



## SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1  
Pittsfield, New Hampshire 03263  
Phone: (603) 435-5526 • Fax (603) 435-5331  
Bryan Lane – Superintendent of Schools

### PITTSFIELD SCHOOL BOARD MEETING AGENDA

5:30 PM Thursday, September 1, 2022  
PMHS Media Center  
Pittsfield Middle High School  
Join with Google Meet: [meet.google.com/ozc-sstw-mto](https://meet.google.com/ozc-sstw-mto)

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES FROM August 18, 2022
5. PUBLIC INPUT

6. PES PRINCIPAL

Information & Discussion

Action Items

<ul style="list-style-type: none"><li>• Open House</li><li>• Professional Development</li><li>• System Protocols for Behavior</li><li>• System Protocols for Behavior in the Classroom</li><li>• System Protocols and the Student Services Coordinator</li></ul>	
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7. PMHS PRINCIPAL

Information & Discussion

Action Items

<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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8. SUPERINTENDENT

Information & Discussion

Action Items

<ul style="list-style-type: none"><li>• Staffing</li><li>• Administration Appreciation</li><li>• Maintenance Appreciation</li><li>• Drake Field Walkway Repair Update</li></ul>	
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9. SCHOOL BOARD

Information & Discussion

Action Items

<ul style="list-style-type: none"> <li>• Policy Review – First Reading: <ul style="list-style-type: none"> <li>○ JICK, Student Safety and Violence Protection</li> <li>○ JEA, Compulsory Attendance Age</li> <li>○ EHAA, Computer Security, E-Mail and Internet Communications</li> <li>○ JLCJ, Concussions and Head Injuries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Nomination</li> <li>• Policy Review – Second Reading: <ul style="list-style-type: none"> <li>○ JBAB, Transgender and Gender Non-Conforming Students</li> <li>○ IHAK, Character and Citizenship Education</li> <li>○ IIB, Class Size</li> <li>○ JLCC, Communicable Diseases</li> </ul> </li> </ul>
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#### 10. COMMITTEE ASSIGNMENTS

BUDGET COMMITTEE – Sandra Adams  
DRAKE FIELD & FACILITIES – Adam Gauthier  
NEGOTIATIONS –  
FOSS FAMILY SCHOLARSHIP – Sarah Duval

#### 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. - Negotiations

#### 14. ADJOURNMENT

**ADVANCE COPY, SUBJECT TO APPROVAL BY THE PITTSFIELD SCHOOL BOARD**

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

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**MINUTES**

Pittsfield School Board Meeting  
August 18, 2022  
Pittsfield Middle High School

**I. CALL TO ORDER**

Members Present: Adam Gauthier, Chairperson  
Sandra Adams, Vice Chairperson  
Molly Goggin  
Adam Cote  
Sarah Duval (joined remotely at 6:45 p.m.)

Others Present: Bryan Lane, Interim Superintendent  
Derek Hamilton, PMHS Principal  
Michael Wiley, PES Principal  
Members of the Public

Chairperson Gauthier opened the meeting at 5:31 p.m.

**II. PLEDGE OF ALLEGIANCE**

The pledge of allegiance was led by Mr. Gauthier

**III. AGENDA REVIEW**

The following items were added to the agenda:

- Work Session (Mr. Gauthier)
- Teacher Nomination (Mr. Lane)
- Paraeducator Salary Schedule (Mr. Lane)

**IV. ACTION ON AMENDED AGENDA**

On a motion made by Ms. Adams and seconded by Ms. Goggin, The Board unanimously approved the amended agenda

## V. APPROVAL OF PREVIOUS MEETING MINUTES

The minutes of the August 4, 2022 meeting were considered.

Changes include: on page five roman numeral XIII, update the policy to be reviewed as “JBAB”; on page three spell out NHRS.

On a motion made by Ms. Adams and seconded by Mr. Cote, the Board vote 3-0-1 to approve the amended minutes with Ms. Duval not present to vote.

## VI. PUBLIC INPUT

Mr. Clayton Wood stated his concerns regarding the Policy JBAB, Transgender and Gender Non-Conforming Students.

Mr. Dan Scroth-Piermarroci reiterated his desire to have a School Environmental Impact Committee and/or study done in regard to the continued discussions surrounding the tuitioning out of our high school students.

Danny Creamer thanked Mr. Schroth-Piermarroci for his concern regarding the environment and the impact that the community has on it. Danny voiced concerns regarding the revision or removal of the Policy JBAB. As a member of the LGBTQ+ community, they stated that this type of policy protects the individuals who may not be “out” with their sexuality for their own safety. Danny asked the Board to keep the safety of the students; physically, emotionally and mentally at the forefront of their minds when making decisions regarding the revision of this policy.

## VII. PES PRINCIPAL

A. Mr. Wiley summarized the changes to the handbooks that he would like to see done.

Ms. Adams stated that she would like to see better formatting regarding the listing of the policies.

Mr. Cote stated that he would also like to see Policy JICK, Bullying, reviewed at the next meeting.

## VIII. PMHS PRINCIPAL

A. Mr. Hamilton listed the revisions of the handbook that he would like to see made:

- Graduation Requirements will require the addition of the Naturalization Test that will become mandatory as of July 1, 2023.
- Middle School Promotion requirements should include that course competency in the four major subjects of English, Mathematics, Social Studies and Science has been met.
- Athletic Eligibility section of the handbook that includes Ineligibility would benefit from the addition of a two-week probationary period rather than the

reporting period of ineligibility.

- B. Mr. Hamilton spoke on School Norms, a mantra that is currently in place at the Middle High School. Mr. Hamilton touched on the Pittsfield Pledge that Ms. Adams would like to see instituted and how they cross over. Mr. Hamilton outlined that they are not considered rules, so much as an expectation.
- C. Mr. Hamilton spoke regarding the Vision of the Graduate statements as they tie back into the Vision of the Learner. Mr. Hamilton believes it to be an ever evolving, working document that can be utilized to collect and showcase the learning in our study body.
- D. Mr. Hamilton made a presentation regarding Student Centered Learning.

Weston Martin inquired to Mr. Hamilton as to how he could become involved in the Student Centered Learning.

Dianne Rider asked Mr. Hamilton about the various proficiencies that were reported.

## IX. SUPERINTENDENT

- A. Mr. Lane provided the Board with a staffing update.

Mr. Lane requested that the Board accept the resignation of Mr. Brandon Balser as the physical education teacher for PES.

- E. Mr. Lane provided the Board with an update on the status of the grants.
- F. The tile flooring at PES has been installed.
- G. Driveway repair should be completed during the upcoming weekend by Merrill Construction.
- H. Mr. Lane has submitted the grant requests for the Drake Field repairs
- I. Mr. Lane wanted to again pay respect to the maintenance team here at the District.
- J. Mr. Lane distributed a spreadsheet outlining his wishes for an increase in the salaries for our paraeducators. Currently the base salary is \$12.00 per hour for a paraeducator.

Mr. Lane would like to see this raised to \$14.50 per hour as we struggle to get and retain the individuals we need for these positions.

Motion made by Mr. Gauthier and seconded by Ms. Goggin, to raise the base pay for paraeducators to \$14.50 per hour. (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0

- K. Mr. Lane provided the Board with a staffing update.

Mr. Lane requested that the Board accept the resignation of Brandon Balser as the physical education teacher for PES.

Motion made by Mr. Gauthier and seconded by Ms. Adams, to accept the resignation of Mr. Balser. (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Goggin, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0

## X. DIRECTOR OF STUDENT SERVICES

- A. Ms. Vary presented the information to the Board about the offering and attendees of the Extended School Year program.
- B. Ms. Vary gave an overview of the current staffing situation for the special education department.

## XI. SCHOOL BOARD

### A. Policies – First Reading

- Policy JBAB, Transgender and Gender Non-Conforming Students,
- Policy IHAK, Character and Citizenship Education
- Policy IIB, Class Size
- Policy JLCC, Communicable Diseases

### B. Policies – Second Reading

- Policy ECA, Buildings and Grounds Security, approved as written (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Goggin, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0
- Policy JCA, Change of School of Assignment, approved as written (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Goggin, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0
- Policy JEC, Change of School or Assignment – Manifest Educational Hardship, approved as written (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Goggin, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0
- Policy IKAD, Changing Student Grades, policy will be tabled until next week.

## XII. COMMITTEE ASSIGNMENTS

- A. Budget Committee Representative – Mr. Gauthier motioned to nominate Mr. Cote Cote, with Ms. Adams as back up, the motion was seconded by Ms. Goggin, (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Goggin, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0
- B. Drake Field and Facilities – Ms. Adams nominated Mr. Gauthier, the motion was seconded by Ms. Goggin, (Mr. Gauthier, yes; Ms. Adams, yes; Ms. Goggin, yes; Ms. Duval, yes; Mr. Cote, yes). 5-0
- C. Negotiating Team -
- D. Foss Family Scholarship – Sarah Duval

## XIII. NEXT MEETING

The next meeting of the Board is scheduled for Wednesday, August 24, 2022 at 6:00 p.m. in the Pittsfield Middle High School Media Center.

XIV. PUBLIC INPUT

Diane Rider spoke regarding Policy JBAB, Transgender and Gender Non-Conforming Students. Ms. Rider asked the Board to address this in a broader fashion as students are not the only ones affected by the implementation of this policy. Ms. Rider provided the Board with statistics regarding transgender students and relation to mental health issues. Ms. Rider shared her concerns regarding shared bathrooms and athletics between cis gendered athletes and transgender athletes as the Board considers changes to this policy.

Mr. Wood reiterated that he does not support this policy.

Danny Creamer spoke as a representative of the LGBTQ+ in regard to the level of bullying that they observed during their years as a high school student in regard to transgender and gender non-conforming students.

XV. ADJOURNMENT

A motion was made by Mr. Gauthier and seconded by Ms. Adams to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 8:32 p.m.

Respectfully submitted,

Sara Zinn  
Recording Secretary

## Pittsfield School District

**To:** Pittsfield School Board

**From:** PES Administration, Michael Wiley

**Subject:** Board Report

**Date:** September 1, 2022

### INFORMATION

1. **Open House:** Open house was well attended. Faculty and staff were prepared for students and parents alike. PES Principal - Michael Wiley, Assistant Principal - Jaclyn Rohr, Reading Specialist - Nicole Davis, along with the K-2 Title 1 Teacher, Jamie Severance greeted families and provided books to all students in attendance. Classroom Teachers welcomed students and parents into the classrooms with smiles. Student name tags and supplies were organized creating a sense of belonging for nervous or anxious students. Kindergarten and First Grade students received donations of Kohl's Cares Stuffedies that corresponded with characters from grade level books.
2. **Professional Development:** On August 24th and 25th the PES Faculty and Staff attended two teacher workshop days. Time was spent developing the 22-23 PES Team. Through activities and conversations the teachers learned about one another's similarities and differences. During this time we also covered topics such as: Schedules(Classroom, Lunch, Unified Arts, and Classroom), School Calendar, Positive Parent Contact Initiative, System protocols for behavior, supplies, professional development, lunch and recess.
3. **System Protocols for Behavior:** During the teacher workshops PES staff and faculty had many large group and team meetings to discuss behaviors and protocols for addressing inappropriate behavior in school. In grade level teams the staff worked to develop a list regarding their behavior concerns in the school environment. Refer to the images in the following pages. As a large group we compared the created lists to the Behavior Expectations included in the Family Handbook identifying similarities and differences.
4. **System Protocols for Behavior in the Classroom:** As behavior issues escalate there is a need to keep the classroom learning environment safe and secure. Students are learning to de-escalate and need assistance in doing so. The staff discussed methods they could use in the classroom that would teach students how to calm themselves so they are able to return to learning. In the classroom teachers shared ideas such as calming corners, buddy breaks, and walks. Buddy breaks and walks require the student to walk in a designated area for a specific amount of time and return to their classroom ready to learn. A Buddy Break allows a student to access a space other than their own with a specific staff member. Again using a timer a student would take a break to refocus their energy and calm themselves in order to return to learning.
5. **System Protocols and the Student Services Coordinator(SSC):** At times students escalate their behaviors to a point in which they cannot control themselves. At the point when a student becomes out of control emotionally or physically, the student needs to be removed from the classroom. The Student Services Coordinator will intervene to help the student regain self control, de-escalate their emotions in order to return to the classroom and their learning. I have provided the SSC Protocol to inform you of this critical role.



## Team lists created during Teacher workshop days regarding behaviors.

### Kindergarten Safe Bodies

- ✓ walking feet - "slipper feet" / "walk like a ninja" in the hallways
- ✓ inside voice
- ✓ furniture on ground
- ✓ hands to self
- ✓ use our words to ask for help/break
- ✓ "School" words vs. "At Home" words (yes/no)
- ✓ Follow teacher directions
- ✓ Use respectful words (ex. please, thank you)
- ✓ Respect materials (use as directed by teacher)
- ✓ Eat the food you bring or are given at school (ex. sharing snacks/lunches - allergies)
- ✓ Clean up after ourselves (if we spill we clean it up)

♥ We are here to help one another.

Appropriate Behaviors	"Inappropriate" Behaviors
- Use proper voice levels	- Running in halls & classroom
- Hands to self (Safe behavior)	- Using unkind words
- Kind words	- Walking out of room w/out permission
- Self regulation (Breaks calm down strategies)	- Fighting (verbal/physical)
- Participation	- Invading other's space
- Self awareness	- Wasting/interrupting learning time
- Personal responsibility	- Misuse of class materials
- Keeping classroom/school clean	- Inappropriate language (cursing, etc.)
- Clean up after yourself.	- Lying
- Use materials as designated	
- One person talks at a time	
- Being a good listener	
- Helping others	
- Being respectful to self/others	
- Be inclusive	
- Follow directions & class expectations	
- Be honest & open	
- Engage in instruction	
- Have fun!	

Encouraged	Behaviors that make me cry
✓ Kind words/good manners	✓ fighting/hair pulling
✓ safe body	• biting
↳ hands/feet inside your bubble	• throwing
• walking	• classroom destruction
• using materials appropriately	• swearing/inappropriate comments & gestures
• use self-management strategies	• elopement/running away
• listen/be respectful	• stealing/hoarding
• advocate for self/needs/peers	• yelling
• only take what you need/using	• taking clothes off
• clean up after yourself/others	• intentionally distracting peers
• be helpful	• refusal
• be cooperative	• scratching
• learn something	• spitting
• be on task	
• be inclusive	
• appropriate voice level	
• participate	
• tell the truth	
• be responsible for actions/behaviors	

### Most Common Misbehaviors

1. Non-compliance
2. Disrespect
3. Not following directions
4. Unsafe behaviors unsafe to self or others
5. Misuse of materials -
6. Aggression towards peers/teachers
7. Verbally abusive
8. Runners - leaving assigned area w/out permission
9. Negative Attitudes (negative)
- 10.

### Things we want to teach

- Expectations need to be clear
- Procedures need to be clear
- Connect w/ students - building communities
- Interactive modeling - how to use materials
- Social Skills
- Executive functioning Skills
- CARES - Cooperation, Empathy, Assertion, Responsibility, self-control
- try their best (Expect to fail or make mistakes but try!)
- participation - Engage in learning

## Family Handbook Behavior Expectations

**Behavior Expectations.** PES takes a proactive approach to school-wide discipline, based on the Responsive Classroom approach and Positive Behavioral Intervention Supports (P.B.I.S). Both hold, as a central tenet, the use of respectful, nonpunitive strategies for teaching students positive behaviors. We seek to develop and utilize a school-wide approach to discipline that creates a school environment where:

- Learning and teaching are valued
- Individual differences are celebrated
- Cooperation, assertion, responsibility, empathy, self-control, and other highly valued character traits are taught and encouraged

At a most fundamental level, in the interest of supporting a safe and productive academic environment, children are expected to:

- Use only language and a speaking tone that is proper, respectful, and courteous to others;
  - Use common courtesies, such as "May I please," "Please," "Thank you;"
  - Refrain from walking between people who are engaged in a conversation;
  - Refrain from interrupting people who are engaged in a conversation; in an emergency if an interruption is necessary, interrupt in a courteous manner;
- Respect and refrain from interfering with the teaching and learning of others;
- Respect, cooperate with, and follow the directions of adults in supervisory roles;
- Bring only safe, school-appropriate articles to school;
- Refrain from approaching or touching others in an aggressive or threatening manner;
- Refrain from chewing gum unless it is a team approved accommodation;
- Respect school property and the property of others;
  - Refrain from writing in school and library books, unless the book is a workbook or journal for which specific directions have been given;
  - Keep assigned equipment (desks, chairs, other classroom equipment, storage areas, etc.) neat and clean;
  - Provide restitution for lost, damaged, or destroyed property.

Through a collaborative effort that was initiated in 2005 and continues on an ongoing basis, children, parents, and staff have identified the three universal values of respect, responsibility, and safety as guiding principles in developing behavior expectations. These values being established, we have further developed our *behavior matrix* that specifically defines and operationalized these values in various school settings.

Our behavior matrix, reproduced below, is communicated to our children and adults to clearly communicate and teach our behavioral expectations for all.

### Arrival and Dismissal

- Respect

- Use indoor voices
- Be courteous and use kind words
- Wait quietly and patiently
- Responsibility
  - Arrival
    - Line up in a timely and orderly fashion
    - Listen to and follow directions the first time
    - Arrive on time
    - Go directly to assigned area
  - Dismissal
    - Line up in a timely and orderly fashion
    - Listen to and follow directions the first time
    - Leave school grounds promptly unless supervised by an adult
    - Wait to be dismissed before leaving classroom
    - Exit through front door (pre-kindergarten uses back door)
- Safety
  - Keep hands, feet, and belongings to self
  - Walk properly on ramp and stairs
  - Wheeled devices (bicycles, skateboards, rollerblades, etc.) must be walked on blacktop when on school grounds
  - Use sidewalks and paths
  - Wear appropriate attire

### Instructional Areas

- Respect
  - Be courteous and use kind words
  - Wait patiently and quietly
  - Use appropriate voice
  - Respect personal space
  - Listen while others are speaking
  - Use positive language
  - Respect others' comments and opinions
- Responsibility
  - Listen to and follow directions the first time
  - Follow rules specific to individual instructional areas
  - Use supplies and equipment appropriately
  - Use time wisely
  - Be focused, listen, and learn new things
  - Keep belongings neat and organized
  - Sign out/in before leaving designated area (grades 4-6)
- Safety
  - Walk
  - Keep hands, feet, and belongings to self

## Hallway

- Respect
  - Walk quietly
    - When entering school in the morning, talk quietly with nearby friends and classmates
    - When moving through hallway with class during the school day, talking is not permitted
    - When leaving school in the afternoon, talk quietly with nearby friends and classmates
  - Be courteous and use kind words
  - Wait patiently and quietly
  - Walk to the right in single file
  - Respect others' body space and place in line
  - Yield to classes/children already en route
  - Respect hallway displays
  - Greet others appropriately
- Responsibility
  - Listen to and follow directions the first time
  - Go directly to your destination
  - Use ramp and stairs appropriately
- Safety
  - Maintain social distancing; use markers in hallway to support
  - Walk
  - Keep hands, feet, and belongings to self
  - Stay in assigned area
  - Move safely

## Cafeteria

- Respect
  - Be courteous – say “please” and “thank you”
  - Use good table manners
  - Socialize in a quiet, respectful way with the people near you
  - Wait quietly and patiently
  - Refrain from touching others’ food or trays
- Responsibility
  - If you make a mess, clean it up
  - Come prepared for lunch and recess
  - Listen to and follow directions the first time
  - Take only what you can eat
  - Make everyone feel welcome at your table
  - Use supplies and equipment appropriately
  - Follow the rules for leaving your seat (varies by grade level)
  - Dispose of trash properly
  - Leave schoolwork and playground equipment in designated areas
- Safety
  - Wash hands before eating lunch
  - Maintain social distancing using the plexiglass dividers on the tables
  - Receive permission to leave the cafeteria
  - Walk
  - Exit and enter cafeteria and building in orderly manner
  - Keep hands, feet, and belongings to self
  - All food must be consumed within the cafeteria

## Assemblies

- Respect
  - Be courteous and use kind words
  - Wait patiently and quietly
  - Participate in activity appropriately
  - Ask/make appropriate questions/comments
  - Show appreciation appropriately (clapping)
- Responsibility
  - Listen to and follow directions the first time
  - Keep eyes and ears on presenter(s)
  - Show appreciation appropriately
  - Sit appropriately
  - Take care of lavatory (bathroom) needs before assembly
- Safety
  - Walk
  - Keep hands, feet, and belongings to self
  - Stay in assigned area

## Buses

- Respect
  - Be courteous and use kind words
  - Use appropriate language
  - Use quiet voice
- Responsibility
  - Listen to and follow directions the first time
  - Follow rules specific to individual bus drivers
  - Be prepared for your stop
  - Get off at correct stop
  - If you make a mess, clean it up
- Safety
  - Stay in seat
  - Keep hands, feet, and belongings to self and inside the bus
  - Keep aisle clear
  - Get on and off the bus in an orderly fashion
  - Cross in front of the bus

## Lavatories (Bathrooms)

- Respect
  - Wait quietly and patiently
  - Respect privacy of others
  - Knock before entering (primary grades)
- Responsibility
  - Use equipment and supplies properly
  - If you make a mess, clean it up
  - Keep trip short - use time wisely
  - Flush
  - Report any problems (vandalism, harassment, etc.) to a responsible adult as soon as possible
- Safety
  - Leave the light on unless room is empty
  - Wash your hands thoroughly with soap and water
  - Keep hands and feet to self
  - Follow the expectations for number of students at a time

## Emergency Procedures

- Respect
  - Take situation seriously
- Responsibility
  - Listen to and follow directions the first time
  - Adhere to procedures for the area in which you are located
  - Stay patiently and silently in assigned area
- Safety
  - Keep hands and feet to self
  - Walk in an orderly manner

## Recess

- Respect
  - Share equipment; take turns
  - Respect others' belongings
  - Demonstrate good sportsmanship
  - Wait your turn patiently
- Responsibility
  - Listen to and follow directions the first time
  - Line up quickly and quietly
  - Play by the rules agreed upon beforehand
  - Include others who want to participate in activities
- Safety
  - Stay in assigned area
  - Use equipment appropriately
  - Do
    - Go down slides in seated position with feet first
    - Have no more than one person on slide at a time
    - Ride tire swing with feet in center hole
    - Stay on flat area of playground
  - Don't
    - Stand up or walk on slides
    - Jump off structures
    - Walk or climb on top of tunnel
    - Walk, sit, or crawl on monkey bars
    - Hang off tire swing
- Keep hands, feet, and belongings to self
- Keep wood chips, rocks, etc. on the ground
- Be aware of personal space

## Field Trips

- Respect
  - Be courteous and use kind words
  - Wait patiently and quietly
  - Be a good listener
  - Respect the environment
  - Use appropriate voice level
- Responsibility
  - Listen to and follow directions the first time
  - If you make a mess, clean it up
  - Follow rules of the field trip location
  - Come prepared (appropriate clothing, lunch, money, etc.)
- Safety
  - Walk
  - Remain with assigned chaperone
  - Keep hands, feet, and belongings to self

## After-School Activities

- Respect
  - Be courteous and use kind words
  - Sit quietly and listen or participate
  - Show appreciation
  - Dress appropriately for the occasion
- Responsibility
  - Listen to and follow directions the first time
  - If you make a mess, clean it up
  - Use supplies and equipment properly
  - Observe school rules
  - Arrive and leave at the appropriate time
- Safety
  - Walk
  - Keep hands, feet, and belongings to self
  - Stay in assigned area
  - Keep exits clear
  - Students must be supervised by an adult



## System Protocols and the Student Services Coordinator(SSC)

### SSC PROTOCOL Student Services Coordinator

PURPOSE: To prepare students to return to class and be a participating member of the class/school community.

**Before referring a student to the SSC**, please ensure that the following procedures are followed:

- Students are provided with a safe space in the classroom where they can calm
  - This space may have coloring activities, fidgets and flexible seating, among other things.
    - Ensure the safe space has a timer to help students know when they are expected to return to the group.
      - If a student needs more time than the timer allows, please give them that time.

#### OR

- Students are provided with a safe space outside of the classroom where they can calm.
  - This space can include a few places in the hallway where the student is still visible from the classroom or in a buddy classroom.
- Call for a process break.
  - Call Jaclyn (2128), Mike W (1103), Mike C (2121), or Pam/Erin (they can contact one of us).
    - **Either Jaclyn, Mike W, or Mike C will come to your classroom and cover your class while you are able to process with your student in a safe and private space.**
- If these procedures have been followed and more is needed, please then refer students to the SSC.

USES OF THE SSC: Students in grades K-5 may be referred to and/or use the SSC for the purposes listed below.

- Bus Referrals
- General Referrals (see [referral form](#) for a list of referable behaviors)
- Processing of Behaviors (see process below)
- In-school Suspension

#### PROCESS:

1. A student is referred to the SSC.. The student may be walked to the SSC by a staff member or a staff member calls or walkies the SSC to let the Program Director know a student is on their way down.
2. The student walks quietly into the SSC, is seated, and starts a five minute timer. The student sits quietly to regain control (staff records student name and any other applicable information on daily log).
3. Once the five-minute timer is up, the SSC Program Director will check-in with the student by asking them if they are ready to talk.
  - If the student is ready to talk, continue to the next step.
  - If the student indicates that he or she isn't ready to talk, the student can ask for more time and restart the five-minute timer
  - If the student isn't ready to talk after a ten-minute period the Program Director may call the classroom teacher or another staff member to support the student.
4. When the student is ready to talk, the Program Director will use social mapping questions from the Zones of Regulation. The student may choose to write or verbalize their responses. The student responses may prompt the Program Director to ask the student if they need another five minutes or if

they need any other tools (i.e. draw out feelings, read a book, or role play) to get back on track. Social mapping questions include:

- What was your unexpected behavior?
  - Who was affected by your behavior?
  - How did the affected party react or feel about your behavior?
  - How do you feel about your behavior based on how the affected party reacted to you?
  - How could you change your behavior next time?
  - How can you help the person who was affected by your behavior
5. The Program Director will walk the student back to class or send them back to class after processing the unexpected behavior. The referring teacher welcomes the student back and checks in or sets a time with the student to process in more detail at a later time.
  6. If further action (such as an in-school or out of school suspension) is needed, the SSC Program Director will contact the Assistant Principal and/or Principal to determine the next step. If the Assistant Principal or the Principal is not available, another administrator may be contacted.

#### REFERRAL FORM AND FAMILY CONTACT

1. The referring staff member will fill out the [referral form](#) through ALMA and submit it to the SSC. After the processing (including any subsequent action is complete) the student's family must be contacted.
  - The classroom teacher, Unified Arts teacher, and/or Special Education teacher will make contact with the student's family the day of the referral.
  - The classroom teacher will contact the student's family on behalf of a duty related teacher or paraprofessional referral.
  - The SSC Program Director will make contact on behalf of guest teachers.



## SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1

Pittsfield, New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

Bryan Lane – Superintendent of Schools

### SUPERINTENDENT'S REPORT

September 1, 2022

As of the first day of school the only teaching position that have not been filled are a Title 1 teacher at PES and the grade 7/8 science teacher.

The remainder of the hiring of certified staff are as follows:

Position	Budgeted Salary	New Salary	Variance
PES Librarian	\$46,302	\$35,688	\$10,614
Kindergarten	\$44,118	\$41,315	\$ 2,803
PES SPED	\$40,689	\$35,515	\$ 5,554
HS English	\$43,884	\$42,984	\$ 860
HS SPED	\$37,102	\$42,984	\$ (5,882)
Stud. Sup.Svc.	\$56,950	\$25,600	\$ 31,350
PES Grade level teacher	\$66,412	\$35,315	\$ 31,097
MS English	\$39,872	\$35,688	\$ 4,184
Director of Student Sup. Svc.	\$85,500	\$77,500	\$ 8,000
PES Asst. Principal	\$84,685	\$82,000	\$ 2,685
Pre- School	\$51,328	\$51,360	\$ ( 32)
PES Nurse	\$40,202	\$44,118	\$ ( 3,916)
HS SPED	\$50,566	\$50,528	\$ 38
3 <sup>RD</sup> Grade Teacher	\$38,030	\$35,315	\$ 4,715
Music teacher	\$48,396	\$35,315	\$13,081
PES Special Education	\$62,302	\$35,315	\$26,987
PES Grade Level	\$39,872	\$35,315	\$ 4,557
PES Grade Level	\$53,902	\$35,668	\$18,234
FACS	\$42,034	\$55,691	\$(13,657)
HS Math	\$55,691	\$36,114	\$19,577
HS SPED	\$35,565	\$35,315	\$ 1,250
HS SPED	\$50,566	\$35,315	\$15,251
HS SPED	\$46,302	\$50,528	\$(4,226)
MS Science	\$44,937	\$35,315	\$9,662
PES Grade Level	\$55,246	\$35,315	\$20,111
PES SPED	\$47,326	\$81,451	\$(34,125)
Reading Specialist	\$ 0	\$35,000	\$(35,000)
PES Physical Education	\$44,118	\$51,328	\$(7,210)
			\$127,275
		NHRS	\$ 26,753
		FICA	\$ 9,736
		Grand total	\$163,764



## **SCHOOL ADMINISTRATIVE UNIT #51**

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Bryan Lane – Superintendent of Schools

The middle school science position has no candidates. We are working with VLACS to enroll our students with them for this class only and we will be hiring a person to work with the students and monitor their progress. We are not the only school in this situation.

The Physical Education candidate at PES that will be brought to the School Boards on September 1 for nomination will not be able to begin until October 1. We will have a permanent substitute in place for the first four weeks of school. The new teacher, if the nomination is approved will have the salary prorated for the number of days worked.

The high school math position we have open will be covered by teachers picking up additional classes beyond their contract. We will use their current salary, and add 20% to their salary to compensate for the additional contact period with students beyond the CBA.

A big thank you to Derek Hamilton, Melissa Brown, Mike Wiley and Jaclyn Rohr for organizing and coordinating the teacher workshops for new teachers as well as the return of the entire staff. There is a great atmosphere in the buildings which just feels right. I was able to meet with the staff at both schools. My message to them beyond welcoming them back was to understand that in our school community the one true variable is the staff. When we choose to grow and find ways to better effect the students we work with and by that choice there can only be a positive effect on our students.

Another thank you to our maintenance staff for getting everything ready for the return of students.

After getting feedback from the Department of Education, the two maintenance projects for the Drake Field walkways to do not fall under the parameters for funding through the ESSER grant.

Pittsfield School District

**PUPIL SAFETY AND VIOLENCE PREVENTION (BULLYING)**

**I. Definitions (RSA 193-F:3)**

Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- 1) Physically harms a pupil or damages the pupil's property,
- 2) Causes emotional distress to a pupil,
- 3) Interferes with a pupil's educational opportunities,
- 4) Creates a hostile educational environment, or
- 5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term "bullying" shall include "cyberbullying."

Electronic Devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

School Property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

**II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))**

The Board is committed to providing all pupils with a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

## **JICK**

Further, in accordance with RSA 193-F:4, the district reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- 1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property, or
- 2) Occurs off of school property or outside of a school-sponsored activity or event if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The superintendent of schools is responsible for ensuring that this policy is implemented.

### **III. Statement Prohibiting Retaliation or False Accusations (RSA 193-F:4, II(b))**

False Reporting. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, district policies, established procedures, and collective bargaining agreements.

Reprisal or Retaliation. The district will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

- 1) The consequences and appropriate remedial action for a student, teacher, school administrator, or school volunteer who engages in reprisal or retaliation shall be determined by the dean of operations after consideration of the nature, severity, and circumstances of the act, in accordance with law, Board policies, and any applicable collective bargaining agreements.
- 2) Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to and including suspension and expulsion.
- 3) Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to and including termination of employment.

## **JICK**

- 4) Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measure up to and including exclusion from school grounds.

Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the dean of operations or other staff member that he/she believes that he/she may be retaliated against the dean of operations shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

#### **IV. Protection of All Pupils (RSA 193-F:4, II(c))**

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the district.

#### **V. Disciplinary Consequences for Violations of This Policy (RSA 193-F:4, II(d))**

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the Board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution, and other similar measures.

#### **VI. Distribution and Notice of This Policy (RSA 193-F:4, II(c))**

Staff and Volunteers. All staff will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.).

The superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district policies.

Students. All students will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.).

## **JICK**

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents. All parents will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school, they should encourage their children to:

- 1) Report bullying when it occurs,
- 2) Take advantage of opportunities to talk to their children about bullying,
- 3) Inform the school immediately if they think their child is being bullied or is bullying other students,
- 4) Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs. The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, counselors, school psychologists, and other interested persons.

## **VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))**

### Student Reporting.

- 1) Any student who believes that he or she has been the victim of bullying should report the alleged acts immediately to the dean of operations. If the student is more comfortable reporting the alleged act to a person other than the dean of operations, the student may report to any school district employee or volunteer.
- 2) Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the dean of operations as soon as possible, but no later than the end of that school day.



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- 3) The dean of operations may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers, and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
- 4) The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
- 5) Upon receipt of a report of bullying, the dean of operations shall commence an investigation consistent with the provisions of Section XI of this policy.

### **Staff Reporting**

- 1) An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
- 2) All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
- 3) Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the dean of operations as soon as possible, but no later than the end of that school day.
- 4) Upon receipt of a report of bullying, the dean of operations shall commence an investigation consistent with the provisions of Section XI of this policy.

## **VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))**

In order to satisfy the reporting requirements of RSA 193-F:6, the dean of operations or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within ten school days of any substantiated incident. Upon completion of such forms, the dean of operations or designee shall retain a copy for him/herself and shall forward one copy to the superintendent of schools. The superintendent of schools shall maintain said forms in a safe and secure location.

## **IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))**

The dean of operations shall report to the parents of a student who has been reported as a victim of bullying and to parents of a student who has been reported as a perpetrator of bullying within forty-eight hours of receiving the report. Such

## **JICK**

notification may be made by telephone, writing, or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

### **X. Waiver of Notification Requirement (RSA 193-F:4, II(i))**

The superintendent of schools may, within a forty-eight hour time period, grant the dean of operations a waiver from the requirement that parents of the alleged victim and the alleged perpetrator be notified of the filing of the report. A waiver may only be granted if the superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

### **XI. Investigation Procedures (RSA 193-F:4, II(j))**

- 1) Upon receipt of a report of bullying, the dean of operations shall, within five school days, initiate an investigation into the alleged act. If the dean of operations is directly and personally involved with a complaint or is closely related to a party to the complaint, then the superintendent shall direct another district employee to conduct the investigation.
- 2) The investigation may include documented interviews with the alleged victim, alleged perpetrator, and any witnesses. All interviews shall be conducted privately, separately, and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
- 3) If the alleged bullying was in whole or in part cyberbullying, the dean of operations may ask students and/or parents to provide the district with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
- 4) A maximum of ten school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- 5) Factors that the dean of operations or other investigator may consider during the course of the investigation include, but are not limited to:
  - Description of the incident, including the nature of the behavior;
  - How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;

## **JICK**

- The characteristics of parties involved (name, grade, age, etc.);
  - The identify and number of individuals who participated in bullying behavior;
  - Where the alleged incident occurred;
  - Whether the conduct adversely affected the student's education or educational environment;
  - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident, and
  - The date, time, and method in which parents or legal guardians of all parties involved were contacted.
- 6) The dean of operations shall complete the investigation within ten school days of receiving the initial report. If the dean of operations needs more than ten school days to complete the investigation, the superintendent may grant an extension of up to seven school days. In the event that such extension is granted, the dean of operations shall notify in writing all parties involved of the granting of the extension.
- 7) Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the superintendent.
- 8) Students who are found to have violated this policy may face discipline in accordance with other applicable Board policies, up to and including suspension. Students facing disciplinary action will be afforded all due process required by law.
- 9) Consistent with applicable law, the district will not require or request that a student disclose or provide to the district the student's user name, password, or other authenticating information to a student's personal social media account. However, the district may request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing district investigation.

## **XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))**

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Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment;
- Temporary removal from classroom;
- Deprivation of privileges;
- Classroom or administrative detention;
- Referral to student support center;
- In-school suspension;
- Out-of-school suspension;
- Expulsion.

Examples of remedial measures may include, but are not limited to:

- Restitution;
- Mediation;
- Peer support group;
- Corrective instruction or other relevant learning experiences;
- Behavior assessment;
- Student counseling;

## **JICK**

- Parent conferences.

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the superintendent and dean of operations to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

### **XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4,II(1))**

The dean of operations shall forward all substantiated reports of bullying to the superintendent upon completion of the dean's investigation.

### **XIV. Communications with Parents Upon Completion of Investigation (RSA 193-F:4, II(m))**

- 1) Within two school days of completing an investigation, the dean of operations will notify the students involved in person of his/her findings and the result of the investigation.
- 2) The dean of operations will notify, either in person or via telephone, the parents of the alleged victim and alleged perpetrator of the results of the investigation. The dean of operations will also send a letter to the parents within twenty-four hours, again notifying them of the results of the investigation.
- 3) If the parents request, the dean of operations shall schedule a meeting with them to further review his/her findings and reasons for his/her actions.
- 4) In accordance with the Family Educational Rights and Privacy Act (FERPA) and other law concerning student privacy, the district will not disclose educational records of students, including the discipline and remedial action assigned to students, to other students and parents of other students involved in a bullying incident.

### **XV. Appeals**

A parent or guardian who is aggrieved by the investigative determination letter of the dean of operations or his/her designee may appeal the determination to the superintendent for review. The appeal shall be in writing addressed to the superintendent, shall state the reason why the appealing party is aggrieved, and the nature of the relief they seek. The superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

## **JICK**

It is in the best interests of students, families, and the district that these matters be promptly resolved. Therefore, any such appeal to the superintendent shall be made within ten calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the superintendent, they may appeal the decision to the School Board within ten calendar days of the date of the parent/ guardian's receipt of the superintendent's decision. An appeal to the superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to the School Board Chair in care of the superintendent, shall state the reason why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and the State of New Hampshire Department of Education regulation set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown including, but not limited to, illness, accident, or death of a family member.

### **XVI. School Officials (RSA 193-F:4, II(n))**

The superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the superintendent may designate roles to other school employees as he/she may decide.

### **XVII. Capture of Audio Recordings on School Buses**

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The superintendent shall ensure the posting of notice in buses informing the occupants of school buses that such recordings may be occurring.

### **XVIII. Use of Video or Audio Recordings in Student Discipline Matters**

The district reserves the right to use audio and/or video recording devices on district property (including school buses, which may not be district property but are provided through contractual arrangement) to ensure the health, safety, and welfare of all staff, students, and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE, and EDAF.

## **JICK**

In the event that an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's educational record. If an audio or video recording does become part of a student's educational record, the provisions of Policy JRA shall apply.

The superintendent is authorized to contact the district's attorney for a full legal opinion in the event of such an occurrence.

Reading:	May 7, 2009
Adopted:	May 21, 2009
Reading:	July 22, 2010
Amended:	December 9, 2010
Amended:	April 2, 2015
Amended:	October 1, 2015
Reviewed:	December 6, 2018

**JEA**

Pittsfield School District

**COMPULSORY ATTENDANCE AGE**

Compulsory attendance shall be required of all children in accordance with RSA 193:1.

Adopted: March 1, 1980  
Reading: August 23, 2010  
Amended: September 9, 2010  
Reviewed: January 8, 2015  
Reviewed: November 1, 2018



Pittsfield School District

**COMPUTER SECURITY, E-MAIL, AND INTERNET COMMUNICATIONS**

The district establishes this policy with regard to access and disclosure of electronic data composed, stored, sent, or received by employees using the district's computer system. This policy is designed to protect the safety and security of the district's computer systems, including e-mail and Internet use.

The district intends to enforce the rules set forth below and reserves the right to change these rules at any time.

1. The computer hardware system, software, and e-mail system are owned by the district, and all messages or data composed, stored, sent, or received using the system are and remain the private property of the district. They are not the property of the employee.
2. The computer and e-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.
3. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations.
4. The district prohibits discriminatory, harassing, or offensive materials in any form of media. Among those which are considered offensive are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs.
5. The electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.
6. The district reserves, and intends to exercise without prior notice, the right to read, review, audit, intercept, access, or disclose any and all information on an employee's computer system or messages created, received, or sent over the electronic mail system for any purpose, even if coded or passworded.
7. The confidentiality of any message or data should not be assumed. Even when a message is erased, it is still possible to retrieve and read that message. The use of passwords for security does not guarantee confidentiality, or that the district will not retrieve it. All passwords must be disclosed to the IT manager.

8. Any communications created, sent, or retrieved using e-mail may be read by individuals other than the intended recipient.
9. Notwithstanding the district's right to retrieve and monitor any e-mail messages, such messages should not be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail that is not sent to them. Any exception to this policy must receive prior approval by the superintendent of schools.
10. Any employee who violates this policy or uses the computer system or electronic mail system for improper purposes shall be subject to discipline up to and including discharge.
11. The district has the authority to terminate or limit access to any program at any time.
12. Personal disks or other data storage units cannot be used on the district system unless pre-authorized by the IT manager.
13. The district will take all necessary measures to maintain student privacy relative to the district's website, online information, and storage of student personally identifiable information as required by federal and state law.

Adopted: October 1, 2015

Reviewed: May 3, 2018

Pittsfield School District

**CONCUSSIONS AND HEAD INJURIES**

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges that the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated or managed. The Board recognizes that the majority of concussions will occur in “contact” or “collision” sports. However, in order to ensure the safety of all District student-athletes, this policy will apply to all competitive athletic activities as identified by the administration.

Consistent with the National Federation of High Schools (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA), the district will utilize recommended guidelines, procedures, and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the District will distribute a head injury and concussion information sheet to all parents/guardians of student-athletes in competitive sport activities prior to the student-athlete’s initial practice or competition.

For purposes of this policy, "head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion which is the most common type of sports-related brain injury.

All coaches, including volunteers, will complete training as recommended and/or provided by NHIAA, the New Hampshire Department of Education, and/or other pertinent organizations. Additionally, all coaches of competitive sport activities will comply with NHIAA recommended procedures for the management of head injuries and concussions.

Athletic Director or Administrator in Charge of Athletic Duties.

Updating: Each spring, the athletic director or designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA and other pertinent sources of such information. If there are any updated procedures, they will be adopted and used for the upcoming school year.

Identified Sports: Identified sports include all NHIAA-sanctioned activities, including cheer/dance squads, and any other District-sponsored sports or activities as determined by the District.

## **JLCJ**

**Coach Training:** All coaches shall undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through viewing the NHIAA sport-specific rules clinic; or (2) through viewing the NHIAA concussion clinic found on the Montana High School Association (MHSA) Sports Medicine page at [www.mhsa.org](http://www.mhsa.org).

**Parent Information Sheet:** On a yearly basis, a concussion and head information sheet shall be distributed to the student-athlete and the athlete's parent/guardian prior to the student-athlete's initial practice or competition. This information sheet may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics.

**Coach's Responsibility:** A student-athlete who is suspected of sustaining a concussion or head injury or other serious injury in a practice or game shall be immediately removed from play.

**Administrative Responsibilities:** The superintendent or his/her designee will keep abreast of changes in standards regarding concussion, explore staff professional development programs relative to concussions, and will explore other areas of education, training, and programs.

### Removal from Play and Protocol for Return to Play

Any coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete has sustained a concussion or head injury in a practice or game shall immediately remove the student-athlete from play. A student-athlete who has been removed from play shall not return to play on the same day or until he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider to return to play. The student-athlete shall also present written permission from a parent/guardian to return to play.

The District may limit a student-athlete's participation as determined by the student's treating health care provider.

### Concussion Awareness and Education.

To the extent possible, the Board encourages the administration to implement concussion awareness and education into the district's physical education and/or health education curriculum. The administrative decision will take into account all relevant considerations, including time, resources, access to materials, and other pertinent factors.

### Academic Issues in Concussed Students

## **JLCJ**

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, District staff should be mindful that the

concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents/guardians and treating physician. Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Section 504 of the Rehabilitation Act of 1973 accommodations may be developed in accordance with applicable law and Board policies.

Adopted: September 13, 2012  
Reviewed: May 7, 2015  
Amended: January 3, 2019



**SCHOOL ADMINISTRATIVE UNIT #51**

23 Oneida Street, Unit 1

Pittsfield, New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

Bryan Lane – Superintendent of Schools

TO: The Pittsfield School Board  
FROM: Bryan Lane  
DATE: 8/25/22  
RE: Nomination for Physical Education Teacher

Please accept this as the nomination for Jason Tanguay to fill the open position of Physical Education teacher at PES. Mr. Tanguay has a Bachelor's Degree from Keene State College and a law degree from the University of New Hampshire. He has been teaching in the Weare School District since 2016 and hold a teaching certificate in Elementary Education and a Statement of Eligibility for Physical Education from the New Hampshire Department of Education.

After practicing law for 9 years, Mr. Tanguay decided he wanted to get back into teaching. While teaching elementary school he also honed his skills as a personal trainer. In my conversation with him, he indicated to me that he has become more and more interested in physical education through his athletic training and has a desire to make this the next step in his teaching career. In speaking with his Superintendent in Weare, she indicated that he was a good teacher and that this change is something that he had been looking for.

There were very few candidates for this position and both Mr. Wiley and Mrs. Rohr were unanimous in making Mr. Tanguay their choice for this position. Mr. Tanguay is under contract with the Weare School District. The Weare Superintendent, Dr. Coe, and I came to an agreement that Mr. Tanguay would be released from his contract by October 1, giving them time to find a replacement for him. If a replacement was found sooner, he would be released sooner. The budgeted salary for this position is \$44,118

I recommend a motion to approve Jason Tanguay as the Physical Education Teacher at Pittsfield Elementary School at Master +30 Step \$51,328, to be prorated on a daily basis of \$277.44 for the days he would be employed.

## **JASON M. TANGUAY**

22 Wexford Drive, Chichester, NH 03258 ▪ (603) 724-7335  
jtanguay21159@gmail.com

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### **TEACHING CERTIFICATION**

NH EEL Certification, 1811 Elementary Education (K-8), EdID#: 72604 (exp. 6/30/2025)  
Statement of Eligibility, 0800 Physical Education, EdID#: 72604 (exp. 6/21/2025)

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### **TEACHING EXPERIENCE**

**Center Woods Upper Elementary School**, Weare, NH  
*Fifth Grade Teacher, August 2016 - present*

- Design and implement engaging hands-on lesson plans in accordance with school curriculum and state standards
- Contribute to meetings regarding IEP/504 plans and collaborate with special educators and support staff to implement appropriate classroom modifications
- Use differentiated instruction through a variety of modifications and accommodations to create lesson plans for varied leveled learners
- Utilize technological resources such as learning management systems, smartboards, and Chromebooks to assist with instruction
- Use formative and summative assessment data to drive classroom instruction

**Henry Wilson Memorial School**, Farmington, NH  
*Fourth Grade Teacher, March 2016 - June 2016*

- Applied positive classroom management techniques and maintained high expectations for conduct
- Assessed student performance through teacher-student conferences, checklists, and observations
- Created safe and encouraging learning environment for all students to succeed

**Deerfield Community School**, Deerfield, NH  
*Third Grade Teacher, August 2002 - June 2004*

- Organized and facilitated extracurricular mathematics club for students with advanced skills
  - Assisted students with supervised internet research
  - Collaborated with colleagues to enhance student learning outcomes and own professional development
  - Participated in open houses, parent-teacher conferences, and staff and grade-level meetings
- 

### **OTHER WORK EXPERIENCE**

**Battle CrossFit**, Epsom, NH  
*Fitness Instructor/Personal Trainer, September 2017 - present*

- Instruct fitness classes of 5-20 athletes through warm-ups, movement demonstration, workout, and cool down
- Observe and correct athletes' movements to ensure safety and efficiency
- Modify movements for injured and/or adaptive athletes to allow them to participate in class workouts
- Conduct one-on-one training sessions to introduce beginner athletes to various movements

**Stebbins, Lazos & Van Der Beken, PA, Manchester, NH**

*Attorney, June 2015-January 2016*

- Collaborated with team members to assess and analyze complex issues and develop plans and goals for resolving such issues
- Represented buyers, sellers, lenders and developers in commercial real estate acquisitions and financing, business sales and acquisitions, and project development
- Drafted and negotiated complex legal agreements
- Reviewed client operations to assess risk of liability and advise on remediation measures

**Rath, Young, and Pignatelli, P.C., Concord, NH**

*Attorney, August 2007 – May 2015*

- Advised clients with regulatory compliance including filings under federal statutes and regulations
- Managed teams of attorneys in large-scale due diligence projects
- Represented small, medium, and large enterprises in commercial transactions across various industries
- Created transaction checklists and drafted, negotiated, and tracked numerous transaction documents

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**EDUCATION**

**University of New Hampshire School of Law (formerly Franklin Pierce Law Center), Concord, NH**

*Juris Doctor, Cum Laude*

*Senior Editor, Pierce Law Review*

*Recipient, Merit Scholarship*

**Keene State College, Keene, NH**

*Bachelor of Science (Education), Cum Laude*

*Member, Kappa Delta Pi Honors Society for Educators*

*Dean's List*

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**OTHER EXPERIENCE/CERTIFICATIONS:**

- Proficient in Canvas, Google Classroom, Zoom, Google Meet, and other Google/Microsoft applications
- Chichester Youth Association - 5 years' experience coaching youth sports
- American Red Cross First Aid/CPR/AED Training (2022)
- CrossFit - L1 Trainer Certificate



Pittsfield School District

**TRANSGENDER AND GENDER NON-CONFORMING STUDENTS**

**I. Purpose**

District policy requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and district staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students.

This policy does not anticipate every situation that might occur with respect to transgender or gender nonconforming students, and the needs of each transgender or gender non-conforming student must be addressed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

**II. Definitions**

The definitions provided here are not intended to label students but rather are intended to assist in understanding this policy and the legal obligations of district staff. Students might or might not use these terms to describe themselves.

“Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

“Transgender” describes people whose gender identity is different from their gender assigned at birth.

“Gender expression” refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

“Gender non-conforming” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous.

**III. Guidance**

- A. Privacy. The Board recognizes a student's right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential information.

School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

- B. Official Records. The district is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, the district is not required to use a student's legal name and gender on other school records or documents.

The district will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff is required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff shall adopt practices to avoid inadvertent disclosure of such confidential information.

- C. Names / Pronouns. A student has the right to be addressed by a name or pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to a student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.
- D. Gender-Segregated Activities. To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their gender identity.

## **JBAB**

- E. Restroom Accessibility. Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.
- F. Locker Room Accessibility. The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as a curtain, a physical education instructor's office in the gym, or a health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

- G. Physical Education Classes and Intramural Sports. Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.
- H. Interscholastic Competitive Sports Teams. Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.
- I. Dress Codes. Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.
- J. Discrimination / Harassment. It is the responsibility of each school and the district to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

## **JBAB**

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender non-conformity are to be handled in the same manner as other discrimination or harassment complaints.

Adopted: November 1, 2018

Pittsfield School District

**CHARACTER AND CITIZENSHIP EDUCATION**

School district educators responsible for curriculum development will be responsible for integrating the following principles into the curriculum as appropriate:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. Pursuant to RSA 186:13, the rights and responsibilities of citizenship.
6. Each individual has dignity and worth.
7. A free society requires respect for persons, property, principles, and self.
8. Each individual has a right to learn and freedom to achieve.
9. Each individual, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability, has the right to equal opportunity.
10. Each individual has the right to personal liberties.
11. Each individual is responsible for his/her own actions, and should exercise self-discipline where and when appropriate.
12. Each individual has a responsibility to the group as well as to the total society.
13. A democratic government is established by majority vote.
14. Democratic societies are based on law.
15. Problems are solved through reason and orderly processes.
16. An individual should be tolerant of another's beliefs and should have the freedom to express his/her own.

17. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the PS-12 program.

Reading:	October 16, 2008
Adopted:	November 6, 2008
Reviewed:	October 2, 2014
Amended:	October 5, 2017
Reviewed:	September 20, 2018

Pittsfield School District

**CLASS SIZE**

The district will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering to class size regulations, the superintendent will contact the New Hampshire Department of Education and seek alternative compliance allowances through the application of Department of Education procedures.

For kindergarten through fourth grade, the district will strive to achieve a class size of no more than twenty or fewer students per teacher. For fifth through twelfth grade, the district will strive to achieve a class size of no more than twenty-four or fewer students per teacher.

Adopted: November 20, 2014

Reviewed: October 4, 2018

Pittsfield School District

**COMMUNICABLE DISEASES**

Pediculosis: Screening. Based on recommendations from the American Academy of Pediatrics, the Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic. The school nurse may check a student's head if the student is demonstrating symptoms.

Management on the Day of Diagnosis. The Board recognizes that head lice infestation poses little risk to others and does not result in additional health problems. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects that a student has lice will report this to the school nurse or dean of operations. Students known to have head lice will remain in class provided that the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or dean of operations' office. Such students will be discouraged from close, direct head contact with others and from sharing personal items with other students. District employees will act to ensure that student confidentiality is maintained so the child is not embarrassed.

The school nurse or dean of operations will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal or written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations.

Based on the school nurse's recommendation, other children who were most likely to have direct head-to-head contact with the assessed child may be checked or screened for head lice.

Criteria for Return to School. Students will be allowed to return to school after proper treatment as recommended by the school nurse. The Board recognizes that The American Academy of Pediatrics and the National Association of School Nurses discourage "no nit" policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.



## **JLCC**

Reading: December 18, 2008  
Adopted: January 8, 2009  
Reviewed: May 7, 2015  
Reviewed: December 20, 2018