



SCHOOL ADMINISTRATIVE UNIT #51
23 Oneida Street, Unit 1 Pittsfield,
New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331

PITTSFIELD SCHOOL BOARD
MEETING AGENDA

5:30 PM Thursday September 16, 2021
PMHS Media Center
Pittsfield Middle High School

1. CALL TO ORDER
2. AGENDA REVIEW
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES OF SEPTEMBER 2, 2021
5. PUBLIC INPUT
6. STUDENT REPRESENTATIVE
7. DIRECTOR OF STUDENT SERVICES Information
8. SUPERINTENDENT OF SCHOOLS Information and Discussion
 Tuition Study
 CRT Information
 Recap public hearing
9. SCHOOL BOARD Information and Discussion
 Action Items
 COVID Protocol
 Nomination of Board Member
10. COMMITTEE ASSIGNMENTS Budget Committee
 Drake Field and Negotiating Team
 Negotiating Team
11. PLAN AGENDA FOR NEXT MEETING
12. PUBLIC INPUT
13. NON-PUBLIC SESSION - RSA 91-A 3 (a) the dismissal, promotion, or compensation of 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 the request shall be granted. (b)The hiring of any public employee. (c) Matters which, if discussed in public, would likely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or a waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.
14. ADJOURNMENT

Pittsfield School District

To: Pittsfield School Board
From: Jess Bickford
Subject: Board Meeting – September 16, 2021
Date: September 10, 2021

ACTION

1. Flex Programs Overview:

The Pittsfield Elementary and High School both currently have Flex Programs in place. These are tiered intervention supports for students in critical need. The program at the elementary school has been in place going on four years now. The program at the high school has been in place for well over a decade. Both programs aim to provide a least restrictive environment and prevent out of district placements. There are students with and without diagnosed disabilities in each program.

The Elementary School Flex Program serves students K-5. This is a behavior management program for students, which provides a systematic and consistent means to teach appropriate social skills and regulation skills and promotes reintegration into the general classroom setting. Students who enter the PES Flex Program do so because their social/emotional needs are significant and interfere in their ability to learn and participate in the classroom. Many of the children's behaviors are extremely disruptive and they need a program which can provide more structure, attention, and reinforcement than is available in the traditional classroom. Behavior management systems are utilized as the primary means to address the student's behavioral difficulties.

The High School Flex Program serves students 9-12+. This is a dropout prevention, behavior management, and credit recovery program for students. Students who enter the Flex Program do so because one or more of the following are true: their social/emotional needs are significant and interfere in their ability to learn and participate in the classroom, are severely behind in credits, or have little to no adult relationships at school. Relationship building and behavior management systems are utilized as the primary means to address the student's behavioral difficulties. Online programs and alternative learning plans are utilized for accelerated credit earning.



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SUPERINTENDENT'S REPORT

September 16, 2021

Over the first two weeks of school, the attention to COVID-19 and its effects have taken a front seat to everything else. As of the writing of this report there are nine confirmed student COVID cases. As has been reported to the Board, all students and staff will be required to wear masks for an indefinite amount of time. There has been cooperation from students and staff in regard to this requirement. A fewer than five parents have called to voice a concern over the mask requirement that has been put into place.

As of September 9, the only open position for professional staff is a School Counseling position at the middle/high school. We will be reviewing applicants shortly and it would be my hope to bring a candidate to be elected by the Board on September 16.

Per the request of the Budget Committee, I attended their meeting on September 8. There was a discussion of the warrant to be brought forward at the Public Hearing on September 9. The conversation also included some concerns about budgeting in general. The information was helpful and will be key in presenting a clear and supported budget proposal.

I will be working with the administration from the school in creating the 2022-23 school year budget. I have asked the members of the leadership team to have requests to me by the last week in September so that the Board can begin review of the budget in October and get the budget to the Budget Committee in an expedient manner. This will be a bottom up budget. The leadership team will speak to the staff and department heads to have a firm understanding of requests. Those requests will be discussed with me and then brought to the Board for their consideration. I have also asked the business manager to generate a document with actuals for expenditures looking back three years. This will give us a look back to see if accounts are appropriately budgeted. We will need to take COVID into account in some areas of the budget that were underspent in the spring of 2020. As part of the budget process, I will be working with the staff to look at alternatives to NWEA for data gathering as well as a prescribed curriculum for reading and writing District wide.

I am including in the Board packet information I received from our attorney in regard to Critical Race Theory training. The Department of Education has produced a document that clearly defines the requirements of the law. I will be presenting this information to the staff myself in the professional development time allotted on Wednesdays. This will be a good opportunity for the staff to gain the needed information to ensure the District is following the requirements of the law. It will also be a good chance for me to interact with the staff.

I will be attending the statewide Superintendent's meeting on September 10 in Concord.

School	Tuition cost	# Students	Tuition per student	Transportation costs				Special Education costs							Cost per student					
				# of buses	Daily distance	\$ per miles	Additional Runs	Transportation cost for 180 days	Additional rate	# students	# paras cost	NHIS	FICA	Health	Dental	SPEL Costs	Total Cost	student		
School Merrimack Valley 7-45-2-33	\$ 14,500.00	160	2,320.000	3	44	\$ 4.00		\$ 95,040.00	\$ 14,500.00	18	\$ 261,000.00	\$ 532,000	\$4,499	\$2,432			\$48,931	\$299,931.20	\$ 2,714,971.20	\$ 16,968.57
Coe Brown 7-40-2-24	\$ 14,500.00	160	2,320.000	3	32	\$ 4.00		\$ 69,120.00	\$ 14,500.00	18	\$ 261,000.00	\$ 532,000	\$4,499	\$2,432			\$38,931	\$290,031.20	\$ 2,582,511.20	\$ 16,140.70
Pembroke 7-30-2-20	\$ 13,950.00	160	2,320.000	3	28	\$ 4.00		\$ 60,480.00	\$ 13,950.00	18	\$ 251,100.00	\$ 532,000	\$4,499	\$2,432			\$38,931	\$290,031.20	\$ 2,582,511.20	\$ 16,140.70
Wilmington 7-35-2-45				3	44	\$ 4.00		\$ 95,040.00				\$ 532,000					\$160,000			
Concord 7-45-2-42				3	32	\$ 4.00		\$ 69,120.00				\$ 532,000					\$160,000			
Bismont 7-25-2-00				3	32	\$ 4.00		\$ 69,120.00				\$ 532,000					\$160,000			



Frequently Asked Questions: New discriminatory practice prohibitions applicable to k-12 educational programs¹

Issued by: Department of Education, Commission for Human Rights and Department of Justice

House Bill 2 was passed by both bodies of the legislature and signed into law by the Governor on June 25, 2021. Included in [HB 2 are sections 297 and 298](#), Right to Freedom from Discrimination in Public Workplaces and Education.

There has been much discussion about this law and what prohibitions it imposes on public employers, government programs, and schools. The State of New Hampshire and its political subdivisions recognize that they have a duty to ensure that they treat all residents and visitors equally. This means that all employees or individuals who work to provide or administer programs and services on behalf of the State of New Hampshire, including teachers in an educational setting, must continually strive to treat all of those with whom they may come into contact equally and with dignity and respect.

The purpose of these FAQs is to provide guidance to public employers, government program administrators, and school systems as they review their compliance with this new law.

This FAQ document addresses questions that may arise regarding the changes to schools and educational programs contained in RSA chapter 193. Please see separate document that addresses [changes to the New Hampshire Law Against Discrimination, RSA chapter 354-A](#).

Changes Regarding Schools and Educational Programming

1. What are schools prohibited from teaching students?

Schools are prohibited from teaching that one identified group (a group based upon: age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion or national origin) is:

- Inherently superior or inferior to people of another identified group;
- Inherently racist, sexist, or oppressive, whether consciously or unconsciously;
- Should be discriminated against or receive adverse treatment; or
- Should not treat members of other identified groups equally.

In short, do not teach that a person or a group is inherently oppressive, superior, inferior, racist, or sexist. Teach and treat all equally and without discrimination.

2. What do the phrases "inherently superior or inferior" or "inherently racist, sexist, or oppressive" mean?

"Inherent" means characteristics that are natural, biological, or innate, as opposed to characteristics that are merely apparent, accidental, or based on external factors.

¹ House Bill 2, Sections 297 and 298, Right to Freedom from Discrimination in Public Workplaces and Education;
Legal Reference: RSA 354-A:29; RSA 354-A:30; RSA 354-A:31; RSA 354-A:32. RSA 354-A:33; RSA 354-A:34; RSA 193:40.

This new law makes it illegal to teach, train or advocate that a person, because of their membership in one or more identified group(s), is inherently either: (1) racist, sexist, or oppressive, consciously or unconsciously or (2) superior or inferior to people of another identified group.

3. Does the law prohibit teachers from teaching U.S. history?

No. Nothing prohibits the teaching of historical subjects including, but not limited to: slavery, treatment of the Native American population, Jim Crow laws, segregation, treatment of women, treatment of LGBTQ+ people, treatment of people with disabilities, treatment of people based on their religion, or the Civil Rights movement. Nor does anything prohibit discussions related to current events including, but not limited to: the Black Lives Matter movement, efforts to promote equality and inclusion, or other contemporary events that impact certain identified groups.

4. Are schools allowed to teach students historical concepts related to discrimination?

Yes. Schools are allowed to discuss "as part of a larger course of academic instruction, the historical existence of ideas and subjected identified" in the new law. Nothing prohibits schools from teaching about discrimination, including the historical existence of these ideas.

5. A parent or student has complained that certain lessons, subjects, or areas of discussion related to racism have made them uncomfortable. Has the school district violated the Prohibition on Teaching Discrimination?

No. It is important to note that education related to racism, sexism, and other practices or beliefs that have harmed or continue to harm certain identified groups may make students, faculty, or parents uncomfortable. These lessons may encourage or prompt students to reflect upon whether and how racism, sexism, or other practices have or have not affected their lives. Even discussion of historical practices and their lingering impact upon different identified groups can cause this discomfort.

The mere fact that a lesson may make students, faculty or parents uncomfortable does not mean that the school has violated the Prohibition on Teaching Discrimination.

6. Can parents or guardians refuse to allow their children to participate in specific course material?

Yes. Where parents or guardians object to specific course materials, they are encouraged to follow school policies related to RSA 186:11, IX-c dealing with objectionable education material.

7. Does the law apply to public schools?

Yes. All K-12 public schools are subject to this law. This includes charter schools and public academies.

8. Does this law apply to all school activities or just teaching?

The prohibitions apply to all activities carried out by public schools in their role as public schools, including extra-curricular activities that are part of the public school's work.

The law does not apply to all activities that may occur on a public school's property and does not prohibit public schools or school districts from making physical space available to third parties for events or activities, i.e. a voluntary after-school program but is administered by a third-party organization.

9. Does this law apply to instruction in colleges, universities, or other post-secondary educational institutions?

No for teaching students, yes for staff and volunteer training.

The prohibitions detailed above apply only to instruction of students in K-12 programs. However, this law does apply to trainings for staff and volunteers at colleges, universities, or other post-secondary educational institutions, because these institutions are considered public employers and/or government programs. For questions regarding restrictions on training staff and volunteers by public employers and government programs, find more information [here](#).

10. Does this law apply to trainings for post-secondary school employees or volunteers?

Yes. For questions regarding restrictions on training staff and volunteers in all educational programs, find more information [here](#).

11. What remedies are available to students or parents who believe that a school has violated the Prohibition on Teaching Discrimination?

A student or parent who believes that they have been subject to discrimination may file a complaint with the New Hampshire Commission for Human Rights; a complaint with the New Hampshire Office of the Attorney General; or may file a civil claim in superior court to seek damages or declaratory or injunctive relief.

12. Can an educator's credential be disciplined for teaching these prohibited subjects?

Yes. If an educator is found to have discriminated against an individual or identified group, it is a violation of the educator code of conduct and may result in disciplinary sanction by the state board of education.

13. Can a student or parent file a claim based upon instruction or other conduct that occurred in 2020?

No. Complaints alleging a violation of the new law may only be considered for conduct that occurred after the enactment of that law on June 25, 2021.