be a disciplinary program. We strive for proactive support when students are in crisis or struggling, this includes teaching coping skills and providing a safe place to return to baseline. The end goal is for all students to return to the general classroom.

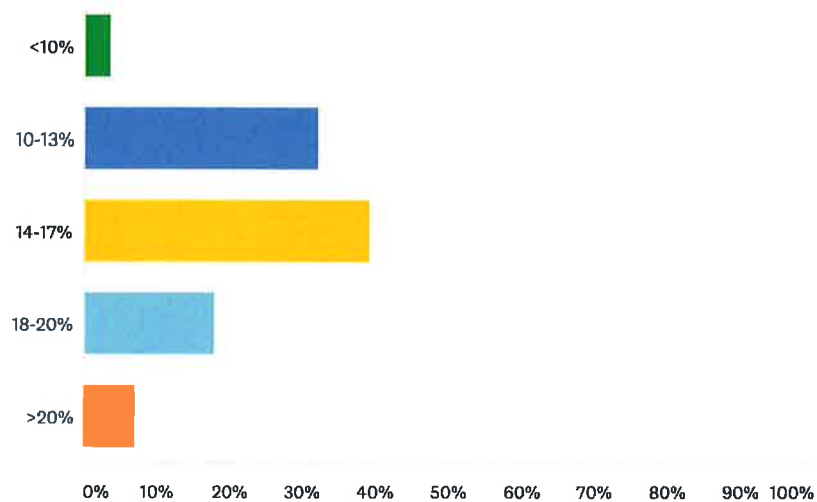
How to refer your student to Flex?

- Complete teacher reflection form in the student's Progression of Supports folder
- Develop an intervention plan (with help if needed) to implement and track progress in the student's communication log

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- This should be at least 6 weeks in length and completed with fidelity
 - If intervention is not successful, refer to Director of Interventions for Progression of Supports
 - Complete Flex referral form if appropriate ([PES](#), [PMHS](#))
 - Submit form to Building Leadership Team (one of the administrators)

Q3 During 2018-2019, what was the percentage of children identified as special education (under IDEA) in your district?

Answered: 28 Skipped: 32



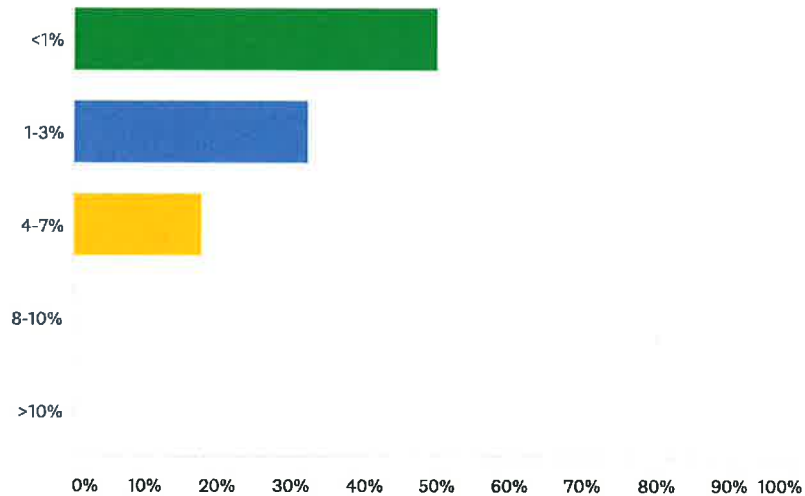
ANSWER CHOICES

RESPONSES

<10%	3.57%	1
10-13%	32.14%	9
14-17%	39.29%	11
18-20%	17.86%	5
>20%	7.14%	2
TOTAL		28

Q4 During 2018-2019, what was the percentage of children identified as special education (under IDEA) and placed in out-of-district programs?

Answered: 28 Skipped: 32



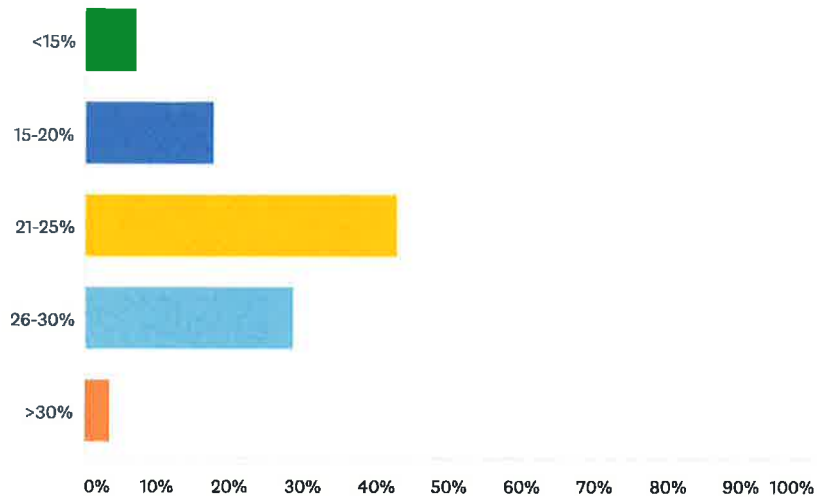
ANSWER CHOICES

RESPONSES

<1%	50.00%	14
1-3%	32.14%	9
4-7%	17.86%	5
8-10%	0.00%	0
>10%	0.00%	0
TOTAL		28

Q5 What percentage of your district's budget for 2018-2019 was allocated to special education? (From DOE 25: total special education expenditures page 21, line 21, divided by total expenditures general fund, page 10, line 8.)

Answered: 28 Skipped: 32



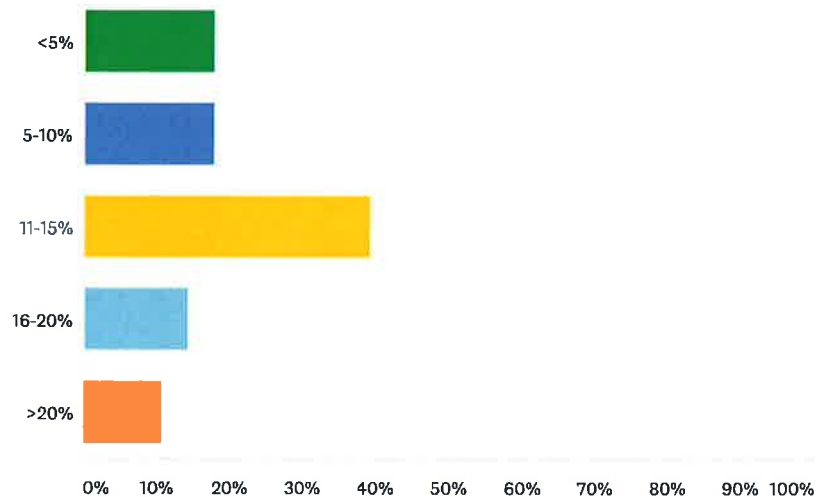
ANSWER CHOICES

RESPONSES

<15%	7.14%	2
15-20%	17.86%	5
21-25%	42.86%	12
26-30%	28.57%	8
>30%	3.57%	1
TOTAL		28

Q6 What percentage of your district's special education budget for 2018-2019 was allocated to out-of-district tuition costs?
 (From DOE: page 22, total of lines 18 - 22, divided by total of special education expenditures, page 21, line 21.)

Answered: 28 Skipped: 32



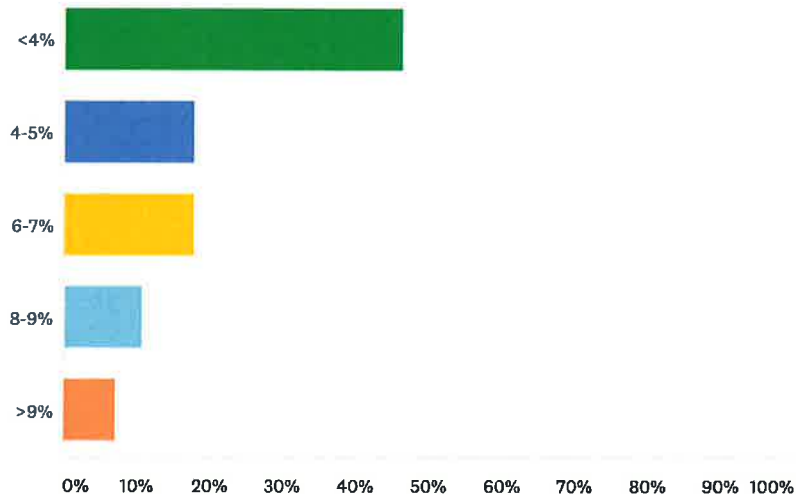
ANSWER CHOICES

RESPONSES

<5%	17.86%	5
5-10%	17.86%	5
11-15%	39.29%	11
16-20%	14.29%	4
>20%	10.71%	3
TOTAL		28

Q7 What percentage of your district's special education budget for 2018-2019 was allocated to special education transportation costs? (From DOE 25: transportation, page 21, line 20, divided by total of special education expenditures, page 21, line 21.)

Answered: 28 Skipped: 32



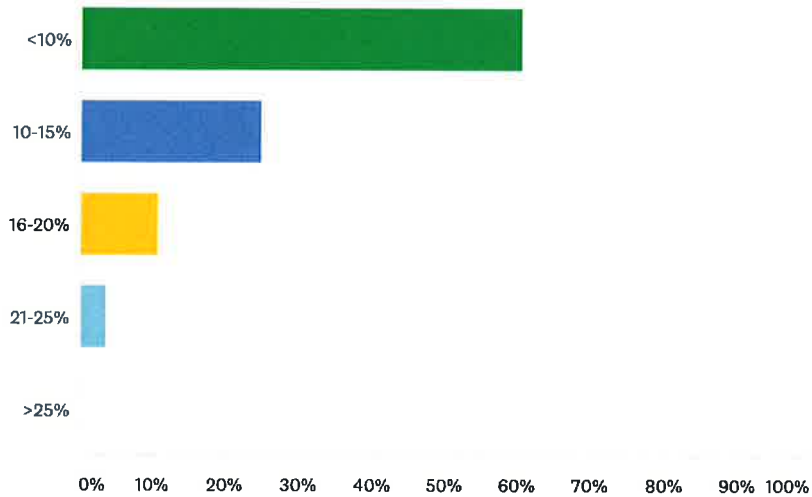
ANSWER CHOICES

RESPONSES

<4%	46.43%	13
4-5%	17.86%	5
6-7%	17.86%	5
8-9%	10.71%	3
>9%	7.14%	2
TOTAL		28

Q8 What percentage of your district's special education budget for 2018-2019 was offset by special education revenues? (From DOE 25: total of page 4, line 9, PLUS page 5, lines 12 - 13, divided by total of special education expenditures, page 21, line 21.)

Answered: 28 Skipped: 32



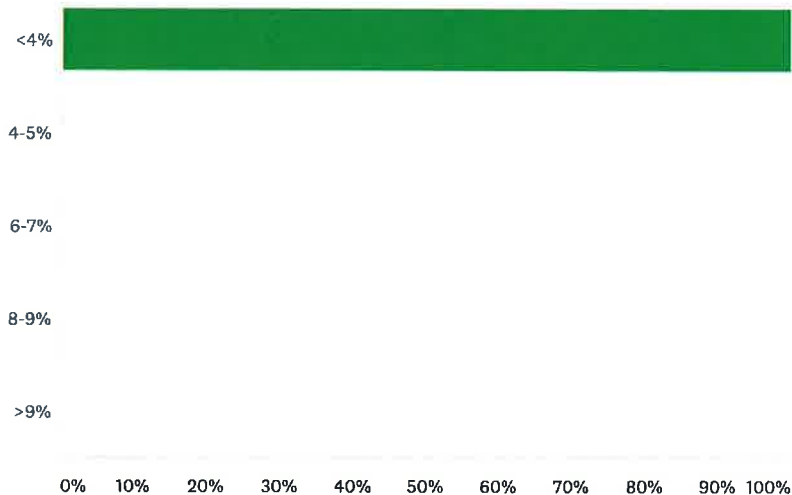
ANSWER CHOICES

RESPONSES

<10%	60.71%	17
10-15%	25.00%	7
16-20%	10.71%	3
21-25%	3.57%	1
>25%	0.00%	0
TOTAL		28

Q9 OPTIONAL: If your district tracked expenditures for IDEA eligible children enrolled in charter schools, what percentage of your district's special education budget for 2018-2019 was allocated to these costs?

Answered: 12 Skipped: 48



ANSWER CHOICES	RESPONSES	
<4%	100.00%	12
4-5%	0.00%	0
6-7%	0.00%	0
8-9%	0.00%	0
>9%	0.00%	0
TOTAL		12

Pittsfield School District

To: Pittsfield School Board
From: John
Subject: Board Meeting -- December 5, 2019
Date: November 25, 2019

ACTION

1. NH Safe Grant. Enclosed you will find information regarding the *NH Safe* grant which has been awarded to six school districts, including the Pittsfield School District. This grant will provide technical assistance for development of systems for school safety threat assessments. Funds are allocated to support staff member participation and establishment of systems for safety threat assessment. The amount of the grant is \$17,500; your acceptance is recommended.
2. Policy Updates. A number of new policies and one amended policy are recommended for Board action:
 - GBEB, Staff Conduct (not required by law): policy mirrors NHSBA model policy, expands for clarity, and reflects an update to include provisions that align with the New Hampshire Code of Conduct for Educators (copy of Code is included in this packet for reference);
 - JFA, Residency (not required by law): policy mirrors NHSBA model policy; new policy that simply references state law on residency; useful because it will be associated with new Policy JFA-R, which incorporates specific guidance on residency matters;
 - JFA-R, Residency – Legal Requirements (not required by law): policy content mirrors NHSBA model policy; new policy that excerpts details from a number of state laws and rules governing residency; the wording and organization is less than ideal, but reflects information from a number of sources;
As our residency issues become more complicated, it is good practice to make issues as clear as possible and avoid the necessity of sending people to the state laws; (to demonstrate how odd these situations can be, a recent Pittsfield experience is described on page 5, A 2, in which a student moved to Pittsfield during a school vacation and was also removed from the home and placed outside of Pittsfield before the vacation ended; because the student was a resident of Pittsfield at the time of removal from the home, he/she became Pittsfield's financial responsibility for special education costs even though the student never attended one of our schools); also, FYI, a number of state laws are repeatedly referenced; their topics are:
 - RSA 169B – delinquent children;
 - RSA 169C – child protection;
 - RSA 169D – children in need of services;
 - RSA 463 – guardianship of minors;
 - JLF, Reporting Suspected Child Abuse or Neglect (policy required by law): policy mirrors the rewritten NHSBA model policy and reflects an update in legal requirements as well as reference to the New Hampshire Code of Conduct for Educators.

INFORMATION

1. Safety Inspection Report. Pittsfield Fire Department Fire Inspector Nicholas Abell has requested to meet with the Board to present the Department's report of the annual inspection of the school buildings. Inspector Abell is expected to be accompanied by Chief Pszonowsky.
2. PACE Career Academy. Jorge Santana, the head of PACE Career Academy Charter School in Pembroke has requested thirty minutes to speak with the Board; I have met with Mr. Santana regarding funding of this charter school and potential collaboration on positions with the district.
3. Middle School Designation by State. In addition to last year's designation of our middle school as an "Additional Targeted Support" school; you may recall that our middle grades teachers have been meeting together (grades 5-6-7-8) to address this shortcoming; a one-page handout on this designation is enclosed.

This fall, the district has also been advised that the middle school has also been identified as a "Targeted Support and Improvement" school. This designation, we are told, is due to the state's conclusion that we have one racial sub-group that is underperforming the general population; that group is white students.

We have not been provided with any additional information on this subject, but have reached out to a potential source of technical assistance with whom we have worked in the past – a large consulting organization known as WestEd – for support, and we have received a proposal. Danielle has been in contact with the folks at WestEd regarding a potential multi-year collaboration, and we anticipate more information on this in the coming months. It is expected that our entitlement grants, as opposed to the district budget, will provide the necessary resources for this consultation and support.

4. Annual Audit Report. Enclosed you will find a cover letter and a copy of our latest financial audit report from The Mercier Group; Mr. Mercier has offered to meet with the Board to review the report and to answer any Board questions.
5. Coming Events. Looking ahead:
 - Sat Dec 7: PES PTO Breakfast with Santa, 7:00 to 9:00 a.m.
 - Sat Dec 7: Annual Children's Store, PES, 9:00 a.m.
 - Tue Dec 10: Good to Great Team, 4:30 p.m.
 - Wed Dec 11: NEASC Community Forum, 6:00 to 7:30 p.m.
 - Tue Dec 17: NHHEAF College Financial Aid Night, 6:00 to 8:00 p.m.
 - Thurs Jan 2: School Board Meeting, 5:30 p.m.
 - Tue Jan 14: Good to Great Team, 4:30 p.m.
 - Tue Jan 14: PES Winter Concert, 6:30 p.m.
 - Wed Jan 15: PMHS Winter Concert, 6:30 p.m.

NON-PUBLIC SESSION

The Board is requested to enter into non-public session to discuss a personnel matter under the authority of RSA 91-A:3 II(a).

BJA-2018-14489 - Program Abstract
Category 2 – A state with a population of less than 5,000,000
State of NH – Pop. 1,343,000

The NH Department of Education (NH DOE) will lead this effort through the Office of Social & Emotional Wellness, which is part of the Bureau of Student Wellness, Division of Learner Support. In partnership with the Bureau of School Safety and Facilities Management and the NH Department of Safety, Division of Homeland Security and Emergency Management (HSEM), School Readiness Program, this project will support six Local Education Agencies as they (1) Plan, develop, and conduct individual and school threat assessments; (2) Establish crisis intervention teams; and (3) Collect and report data in an effort to inform additional school safety efforts.

This initiative, ***NH School Safe***, will serve students in the communities of: Conway, Newfound, Pittsfield, Mascoma, Merrimack, and Farmington. Through participation in this project, each community will develop needed infrastructure, identify opportunities to strengthen professional development and training, and receive technical assistance to advance and sustain efforts through the adoption of policies, practices, and programs that address both in-school and out-of-school time.

Prioritized LEAs will engage in a locally driven, comprehensive planning process designed to create local School Safety Centers. Through this process participants will identify the needs of their student population, current efforts to address those needs, and any gaps in the ability of those services and supports to address the need. This planning process will be organized based on the model guidelines for school safety centers provided by the National School Safety Alliance.

In addition to the work being done in local communities, a simultaneous effort will be taking place at the state level. The Office of Social & Emotional Wellness and collaborative partners will convene a workgroup of the NH Student Wellness State Management team to identify opportunities to create a state-wide system to support the ability of all NH schools to prevent violence and create safe and supportive environments.

There are five measurable goals of ***NH School Safe***: 1) address the cycle of prevention, protection, mitigation, response and recovery; 2) provide a sustainable strategy for school safety and security; 3) establish a user-friendly, interstate framework that allows for statewide variations in policies, laws, capabilities and funding; 4) support a consistent, comprehensive information sharing network that facilitates two-way communications between local school stakeholders and national school safety partners; and 5) promote attitudes, policies and trainings that build resiliency among students and staff and within all NH schools.

Pittsfield School District

STAFF CONDUCT

A. General Provisions.

All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, the policies and decisions of the Board, and the administrative regulations designed to implement them.

All employees are expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect district property, oversight of students, and contribute to the education and development of the District's students.

All employees are expected to comply with rules and decisions of their supervisors.

Employees are advised that failure to abide by this and other School Board policies can lead to disciplinary action, up to and including dismissal, and can result in non-renewal. Any action taken regarding an employee's employment with the district will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

B. Adoption and Incorporation of Standards of Code of Conduct for New Hampshire Educators.

The Board incorporates by reference, and adopts as independent standards of conduct relative to employment in the district, the provisions of the New Hampshire Code of Conduct for New Hampshire Educators (Ed 510.01 – 510.05) (the "NH Code of Conduct"), as the same may be amended by the state from time to time.

The district reserves the right to take employment action against any employee based on the district's interpretation of the provisions of the New Hampshire Code of Conduct and the district's independent assessment of whether an employee has violated said provisions. The district's interpretation, assessment, and/or action thereon are independent of any interpretation by the New Hampshire Department of Education with respect to those standards and irrespective of any investigation by or action take by the New Hampshire Department of Education relative to a district employee's conduct.

C. Dissemination.

GBEB

The content or a copy of this policy shall be included in every employee / staff member handbook and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

Adopted: April 11, 1984 (as Policy GBCB)
Reviewed: October 15, 1992
Reading: June 24, 2010
Adopted: July 22, 2010
Reviewed: June 26, 2014
Reviewed: September 6, 2018
Amended: December 5, 2019

**New Hampshire
Code of Conduct
for
Educational
Professionals**

Readopt with amendment Ed 501.01, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders;
- (c) Develop and administer a code of conduct for all credential holders and to inform members of the public of the code of conduct applicable to credential holders;
- (d) Specify unprofessional conduct which justifies disciplinary sanctions against credential holders; and
- (e) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

- (a) "Administrator" means the administrator of the bureau of credentialing;
- (b) "Authorization" means a document issued by the department giving permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;
- (c) "Board" means the state board of education created by RSA 21-N:10;
- (d) "Bureau" means the bureau of credentialing, division of program support, department of education;
- (e) "Certificate" means the document issued when a credential holder meets full licensure requirements;
- (f) "Commissioner" means the commissioner, department of education;
- (g) "Credential" means any authorization or license issued by the bureau including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), emergency authorization, statement of eligibility (SOE), paraeducator I & II, school nurse, and master teacher license (MTL);
- (h) "Credential holder" means any individual who holds a credential, as defined in Ed 501.02(g);
- (i) "Denial" means the refusal to grant credential to an applicant;

(j) "Department" means the New Hampshire department of education;

(k) "Director" means the director, division of program support;

(l) "Division" means the division of program support;

(m) "Educator" means any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term;

(n) "Emergency authorization" means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a vacancy as specified in Ed 504.04;

(o) "Endorsement" means the specific subject area for which the credential is issued;

(p) "Intern authorization" means the authorization granted to applicants pursuant to Ed 505.04, and Ed 505.05 to perform educational services while the plans are being implemented;

(q) "License" means the document issued when a credential holder meets full licensure requirements;

(r) "Licensure" means the official recognition by the board that an individual has met minimum requirements and is approved to practice in their endorsement area(s);

(s) "Mentor" means a person who:

(1) Is appointed to provide assistance to an applicant for certification pursuant to Ed 505.04 or Ed 505.05; and

(2) Meets at least one of the following qualifications:

a. Is a credential holder with 3 years of experience as an educator in the area of endorsement; or

b. Has experience equivalent to the experience requirement under a. above such as, but not limited to, involvement in a collegiate teacher preparation program;

(t) "Professional conduct" means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

(u) "Reprimand" means is a note to file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

(v) "Revocation" means the department has permanently rescinded a credential from credential holder;

(w) “Statement of eligibility” means a verification issued by the department of education that indicates that an individual has successfully met the entry requirements of an intern authorization for:

- (1) Pathway 4 certification as specified in Ed 505.04; or
- (2) Pathway 5 certification as specified in Ed 505.05;

(x) “Suspension” means the department has rescinded a credential from credential holder for a specified period of time; and

(y) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade-12, or any “adult student” as specified in Ed 1102.01(f)(1), at any school or education institution except as otherwise noted in these rules.

Readopt with amendment Ed 502.01, effective 3-27-14 (Doc. #10558), to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Credential Holder Certification Records.

(a) Pursuant to RSA 91-A:5, V, the following limited credential status information shall be available to the general public, upon written or verbal request:

- (1) The name of the credential holder;
- (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
- (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, and revocation, if applicable; and
- (4) The school, if known or stated, where the credential holder is currently employed.

(b) The provisions of this section shall not require the release of information related to:

- (1) Informal or formal investigations; or
- (2) Board or hearing officer records from adjudicatory proceedings involving the credential holder when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

(c) The complete record of a credential holder shall be released by the division upon written request to the following:

- (1) A party in an adjudicatory proceeding when:
 - a. The credential holder is a party to the proceeding; and
 - b. The credential holder's credential record is relevant to the proceeding;

- (2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;
 - (3) A certifying agency of another jurisdiction for:
 - a. Purposes of credentialing the credential holder in the other jurisdiction; or
 - b. An investigation of the credential holder by the other jurisdiction, when:
 - 1. The credential holder was the subject of a formal investigation under Ed 511; or
 - 2. Disciplinary action was taken against the credential holder by the board under Ed 511;
 - (4) Board investigators or prosecutors; or
 - (5) Persons to whom the credential holder has given a release.
- (d) The bureau shall report:
- (1) Any suspension or revocation to the credential holder's current superintendent of school in N.H. and The National Association of State Directors of Teacher Education and Certification (NASDTEC) educator identification clearing house; and
 - (2) Any reprimand to the credential holder's current superintendent of school in N.H.;
- (e) The department shall maintain a list of all credential holders whose credentials ~~has~~ **have** been revoked or who are under suspension, and such list shall be published on the department's website.

Readopt with amendment Ed 504.04, effective 1-17-14 (Doc. #10506), to read as follows:

Ed 504.04 Emergency Authorization.

- (a) The superintendent of schools shall request emergency authorization from the bureau, and the emergency authorization shall be granted provided that the requirements of paragraphs (b) through (e) are met. The applicant for the teaching position shall provide the information and documentation required in (c) and (e) below.
- (b) The bureau shall issue an emergency authorization applied for under (a) above if an emergency situation exists as determined by the local school district and the applicant for the teaching position has:
 - (1) Paid the applicable application fee, provided in Ed 508.06(c); and
 - (2) Filed with the bureau the information and documentation required in (c) and (e).
- (c) An applicant for a teaching position for whom a superintendent is requesting emergency authorization shall provide the following information or documents, unless it is specified below that the information is optional, on or with the form titled "Application for Emergency Authorization":

- (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (d) and (e) below;
- (2) Date of birth;
- (3) Name;
- (4) Address;
- (5) Sex, which may be specified at the option of the applicant;
- (6) Telephone number;
- (7) Date of application;
- (8) Educational information, including the following:
 - a. Degree, if any;
 - b. Major;
 - c. State;
 - d. College or university;
 - e. Date degree granted; and
 - f. Transcript for each degree listed;
- (9) Educational employment record for the last 7 years including:
 - a. Dates;
 - b. State;
 - c. School district;
 - d. Position;
 - e. Assignment/subject;
 - f. Grade level;
 - g. Credential held;
 - h. Number of years of any public school experience;
 - i. Number of years of any non-public school experience; and
 - j. Copy of each teaching credential held in New Hampshire , other state, or both;
- (10) Whether the applicant ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;
- (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;
- (12) Whether the applicant has ever had a teaching credential revoked or suspended and, if so, an explanation;

(13) Whether the applicant has ever surrendered a teaching credential in any other state, and, if so, an explanation;

(14) Whether the applicant has ever been subject of a finding of professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation; and

(15) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:

- a. American Indian;
- b. Asian/Pacific;
- c. African-American/Non-Hispanic;
- d. White/Non-Hispanic;
- e. Hispanic;
- f. Multi-ethnic; and
- g. Other/do not wish to specify.

(d) If an applicant provides a social security number under (c)(1) above, the social security number shall be used by the bureau for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11, VI-a.

(e) If an applicant chooses to have the department supply an alternative number, the department shall use the teacher number generated by the electronic educator information system and it shall be used as specified in (b).

(f) An emergency authorization shall be issued to the superintendent of schools for up to one school year and shall not be renewable.

Readopt with amendment and renumber Ed 504.041, effective 1-17-14 (Doc. #10506), as Ed 504.05, and renumber the remaining sections in Part Ed 504 so that, for example, Ed 504.05 becomes Ed 504.06, to read as follows:

Ed 504.05 In Process of Licensure Authorization (IPLA).

(a) The applicant who is in process of licensure authorization (IPLA) shall sign the application acknowledging that all information contained on the application is true, accurate and complete to the best of the applicant's knowledge.

(b) If a superintendent files an IPLA with the bureau, the bureau shall approve such filing, if the bureau finds that the applicant who is the subject of the IPLA:

- (1) Is in the process of certification;
- (2) Has submitted a completed application for certification; and

(3) Has paid any applicable fees.

(c) An approved IPLA shall be issued to the superintendent of schools for up to one school year and shall not be renewable.

Adopt Ed 510.01 – 510.04, cited and to read as follows:

PART Ed 510 CODE OF CONDUCT

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals.

(a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a fellow professional as specified in RSA 354-A:1;

(2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;

(4) Unlawful possession of a drug;

(5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;

(6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and

(7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students.

(a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a student as specified in RSA 354-A:1;

(2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;

(3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;

(4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:

- a. Abuse, including, but not limited to physical and emotional abuse;
- b. Cruelty or any act of endangerment;
- c. Any sexual act with or from any student; and
- d. Harassment as defined by state or federal law or regulations;

(5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and

(6) Soliciting a student, or a former student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community.

(a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

(2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;

(3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and

(4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

(a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and

(2) Engaging in inappropriate communication with a student; or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media.

(c) For the purposes of this section, inappropriate communication shall be determined by considering:

(1) The intent, timing, subject matter, and amount of communication; and

(2) Whether:

a. The communication made was covert in nature;

b. The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and

c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the credential holder or the student.

Readopt with amendment and renumber Ed 510.01, effective 2-23-12 (Doc #10089), as Ed 510.05 to read as follows:

Ed 510.05 Duty to Report.

(a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

(b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.

(c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:-

(1) When a superintendent has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.

(d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

(e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:

(1) His or her immediate supervisor, superintendent, or both; and

(2) The department of health and human services, pursuant to RSA 169-C:29.

(f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).

(g) The office of credentialing shall open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Adopt Ed 511.01, cited and to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Ed 511.01 Complaints, Cases and Investigations.

(a) A case shall be opened when a complaint of possible misconduct against a credential holder has come to the attention of the department either through direct reporting or other means.

(b) After an initial review, if the department determines that a possible violation of the code of conduct, as specified in Ed 510.01 through 510.04, has occurred, an investigation shall be opened.

(c) Investigations into allegations of unprofessional conduct, as specified in Ed 510.01 to Ed 510.04, shall not constitute a disciplinary hearing and shall not constitute a finding of misconduct against a credential holder.

(d) Credential holders shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the credential holder's credential pending the investigation.

(e) The credential holder's current superintendent shall be notified in writing by the department that an investigation has been opened, unless the notification compromises, or has the appearance of compromising, the investigation.

(f) Investigations shall be handled by the department.

(g) The department shall make every attempt to interview all people, including the credential holder, who might have information which might be relevant to the investigation.

(h) Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis.

(i) The department shall make every attempt to obtain any and all documentation which might be relevant to the investigation.

(j) Once the investigation is complete, the following procedures shall apply:

(1) The department shall create a report which documents the results of the investigation;

(2) If the investigation finds a credential holder in violation of a rule of the code of conduct as specified in Ed 510.01 through Ed 510.04, the department shall propose a form of discipline as follows:

- a. Suspension;
- b. Revocation; or
- c. Reprimand; and

(3) The department shall determine the sanctions to be imposed after considering the presence of aggravating or mitigating circumstances as specified in Ed 511.01(j)(4)-(5);

(4) The following shall be considered aggravating circumstances:

- a. The seriousness of the offense;
- b. The credential holder's prior disciplinary record;
- c. The credential holder's lack of willingness to cooperate with the department during an investigation;
- d. Potential harm to public health and safety; and
- e. The purpose of the rule violated;

(5) The following shall be considered mitigating circumstances:

- a. Absence of a prior disciplinary record;

b. The credential holder's willingness to cooperate with the department during an investigation;

c. The credential holder's acknowledgment of his or her wrongdoing; and

e. The purpose of the rule or statute violated;

(6) The credential holder shall be notified in writing of any proposed discipline;

(7) If no disciplinary sanction is proposed, the department shall notify the credential holder in writing that the investigation is closed.

(k) Investigatory reports and all information gathered during the course of an investigation shall be confidential, with the following exceptions:

(1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

a. A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;

b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the credential holder in the other jurisdiction; or

2. An investigation of the credential holder by the other jurisdiction when:

(i) The credential holder was the subject of a formal investigation under Ed 5101; or

(ii) Disciplinary action was taken against the credential holder by the board pursuant to Ed 5101;

c. Other states' licensing board investigators or prosecutors; and

d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

Readopt with amendment and renumber Ed 510.03, effective 2-23-12 (Doc #10089), as Ed 511.02 to read as follows:

Ed 511.02 Reprimand, Suspension, or Revocation.

(a) If the department determines that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04, and the credential holder agrees to the proposed disciplinary finding, the credential holder shall agree to a reprimand, suspension, or revocation.

(b) All reprimands, suspensions, or revocations shall be documented in writing, and shall set out the terms of the discipline. The credential holder shall receive a copy of the discipline in writing and a copy shall be placed in the credential holder's electronic credentialing file at the department once it is signed by all required parties, to include the credential holder.

(c) Any credential holder whose credential is revoked or who voluntarily agrees to a revocation shall be prohibited from applying or reapplying for any other credential issued by the New Hampshire state board of education.

Readopt with amendment and renumber Ed 510.02, effective 2-23-12 (Doc #10089), as Ed 511.03 to read as follows:

Ed 511.03 Disciplinary Hearings.

(a) If a credential holder does not agree with the proposed disciplinary finding as a result of an investigation as specified in Ed 511.01, a credential holder may request an adjudicatory hearing which shall commence pursuant to Ed 200 after the following:

(1) Completion of an informal or formal investigation; and

(2) Filing of a written report and recommendation pursuant to Ed 511.01(h).

(b) The provisions of Ed 200 shall apply to all disciplinary hearings and *such hearings* shall commence not more than 15 days after the disciplinary finding.

Readopt with amendment and renumber Ed 510.04, effective 2-23-12 (Doc #10089), as Ed 511.04 to read as follows:

Ed 511.04 Status of a Credential Pending Completion of Disciplinary Proceeding.

(a) When the department receives information indicating that a credential holder has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's credential and any and all endorsements shall be immediately suspended pursuant to RSA 541-A:30, III.

(b) The department shall notify the credential holder and the employing school district that the credential holder's credential has been suspended pending an investigation by the department.

(c) In accordance with RSA 541-A:30, III, unless waived, an adjudicatory hearing shall commence within 10 working days after the suspension of the credential. Such hearings shall be governed by the process set forth in Ed 200.

Readopt with amendment and renumber Ed 511.03, effective 2-23-12 (Doc #10089), as Ed 511.05 to read as follows:

Ed 511.05 Grounds for Reinstatement After Suspension.

(a) A credential which has been suspended shall be reinstated for one of the following reasons:

- (1) The period of the suspension has passed and any and all terms and conditions regarding possible reinstatement have been satisfied; and
- (2) A credential holder whose credential has been suspended demonstrates by clear and convincing evidence that he or she has corrected the deficiencies or conduct which led to the original suspension.

(b) Upon reinstatement, the department may issue a credential which is limited in time, level, or scope or subject to other terms as the department deems necessary to include a reinstatement fee. If the credential is so limited, then the credential holder may appeal that decision using the process specified in Ed 200.

Change the Part heading and renumber Part Ed 511 as Part Ed 512 to read as follows:

PART Ed 512 DENIAL OF CERTIFICATION

Readopt with amendment and renumber Ed 508.07, effective 6-15-13 (Doc. #10362) as Ed 512.01, and renumber the existing Ed 512 and Ed 513 as Ed 513 and Ed 514, so that Ed 512.01 reads as follows:

Ed 512.01 Denial of Credential.

(a) A credential application shall be denied by the board based on the following grounds:

- (1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;
- (2) The applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory, or country;
- (4) The applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or
- (5) The applicant is under investigation, under suspension, or has been revoked in any other state, jurisdiction, territory, or country.

(b) An applicant aggrieved by the decision of the bureau to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the director's decision pursuant to RSA 21-N:11, III, and Ed 200.

APPENDIX I

RULE	STATUTE
Ed 501	RSA 186:8, II; RSA 189:39
Ed 502	RSA 186:11, X(a)
Ed 510	RSA 186:11, X(a)
Ed 511	RSA 186:11, X(a); RSA 189:14-a, (b) and (c)
Ed 512	RSA 186:11, X(a)

JFA

Pittsfield School District

RESIDENCY

Residency for the purpose of enrollment in a district school shall be determined by RSA 193:12, as reflected in Policy JFA-R.

Adopted: December 5, 2019

Pittsfield School District

RESIDENCY – LEGAL REQUIREMENTS

Purpose. The purpose of Policy JFA-R is to clarify existing law with respect to a student's district of residency and school district liability for the educational costs when a child is placed in a home for children; the home of a relative or friend by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463; health care facility; or state institution.

Definitions. The following definitions shall apply:

- A. "Legal residence" means, in the case of a minor, where the parents reside, except:**
- 1. If parents live apart and are not divorced, legal residence is the residence of the parent with whom the child resides.**
 - 2. If parents are awarded joint legal custody, the legal residence of a minor child is the residence of the parent with whom the child resides.**
 - 3. If a parent is awarded sole or primary physical custody, legal residence of a minor child is the residence of the parent who has the sole or primary physical custody.**
 - 4. If the parent with sole or primary physical custody lives outside the state of New Hampshire, a minor child does not have residence in New Hampshire.**
 - 5. If the parents are awarded joint or shared physical custody, the legal residence of a minor child is the residence of whichever parent has primary physical custody. If primary physical custody is not awarded by a court of competent jurisdiction, the legal residence of a minor child is the residence of the parent with whom the child resides more than 50% of the school week, or three days out of the five-day school week.**
- B. "Legal guardian" means a person appointed by a probate court in New Hampshire or a court of competent jurisdiction in another state, territory, or country. A legal guardian shall not be appointed solely for the purpose of allowing a student to attend school in a district other than the district of residence of the minor's parent or parents**
- C. "Legal resident" as defined in RSA 193:12, III, means:**

1. *Legal resident of a school district is “a natural person who is domiciled in the school district and who, if temporarily absent, demonstrates an intent to maintain a principal dwelling place in the school district indefinitely and to return there, coupled with an act or acts consistent with that intent.*
 2. *A married person may have a domicile independent of the domicile of his or her spouse.*
 3. *If a person removes to another town with the intention of remaining there indefinitely, that person shall be considered to have lost residence in the town in which the person originally resided even though the person intends to return at some future time.*
 4. *A person may have only one legal residence at a given time.*
- D. *“Home for children or health care facility” means any*
1. *Orphanage;*
 2. *Institution for the care, treatment, or custody of children;*
 3. *Child care agency as defined by RSA 197-E: 25, II and III;*
 4. *A residential school approved under RSA 186:11, XXIX; or*
 5. *A program approved pursuant to Ed 1133.*
- E. *“Child of homeless parents” means a child whose parents:*
1. *Lack a fixed, regular, or adequate residence; or*
 2. *Have a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations, such as:*
 - a. *Public assistance hotels,*
 - b. *Emergency shelters,*
 - c. *Battered women’s shelters and transitional housing facilities, or*
 - d. *A public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.*

- F. "Home of a relative or friend" means an unlicensed home of a relative or friend where a child has been placed by the Department of Health and Human Services or a court of competent jurisdiction. "Friend" means any non-relative.*
- G. "Legal custody" means an award of legal custody by a court of competent jurisdiction, in this state or in any other state. A parent shall not have legal custody if legal custody has been awarded to some other individual or agency, even if that parent retains residual parental rights.*
- H. "Placement" means the physical placement of a child in a residence. For purposes of assigning financial or programmatic responsibility for a child's education or special education or related services, it shall not include incidental, transient, or short-term stays of an emergency nature.*

Legal Residence and Right of Attendance.

- A. No person shall attend school, or sent a student to a school, in any district of which the student is not a legal resident, without the consent of the district or of the School Board.*
- B. In accordance with RSA 189: 1-a, "It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils who reside in the district until such time as the pupil has acquired a high school diploma or has reached age 21, whichever occurs first; provided, that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and further provided that this section shall not apply for pupils who have been exempted from school attendance in accordance with RSA 193:5."*
- C. "Whenever any child is placed and cared for in any home for children, or is placed by the Department of Health and Human Services in the home of a relative or friend of such child pursuant to RSA 169-B, RSA 169-C, or RSA 169-D, or RSA 463, such child, if of school age, shall be entitled to attend the public schools of the school district in which said home is located unless such placement was solely for the purpose of enabling a child residing outside said district to attend such schools, provided that the school district for which a child placed in a group home, as defined in RSA 197-D:25, II(b), within a cooperative school district, shall be placed in the cooperative school district."*

Education of a Child Placed and Cared For in Any Home for Children.

- A. Nothing shall limit or abridge the right of any child placed and cared for in any home for children, as defined in RSA 193:27, to attend school in the district in which the home is located.*

- B. Any child placed in the home of a relative or friend by the Department of Health and Human Services, or by a court pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, may attend the public schools of the school district in which the home for children or home of the relative or friend is located.*
- C. Whenever a parent or guardian voluntarily places a child with the relative at the recommendation or request of the Department of Health and Human Services, that child shall be permitted to attend the public schools of the school district in which that relative resides provided that "Upon request of the school district, the Department of Health and Human Services shall confirm that the Department recommended or requested that the child be placed with the relative to promote the child's well-being, and not for the purpose of allowing the child to attend school in the district where the relatives lives;"*

"Upon request of the school district, the Department of Health and Human Services shall confirm that the Department recommended or requested that the child be placed with the relative to promote the child's well-being, and not for the purpose of allowing the child to attend school in the district where the relative resides;" and

"Upon request of the school district, the relative shall take reasonable steps to secure a court award of guardianship over the child, the child being allowed to attend school in that district while the relative seeks guardianship." (RSA 193:12 V a)

Legal Guardianship.

- A. Legal guardianship shall not be appointed solely for the purpose of allowing a pupil to attend a school in a district other than the district of residence of the minor's parent or parents*
- B. Whenever a petition for guardianship or legal custody is filed in a court of competent jurisdiction on behalf of a relative of a child, other than a parent, the child shall be permitted to attend school in the district in which the relative of the child resides, pending a court determination relative to custody or guardianship.*
- C. Upon the request of the school district, the relative shall take reasonable steps to secure a court award of guardianship over the child, and the child shall be allowed to attend school in the district while the relative seeks guardianship.*
- D. Any change of legal guardianship shall be filed with and approved by the probate court.*

- E. If guardianship papers are filed with the probate court, the pupil shall be entitled to attend school in the district in which the guardian resides.*
- F. Once guardianship is approved, the pupil shall be a resident of the school district in which the guardian resides.*

Liability of the School District for Special Education Costs.

A. If a child is:

- 1. Placed in a home for children, the home of a relative or friend by the Department of Health and Human Services, or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, health care facility, or state institution; and*
 - 2. The child is not in the legal custody of a parent or if the parent resides outside the state, then the school district in which a child most recently resided prior to such placement shall be liable for the cost of special education and related services. However, if the child is retained in legal custody of a parent residing within the state, the school district in which the parent resides shall be liable for the cost of special education and related services.*
- B. If custody is transferred subsequent to the original placement of a child in a home for children, the home of a relative or friend in which a child is placed by the Department of Health and Human Services, or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, health care facility, or state institution, then the "sending district" shall be, from the change in legal custody or guardianship forward, that district in which the child resided at the time of the original placement.*
- C. If a pupil seventeen years of age or older, who is living independently, is placed in a non-residential facility by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, the pupil shall be considered a resident of the school district in which he/she is living.*
- D. If a pupil seventeen years of age or older is placed in a residential facility by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, the school district which was liable for the cost of special education and related services immediately prior to the pupil's seventeenth birthday shall remain the school district of liability.*

- E. If a child is placed by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, and the parent resides outside the state of New Hampshire, the district of liability shall be determined in accordance with the interstate agreement.*

Appeals Regarding Residency.

- A. The superintendent shall decide all residency issues within the school district.*
- B. If more than one school district is involved in a residency dispute or the parents who live apart cannot agree on the residence of a minor child, the respective superintendent shall jointly make such decision.*
- C. In those instances, when an agreement between superintendent cannot be reached within ten days, the Commissioner of Education shall make a determination.*
- D. The superintendents shall jointly submit to the Commissioner a written Request for Determination of Residency identifying the specific issues involved in the residency dispute.*
- E. The Commissioner, upon receipt of the written Request for a Determination of Residency, shall utilize the provisions of Ed 200, except that Ed 213 shall apply to a proceeding before the Commissioner.*
- F. A decision of the Commissioner of Education may not be appealed to the State Board of Education.*
- G. If the residency dispute does not involve more than one school district, the dispute shall be resolved by the local School Board. Such decision may be appealed to the State Board in accordance with Ed 200.*
- H. During the pendency of a determination of residency, a pupil shall remain in attendance in the pupil's current school.*

Appeals Regarding District of Liability.

- A. The State Board of Education shall determine the district of liability in disputes involving a special education child placed in the home of a relative of that child by the Department of Health and Human Services, or placed in the home of a relative or friend by a court pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463.*

- B. Such determination shall be made in accordance with the rules adopted by the State Board of Education.***

Non-Residents.

- A. No person shall attend school, or send a pupil to a school, in any district of which the pupil is not a legal resident, without the consent of the district or of the School Board except as otherwise provided by law or a local School Board policy.***
- B. Each school district shall adopt an admission and attendance of non-resident students policy.***

Regarding Education of Homeless Students. An additional purpose of Policy JFA-R is to provide clarification concerning the education of homeless students. Varying interpretations of homelessness, school placement, and the New Hampshire residency law regarding homeless students have led to confusion and, in certain instances, have prohibited children from enrolling and attending school. Policy JFA-R is intended to address the basic requirements for the school district and seeks to answer the most frequently asked questions.

Definition. The Stewart B. McKinney Homeless Assistance Act, Subtitle VII-B, Education of Homeless Children and Youth, protects homeless children and youth from being excluded from school enrollment due to the nature and impermanence of their nighttime residence. Under the McKinney Act, school districts must review any rules and regulations, practices, or policies that may act as barriers to the enrollment of homeless children and undertake steps to revise such regulations, practices, or policies to assure that homeless children and youth are afforded the same opportunities as non-homeless children and youth.

“New Hampshire Education for Homeless Children and Youth” means, as part of the Stewart B. McKinney Homeless Assistance Act, that a homeless child has the right to:

- A. A free, appropriate public education;***
- B. Remain in the school of origin (last school attended or school attended when child lost housing) for the remainder of the academic year, or if the child or youth became homeless between academic years, for the following academic year, or attend the school nearest their shelter or temporary home; to the extent feasible, the district shall comply with the request made by the parent or guardian regarding school placement, regardless of whether the child or youth lives with the homeless parent(s) or guardian(s) or is temporarily living elsewhere.***

- C. Immediate enrollment, even when school or medical records cannot be produced at the time of enrollment;*
- D. A priority to pre-school programs.*

Questions and Answers Regarding Homeless Students.

A. Which school may a homeless child attend?

Attendance options are guided by the dictate whichever is in the best interest of the child or youth, either:

- 1. The school or origin, which is the school attended when last permanently housed, or the school in which the child was last enrolled, or*
- 2. Any school in which non-homeless students living in the attendance area are eligible to attend; in making a determination of school attendance, the best interest of the child and the request of the parent/guardian and/or youth are to be considered.*

B. Is there any reason to delay enrolling a homeless child or youth?

No. Lack of school records or immunizations cannot prevent a homeless student from enrolling in a new school. It is the responsibility of the new school to request health and academic records from the previous schools in a timely manner and to refer parents/guardians and/or youth to a physician or to a free or low-cost clinic for any required immunizations. Homeless students do not need to wait until academic or health records arrive to attend a new school. Federal law requires immediate enrollment of homeless children and youth.

C. Who is considered homeless?

If a family, out of necessity, because of lack of housing, must reside in a shelter, motel, vehicle, campgrounds, on the street, or doubled up with family or friends, they are homeless. Children and youth living under these or similar circumstances with or without family members are considered homeless.

D. Does homelessness have to be proven?

No. If a family reports that they are homeless, the case must be decided individually. Present living conditions (i.e., shelter, campground, motel, hotel, or doubled-up families) should be reviewed according to present situation of the family and relative permanence and adequateness of the living environment.

- E. Does residency have to be proven in order for a homeless child to enroll in school?**

No. Proof of residency is not required for the enrollment of homeless children. A school may require the parents or guardians of a homeless child to submit an address or other information for contact purposes, as they would for any non-homeless child enrolling in their school.

- F. How does the New Hampshire Residency Law deal with school enrollment of homeless students?**

RSA 193:12 IV provides the definition of a homeless child and exceptions to legal residence requirements for homeless pupils. Homeless pupils may attend school in either the district the child/youth is presently residing or, if parents/guardians and another district agree, in the best interest of the child, for continuity of education, remain in the school the child/youth was attending when he/she became homeless (known as the school of origin).

- G. What if there is a disagreement on school placement between two superintendents?**

The following procedures are in place if superintendents are not able to reach a placement agreement, taking into consideration the best interest of the student/youth and the request of the parents/guardians:

- 1. The New Hampshire Department of Education's Coordinator for the Education of Homeless Children and Youth may be called upon to help resolve the disagreement.**
- 2. In those instances when an agreement between superintendents cannot be reached within ten days, the Commissioner of Education will make a determination.**
- 3. The superintendents shall jointly submit to the Commissioner a written Request for Determination of Residency, identifying the specific issues involved in the residency dispute.**
- 4. The Commissioner, upon receipt of the written Request for Determination of Residency, shall utilize the provisions of Ed 200, except that Ed 213 shall apply to a proceeding before the Commissioner.**
- 5. A decision of the Commissioner of Education may not be appealed to the State Board of Education.**

H. What is there is a school placement dispute between homeless constituents and school districts?

The following steps are provided when there is a placement dispute between parents/guardians or youth and the district:

- 1. Informal discussion between school district personnel and homeless parents/guardians and /or homeless youth to reach a mutually agreeable solution;***
- 2. The state Coordinator for the Education of Homeless Children and Youth may be called upon to help resolve continued differences;***
- 3. If the residency dispute does not involve more than one school district, the dispute shall be resolved by the local School Board. Such decision may be appealed to the State Board of Education. The Coordinator will provide information to the homeless parents/guardians and/or youth and the district about the state appeals process in accordance with the New Hampshire Code of Administrative Rules, Chapter Ed 200.***
- 4. During the pendency of a determination of residency, a student shall remain in attendance at the student's current school.***

I. Where can more information on homelessness education in New Hampshire be found?

Further information is available by contacting the New Hampshire Department of Education's Homeless Education Program.

Adopted: December 5, 2019

Pittsfield School District

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the dean of operations or person in the school designed to process such reports. The dean of operations or designated person shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The dean of operations or designated person will then notify the superintendent of schools that such a report to the Department of Health and Human Services has been made.

A written report shall be made to the Department of Health and Human Services by the dean of operations or designated person within twenty four hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services. A copy of the written report shall be forwarded to the superintendent of schools.

The Board recommends that all school district employees receive routine training or information on how to identify child abuse and neglect.

The dean of operations shall post a sign in a public area within the school that is readily accessible to students, in the form provided by the New Hampshire Department of Health and Human Services, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website.

A. Statutorily Mandated Reporting – All Persons.

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to the Division of Children, Youth, and Families (DCYF) of the New Hampshire Department of Health and Human Services or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to

report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a "credential holder", as defined in the New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risks having action taken by the new Hampshire Department of Education against his/her credential (see New Hampshire Code of Conduct for Educators, Ed 510.05(e)).

The report should contain:

- 1. The name and address of the child suspected of being abused or neglected,*
- 2. The person responsible for the child's welfare,*
- 3. The specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries),*
- 4. The identity of the person or persons suspected of being responsible for such neglect or abuse, and*
- 5. Any other information that might be helpful in establishing neglect or abuse.*

To report child abuse or neglect to the DCYF, call 24/7 (800) 894-5533 (in-state) or (603) 271-6562. In cases of current emergency or imminent danger, call 911.

B. Additional Provisions Relating to School Employees, Volunteers, and Contracted Service Providers.

Each school employee, designated volunteer, or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the dean of operations or other build supervisor. This initial report may be made orally, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

1. Request for Assistance in Making Initial Report.

The initial report to the dean of operations / building supervisor may be made prior to the report to DCYF / law enforcement, but only if:

- a. The initial report is made for the purpose of seeking assistance in making the mandated report to DCYF / law enforcement, and*

- b. Reporting to the dean of operations, etc. will not cause any undue delay (measured in minutes) of the required report to the DCYF / law enforcement.*

When receiving a request for assistance in making a report, the dean of operations or other person receiving the request is without authority to assess whether the report should be made, nor shall he/she attempt in any way to dissuade the person from making the legally mandated report. Once the dean of operations / building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the dean of operations.

2. Dean of Operations Action upon Receiving Report.

Upon receiving the report / request from the employee, volunteer, or any other person, the dean of operations / building supervisor shall immediately assure that that DCYF / law enforcement is or has been notified, and then notify the superintendent that such a report to DCYF has been made.

A written report shall be made by the dean of operations to the superintendent within twenty-four hours, with a copy provided to DCYF, if so requested. The report shall include all of the information included in the initial oral report, as well as any other information requested by the superintendent, DCYF, or law enforcement.

3. Requirements for Reporting of Other Acts.

Employees / contract providers are also reminded of the requirements to report any act of "theft, destruction, or violence" as defined under RSA 193-D:4, I(a), incidents of "bullying" per Board Policy JICK, and hazing under RSA 671.7 and Board Policy JICFA. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction, or violence.

C. Signage and Notification.

The superintendent is directed to assure that the dean of operations shall post a sign within the school that is readily visible to students, in the form provided by the DCYF, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of Section A of this policy shall be included in each student / family handbook and placed on the district's website.

D. Training Required.

JLF

The superintendent shall assure that all district employees, designated volunteers, and contracted service providers receive training (in person or online) upon beginning service with the district, with annual refreshers thereafter, on the mandatory reporting requirements, including how to identify suspected child abuse or neglect.

Reading: October 2, 2008
Adoption: October 16, 2008
Amended: July 16, 2015
Amended: October 5, 2017
Reviewed: January 3, 2019
Amended: December 5, 2019

Additional Targeted Support Schools Overview

Why Are Schools Being Notified

The Every Student Succeeds Act (ESSA), requires the identification of schools in need of additional support. The schools identified fall into three categories:

- Comprehensive Support and Improvement (CSI) schools
- Targeted Support and Improvement (TSI) schools
- **Additional Targeted Support (ATS) schools**

This document provides an overview of ATS schools. ATS schools are identified every three years and are schools with at least one student subgroup* performing at or below the level of a Comprehensive Support and Improvement (CSI) school (see CSI document for more information).

Subgroups Include:

- Economically Disadvantaged
- Racial/Ethnic
- Students with Disabilities
- English Learners

Subgroups are considered if there are 11 or more students with a score on an indicator for a given school. For example, if only 5 English Language learners are enrolled, the EL indicator would not be considered.

How Are New Hampshire Schools Being Identified?

Beginning in 2018, New Hampshire is using data submitted to the Department of Education from the 2017-2018 school year to determine identification of ATS schools. The data represents school performance in four key areas depending on the type of school. Elementary/Middle school key areas include- academic achievement, growth, progress toward English language proficiency (ELP), and equity. High school key areas include- academic achievement, graduation rate, progress toward English language proficiency (ELP), and college and career readiness. For each indicator, every considered subgroup, receives an overall level ranging from 1-4 based on their student performance. Schools will be identified as ATS if any of their subgroups perform at or below the lowest performing 5% of schools.

What Happens After a School is Identified?

Local Education Agencies (districts/charters) will have the opportunity to participate in regional and statewide trainings focused on improvement of subgroup performance. This will begin in the winter of 2019. ATS schools will be examined annually by the NH DOE to determine if progress is being made. Districts should work with ATS schools to develop improvement strategies for student learning. The ultimate goal is to create sustainable systems to help students and teachers achieve at higher levels.

How Does a School Exit ATS Status?

A school that demonstrates progress for two consecutive years on the performance of the subgroups that caused the school to be identified in the first place can exit the ATS status. Progress is required for any one of the indicators. An ATS school that fails to demonstrate improvement in their underperforming subgroups after three years will be automatically identified as a CSI school.

Additional Targeted Support (ATS)	
Designation	- Schools with a subgroup* whose performance on all indicators were at or below the level of the CSI schools
Frequency of Identification	<ul style="list-style-type: none"> - Identified every 3 years - First round of identifications are reported in Fall 2018
Identified for Support	- Demonstration of progress is examined annually
Exit Criteria	- Schools have to demonstrate progress for two consecutive years on the performance of one of the subgroups that caused the school to be identified in the first place

*Subgroups include: Economically Disadvantaged, Racial/Ethnic, Students with Disabilities, and English Learners. Subgroup scores are calculated with 11 or more students in that subgroup that are enrolled in the school. Index scores are reported for subgroups as low as 11 students, depending on the index component.



The Mercier Group
a professional corporation

Paul J. Mercier, Jr. CPA

November 15, 2019

Members of the School Board
and Superintendent of Schools
Pittsfield School District
23 Oneida Street; Unit 1
Pittsfield, NH 03263

Re: Final Audit Reports

Dear Members of the Board and Dr. Freeman:

Enclosed are seven (7) bound and one loose copies of the School District's financial statements along with our audit reports there on for the fiscal year ended June 30, 2019. We have also forwarded State and Agency copies as follows:

<u>State/Federal</u> <u>Department/Agency</u>	<u>Directed to the Attention of</u>	<u>Number of</u> <u>Copies</u>
Mun. Serv. Fin. Bureau	Director	1(PDF)

If you like, we would be happy to review our reports with the Board. Please let us know or call me if you have any questions.

With best regards,

Paul J. Mercier, Jr. cpa

Enclosures

TITLE XV EDUCATION

CHAPTER 189 SCHOOL BOARDS, SUPERINTENDENTS, TEACHERS, AND TRUANT OFFICERS; SCHOOL CENSUS

Emergency Response Plans

Section 189:64

189:64 Emergency Response Plans. –

I. Every public, chartered public, and nonpublic school shall develop a site-specific school emergency response plan which is based on and conforms to the Incident Command System and the National Incident Management System and submit such plan to the department of education by September 1 of each year. Upon receiving a school's emergency management plan, the department shall provide a copy of such plan to the director of homeland security and emergency management, department of safety. The plan should be documented at the time of school approval review. The plan shall provide that at least 4 of the currently required number of fire evacuation drills shall be emergency, all-hazard response drills of which at least one shall test emergency response to an armed assailant. The armed assailant drill may be discussion based. The types of all-hazard drills and exercises and the manner and time in which these activities take place shall be determined by the school in collaboration with local public safety, emergency management, and public health officials. The school may include students and first responders in all-hazard response drills or activities, as appropriate. The plan shall address hazards including but not limited to acts of violence, threats, earthquakes, floods, tornadoes, structural fire, wildfire, internal and external hazardous materials releases, medical emergencies, and any other hazard deemed necessary by school officials and local emergency authorities. The first emergency response drill shall be conducted within one year of the completion of the plan. If the school has a building schematic floor plan diagram, the school may, with the approval of the local school board, submit the diagram to the division of homeland security and emergency management, department of safety, in a commonly used digital format. Submission of the diagram will enable the state to better prepare, respond, and mitigate potentially dangerous conditions should the need arise.

II. Each school shall provide the plan to, and coordinate the plan with, local emergency authorities and with the emergency operations plan in the municipality in which the school is located. Each school shall review its plan at least annually and update the plan, as necessary, and shall submit the updated plan to the department of education by September 1. If after review, the plan is unchanged, the school shall notify the department by September 1 that the plan is unchanged. The department shall provide a copy of any updated plan to the director of homeland security and emergency management, department of safety. The director of homeland security and emergency management, department of safety shall assist school districts in conducting training for and providing support to school districts in the development, implementation, and review of an emergency response plan, as may be needed.

Source. 2007, 92:1. 2014, 87:1. 2017, 14:1, eff. June 16, 2017. 2018, 35:1, eff. July 14, 2018. 2019, 20:1, eff. July 14, 2019.



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY
Robert L. Quinn, Commissioner



Division of Fire Safety
OFFICE OF THE STATE FIRE MARSHAL
Paul J. Parisi, State Fire Marshal

Office: 110 Smokey Bear Blvd, Concord, NH
Mailing Address: 33 Hazen Drive, Concord, NH 03305
603-223-4289, FAX 603-223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: PES

School Address: _____

School Phone Number: Final

Inspected By (Please Print): _____

Inspection Organization Name: _____

Inspector Contact Number: _____

Date of Inspection: _____

Building Name: _____

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.

2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)

6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)



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603-223-4289, FAX 603-223-4294

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1	X			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1	X			
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3	X			Per Document
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1	X			Per Document
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2	X			
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3	X			
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2	X			
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	X			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	X			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1	X			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	X			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	X			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	X			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	X			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1	X			Update in Process
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	X			
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	X			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	X			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1	X			New Process & Documentation
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	X			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2	X			
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	X			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	X			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1	X			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1	X			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	X			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2	X			
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1	X			



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603-223-4289, FAX 603-223-4294

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	X			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	X			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	X			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	X			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	X			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			X	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2	X			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	X			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	X			
Building Services				
1. All electrical panels that are in areas accessible to students are properly secured and locked. NFPA 1 Ch. 11.1.10	X			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	X			Update in Process
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	X			Plan in Place
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	X			New Process
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	X			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	X			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			X	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			X	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	X			New Process
2. Emergency lighting testing monthly and annually	X			New Process
3. Commercial kitchen hood cleaning and inspection within 6 months	X			
4. Daily egress check by school staff	X			New Process
5. Annual fire alarm test report any with deficiencies noted.	X			
6. All deficiencies noted in the annual report have been addressed.	X			
7. Annual sprinkler test report with any deficiencies noted.	X			
8. All deficiencies noted in the annual report have been addressed.	X			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter	X			
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			X	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]		X		Update in Process
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans		X		Update in Process
END OF CHECKLIST				





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603-223-4289, FAX 603-223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: PMHS

School Address: _____

School Phone Number: Finel

Inspected By (Please Print): _____

Inspection Organization Name: _____

Inspector Contact Number: _____

Date of Inspection: _____

Building Name: _____

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.

2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)

6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1	X			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1	X			
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3	X			Per Document
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1	X			Per Document
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			X	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			X	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2	X			
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	X			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	X			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1	X			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	X			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	X			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	X			



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603-223-4289, FAX 603-223-4294

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	X			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1	X			
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	X			
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	X			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	X			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1	X			New Process & Documentation
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	X			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			X	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	X			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	X			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1	X			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1	X			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	X			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2	X			
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1	X			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	X			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	X			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	X			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	X			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	X			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			X	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2	+			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	X			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	X			
Building Services				
1. All electrical panels that are in areas accessible to students are properly secured and locked. NFPA 1 Ch. 11.1.10	↓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	X			Update in progress
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	X			Plan in place
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	X			New Process
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	X			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	X			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			X	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			X	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	X			New process
2. Emergency lighting testing monthly and annually	X			New Process
3. Commercial kitchen hood cleaning and inspection within 6 months	X			
4. Daily egress check by school staff	X			New process
5. Annual fire alarm test report any with deficiencies noted.	X			
6. All deficiencies noted in the annual report have been addressed.	X			
7. Annual sprinkler test report with any deficiencies noted.	X			
8. All deficiencies noted in the annual report have been addressed.	X			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter	X			
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			X	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]		Y		Update in Process
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans		Y		Update in Process
END OF CHECKLIST				



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY

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Comments/Notations:

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one)
IS ☐ OR ☐ IS NOT required. If corrective action is required, when do you anticipate it will be
completed? Date: _____
2. An approved plan of correction will ☐ OR ☐ will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS ☐ OR ☐ IS NOT required. If a re-inspection is
required, it will occur on or before? Date: _____

Signature of Inspector or Fire Chief

Date

I acknowledge receipt of this report.

Signature of School Contact

Date