



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, December 7, 2023
PMHS Media Center
Pittsfield Middle High School
School Board Meeting

Google Meet joining info
Video call link: meet.google.com/ozc-sstw-mto

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES FROM September 21, 2023
October 5, 2023,
5. PUBLIC INPUT
6. STUDENT REPRESENTATIVE
7. PES ADMINISTRATION
 - a. Information
 - b. 2023-23 Title 1 Progress Report – Quarter 1
 - c. Scholastic Book Fair
 - d. Behavior Management Summary
 - e. Calendar of Upcoming Events
8. PMHS ADMINISTRATION
 - a. Action
 - i. Senior Trip
 - b. Information
 - i. Building Inspections
 - ii. CSI Status
 - iii. Granite Edvantage Presentations
 - iv. Fall Conferences
 - v. NEASC Accreditation
9. SUPERINTENDENT OF SCHOOLS
 - a. Budget
 - b. Student Enrollment
 - c. Professional Development and Evaluation Committee
 - d. MTSS-B
 - e. Facilities Projects for Bid
 - f. ESSER III Grant Funds
 - g. Department of Revenue Administration, Tax Rates
 - h. 2024-25 Warrant Articles for Food Service Grant and Grant Fund Acceptance

10. SCHOOL BOARD

a. Information & Discussion

i. Policies

1. KH, Public Solicitations
2. EH, Public Use of School Records
3. JICK, Pupil Safety and Violence Prevention (Bullying)
4. JICK-R, Pupil Safety and Violence Prevention (Bullying) Reporting Form

b. Action

- i. Board Meeting Scheduled for December 21, 2023

11. COMMITTEE ASSIGNMENTS

- a. BUDGET COMMITTEE – Mrs. Adams
- b. DRAKE FIELD & FACILITIES – Mr. Gauthier
- c. NEGOTIATIONS -
- d. FOSS FAMILY SCHOLARSHIP - Mrs. Adams
- e. PUBLIC RELATIONS – Mrs. Goggin

12. PLAN AGENDA FOR NEXT MEETING

13. BOARD COMMENT

14. PUBLIC INPUT

15. NON-PUBLIC SESSION RSA91-B; NEGOTIATIONS

16. ADJOURNMENT

PITTSFIELD SCHOOL BOARD

Non-Public Session Minutes

September 21, 2023

Members Present: Sandra Adams, Vice Chairperson
Molly Goggin
Adam Cote
Helen Schiff

Motion: On a motion by Mr. Lane and seconded by Mrs. Adams, the Board voted unanimously to enter into a non-public session under the authority of RSA 91-A:3 II.

Specific Statutory Reason for Nonpublic Session: RSA 91-A:3 II (a) to discuss student matters.

Roll call: Vote to enter non-public session:

Mrs. Adams	yes
Mrs. Schiff	yes
Ms. Goggin	yes
Mr. Cote	yes

Time Nonpublic Session Entered: 7:38 p.m.

Other Persons Present: Superintendent Bryan Lane

Description of Matters Discussed: Student Matters

Action:

Mr. Gauthier makes a motion to deny a parent request to pay tuition to pay tuition for a student opting for Open Enrollment in another school district
2nd by Mrs. Goggin

Vote 5-0

Board directs the Superintendent to communicate with the parent citing information from the School District Counsel.

Staffing issue discussed.

Mr. Gauthier makes a motion to exit non-public, second by Mrs. Adams

Vote 5-0

Mr. Cote makes a motion to adjourn, second by Mrs. Goggin.

Vote 5-0

Meeting is adjourned at 8:24

Minutes Recorded by: Bryan Lane

PITTSFIELD SCHOOL BOARD

Non-Public Session Minutes

October 5, 2023

Members Present: Mr. Gauthier, Chairperson
Sandra Adams, Vice Chairperson
Molly Goggin
Adam Cote
Helen Schiff

Motion: On a motion by Mr. Lane and seconded by Mrs. Adams, the Board voted unanimously to enter into a non-public session under the authority of RSA 91-A:3 II. Specific Statutory Reason for Nonpublic Session: RSA 91-A:3 II (a) to discuss student matters.

Roll call: Vote to enter non-public session:	Mr. Gauthier	Yes
	Mrs. Adams	Yes
	Mrs. Schiff	Yes
	Ms. Goggin	Yes
	Mr. Cote	Yes

Time Nonpublic Session Entered: 7:38 p.m.

Other Persons Present: Superintendent Bryan Lane

Description of Matters Discussed: Student Matters Action:

Mr. Gauthier made a motion to deny a parent request to pay tuition for a student opting for Open Enrollment in another school district, seconded by Mrs. Goggin

Vote 5-0

Board directed the Superintendent to communicate with the parent citing information from the School District Counsel.

Staffing issue discussed.

Mr. Gauthier made a motion to exit non-public, seconded by Mrs. Adams

Vote 5-0

Mr. Cote made a motion to adjourn, seconded by Mrs. Goggin.

Vote 5-0

Meeting is adjourned at 8:24 p.m..

Minutes recorded by: Bryan Lane

Pittsfield School District

To: Pittsfield School Board
From: PES Administration, Kristen White and Barbara Kelly
Subject: Board Meeting – December 7th, 2023
Date: November 30th, 2023

INFORMATION:

World Kindness Day at PES. The collective efforts and generosity exhibited by our students, staff, and families have truly made a profound impact on our school community.

Kindness Posters Brightening Our Path: A wonderful collaboration unfolded as our students and staff came together to create kindness poster projects that hung along the entrance of our school. These kindness posters served as a constant reminder of the values we hold at the core of our school's mission - kindness and unity.

Spreading Joy with the Kindness Cart: As we all know, the staff at PES are extremely dedicated to our students and school community. In an effort to show our gratitude for their hard work and dedication, a kindness cart filled with goodies was brought around the school to brighten their day.

Notes of Gratitude Creating Connections: The power of appreciation was felt as students took the time to write heartfelt notes of thanks to those who have positively impacted their lives. These expressions of gratitude fostered a sense of connection and appreciation within our school community.

Cereal Drive Success: A special shout out to the students and staff in grades 3 and 4 for leading an impactful Cereal Drive for our PES Food Pantry. Together, we collected an impressive 195 boxes of cereal. Your kindness and willingness to give stocked our PES Food Pantry, ensuring that no family in our community goes without the essential nourishment they need. The Cereal Drive concluded with a memorable school-wide cereal domino event, symbolizing the interconnectedness of our community. The sense of unity and community spirit that filled this event was truly heartwarming.

Positive Office Referrals: In addition to these heartening initiatives, we wanted to highlight our Positive Office Referral process. Positive Office Referrals aim to recognize and celebrate the positive behaviors and contributions of our students. When students go above and beyond in demonstrating kindness, respect, and responsibility, we encourage

teachers and staff to submit positive office referrals to acknowledge students' outstanding efforts. Students also receive a positive postcard home to share how proud we are of their efforts.

2023-2024 Title 1 Progress Report - Quarter 1: We are excited to report significant progress in student growth from the beginning of the school year to the conclusion of the first quarter.

- In the Kindergarten cohort, commendable advancements have been observed in letter and sound knowledge, with 30% of students achieving grade level proficiency and an additional 30% exhibiting exceptional growth.
- Moving on to first grade, 73% of students have elevated their DRA levels, and an impressive 93% have enhanced their letter and sound knowledge.
- Second graders have demonstrated notable improvement, with 78% elevating their DRA scores, including one student reaching grade level proficiency.
- In the third grade, 71% of students have shown progress in their DRA scores, with five of them advancing two or more levels.
- Fourth-grade students have exhibited improvement, with 55% enhancing their DRA scores, and one student achieving grade level proficiency.
- In the fifth grade, 25% of students have shown improvement in their scores.

At the conclusion of the first term, the Title 1 team conducted individual meetings with each grade level. During these sessions, we reviewed the updated DRA data, letter/sound assessments as applicable, and team observations. Based on the information gathered, new groups were formed, considering reading levels and specific skills each child needed to focus on. Additionally, we took into account the social dynamics of each group. Efforts were made to accommodate more students during WIN blocks, ensuring that the groups remained manageable in size with an appropriate number of supervising adults.

Our **Scholastic Book Fair** event, sponsored by the PES PTO, was an incredible success. Each student received a \$10 voucher for free books, creating an atmosphere of excitement as they embarked on a quest to find the perfect book that will captivate their imaginations and make their reading experiences truly unforgettable! A heartfelt thank you goes out to our dedicated PTO, with special recognition for Angela Eastman, whose substantial volunteer efforts ensured the Book Fair's accessibility during both school hours and evenings.

Our appreciation extends to the Pittsfield community for their generous support of our PTO, enabling us to provide this valuable gift of books to every student. Building a community that values and supports reading is essential. Research indicates that children who read for 20 minutes daily are exposed to 1.8 million words annually.

In addition, each classroom was provided with a \$25 voucher to enhance individual classroom libraries, further enriching the reading experience for our students. Thank you for being our partners here at PES in fostering a love for reading among our students.

Behavior Management Summary:

Capturing and analyzing behavior data is the key to correcting behavior. When you know the type of behavior, when and where it is occurring you can put supports and strategies in place to teach corrective behavior, develop a systematic approach to consequences and communicate concerns to staff and families.

The staff at PES has worked very hard to educate students in coping skills, tolerance and resilience in the classrooms. The Student Success Center has developed morning and daily check-ins, Lunch bunches and restorative practices when students are dysregulated from the classrooms. The SSC also conducts breaks for students who just simply need a break to rest because of feeling overwhelmed, sad or frustrated. When students arrive they sign in, set the timer and have options to get themselves back on track. The SSC staff supports the students individually and gives them the support they need. When looking at the number of referrals going to the SSC there has been a significant drop. In 2 weeks in September there were 99 referrals, October saw 147 referrals and November saw 99. The classroom is where we see the most referrals coming from which is to be expected. Our peak times are 9am and 1 pm and Monday, Tuesday Wednesday seem to be our busiest for referrals. In addition to the support the staff offers in the Student Support Center they have also, in cooperation with guidance, been going into the classrooms to teach the Zones of Regulation.

Zones of Regulation: Mrs. Hinkley, Mrs. Sarah, and Mr. Curtin have had the pleasure of participating in morning meetings with grades 1 and 2 over the past five weeks to introduce the "Zones of Regulation" curriculum to the students. This program is designed to be easily understood by kids, providing strategies on how to maintain body regulation and tools to use when they start to feel dysregulated. There are four zones that we covered during these sessions.

The first zone introduced was the blue zone, associated with feelings of sadness, tiredness, and loneliness. Tools that can be employed in this zone include playing with a friend, engaging in exercise, taking a rest, or having a snack.

The Second zone is the green zone, which is where most of us prefer to be. In this zone, individuals are ready to go, can follow directions, act as leaders, and assist their classmates. It's emphasized that it's okay not to be in the green zone at times.

The third zone is the yellow zone, encompassing a mix of emotions such as excitement, silliness, and frustration. Strategies for this zone include taking a walk, getting a drink, taking a break, coloring, or looking at a book.

Lastly, the red zone involves feelings of anger, madness, and a sense of being out of control. Children learn to recognize early warning signs such as faster thinking, tightening muscles, and an increased heart rate. Tools for the red zone include deep breathing, walking away, taking a break, or using a stress-relief ball. It's worth noting that the movie "Inside Out" complements the concepts of the Zones of Regulation. Watching it with your child could be a valuable and enjoyable activity.

When looking at the data in Alma, which is where office behavior referrals are entered, we are also seeing a decrease in behaviors. There were 58 referrals in September, 50 in October and 28 in November. Grades 1 and 2 started with many physical contact referrals but now the physical contact referral for all grades are very low. Inappropriate language and refusal to work have been other areas of concern. Through consistent restorative education, teaching of resilience, appropriate consequences and working with families we are seeing significant improvement in all categories of major referrals.

Bus referrals have been low thus far with only 5, one resulting in a bus suspension because of a recurring behavior. When unloading and loading the busses staff is reminding students of expected behavior, talking with drivers and addressing concerns with students immediately to be proactive. The adjustment in dismissal time also seems to have alleviated many of the behaviors that were experienced last year.

Overall we are very proud of the progress our students have made. The staff has been very proactive to teach and model safe, respectful and responsible behavior expectations and the students are taking it to heart. When they do receive a referral they are taking responsibility for their actions and being an active participant in the restoration. Students are starting to help one another make positive choices and get back to the green zone.

Calendar of Upcoming Events:

- Saturday, December 2nd - Breakfast with Santa sponsored by PES PTO- 7:30 AM- 10:00 AM at PMHS
- Tuesday, December 5th - Plymouth State University - TIGER Assembly- Choose Love and Kindness for grades K-3- 9 AM, grades 4-6 10AM
- Tuesday, December 5th - PES Team Leader Meeting 3PM- Art Room
- Wednesday, December 6th - Early Release at 12:15 PM
- Thursday, December 7th - School Board Meeting- 5:30 PM- PMHS Media Center
- Tuesday, December 12th - Joint Loss and Safety Meeting - 3:00 PM

- Wednesday, December 13th - Early Release at 12:15 PM
 - Thursday, December 14th - Administration Leadership Team Meeting - 9:30 AM- SAU
 - Thursday, December 14th - PES PTO Meeting- 5:30 PM- PES Library - or join us virtually at meet.google.com/yyh-gpxb-apq
 - Monday, December 18th - Kindergarten Winter Solstice Event- 4:30 PM- PES Cafeteria
 - Tuesday, December 19th - PES Winter Holiday Concert - 5:30 Arrival and 6:00 PM showtime. PMHS Gymnasium- **Snow date is Thursday, December 21st**
 - Wednesday, December 20th - Early Release at 12:15 PM
 - Wednesday, December 20th - Budget Committee Meeting - 6 PM - Town Hall
 - Thursday, December 21st - School Board Meeting- 5:30 PM- PMHS Media Center
 - Winter Holiday Break- December 23rd through January 1st, 2024
-
- Wednesday, November 22nd through Friday, November 24th - No School- Thanksgiving Break
 - Wednesday, November 29th - Early Release - 12:15 PM

Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton & Melissa Brown, PMHS Administration
Subject: Board Meeting – December 7, 2023
Date: November 30, 2023

ACTION

1. Senior Class Trip. In accordance with School Board policy IJOA, Field Trips and Excursions, the Class of 2024 is requesting your approval of their Senior Class Trip. The Class of 2024 is tentatively planning to travel to Bingham, Maine, to go white water rafting at North Country Rivers. They are planning to depart on Monday, May 20, and return on Wednesday, May 22. The cost per student is expected to be in the range of \$150.00, which will cover the costs of lodging, rafting, meals, and transportation.

INFORMATION

1. Building Inspections. The Pittsfield Fire Department recently conducted our annual Life Safety and School Building Inspection. While we were in compliance with most building codes, there were some deficiencies that require immediate attention. The most common deficiencies noted in the report were power strips plugged into power strips, materials stored in front of electrical panels, and materials or furniture decreasing egress width. We have been working with our IT manager, maintenance staff, and classroom teachers to address the deficiencies noted in the report and we expect to be in compliance with all building codes within the next two weeks.
2. CSI Status. We were recently notified by the NH Department of Education that the high school has met the necessary improvement criteria to exit Comprehensive Support and Improvement status. Pittsfield High School was one of only 11 schools previously identified as a CSI school in 2018 or 2022 to meet the exit criteria. Both the middle and high school are now in good standing with state and federal accountability measures. Enclosed is a copy of the DOE press release regarding Comprehensive Support and Improvement Schools for 2023. We are in the process of writing a press release of our own to notify the school community, which we plan on distributing next week.
3. Granite Edvance Presentations. The PMHS Guidance Department has been working closely with students, families, and Granite Edvance, formerly known as the New Hampshire Higher Education Assistance Foundation (NHEEAF), to provide guidance for Early College Planning and Financial Aid. On November 14, Granite Edvance shared an *Early College Planning* Presentation with ninth, tenth, and eleventh grade students and families. Granite Edvance also presented *Financial Aid 101* to seniors and their families on the evening of November 28 and during the school day on November 30. Students and families learned how to navigate the Free Application for Federal Student Aid (FAFSA), which all seniors are now required to file, and what other types of financial aid and scholarships are available.

4. Fall Conferences. Our fall conference window was November 6-17. We are in the process of compiling participation data of students and families by grade level to compare to year's past for your information. We will have that data for you at the Board meeting. We will also provide an example of how sophomores are making connections to our Vision of the Learner statements as part of their student-led conferences.

5. NEASC Accreditation. The enclosed letter to the school community was distributed earlier this month to highlight our continuing accreditation with the New England Association of Schools and Colleges (NEASC). The letter highlights our alignment with six foundational elements, the visiting team's reflection of student learning and our capacity for continuous growth, and the commendations and recommendations from the visiting team (enclosed a separate document). One of our ongoing priority areas identified by NEASC was the establishment of a School Improvement Plan (which was also a requirement of the NH Department of Education due to our CSI status). At the Board meeting we will provide an overview of our progress to date on our School Improvement goals.

Press Release

For Immediate Release

Posted: November 09, 2023

Contact Kim Houghton, Communications Administrator

(603) 513-3030 | kimberly.c.houghton@doe.nh.gov

Comprehensive Support and Improvement Schools for 2023

Federal funds awarded to the lowest performing, eligible schools for support services

CONCORD, NH — As required by the Every Student Succeeds Act (ESSA) and in compliance with the New Hampshire Consolidated State Plan, the New Hampshire Department of Education has identified 19 schools throughout New Hampshire as Comprehensive Support and Improvement Schools, which are designated once every three years as schools that are showing the greatest challenges with academic achievement and student performance.

Comprehensive Support and Improvement Schools are the lowest-performing five percent of all schools in the state receiving Title I, Part A funds, as well as high schools in the state with a four-year graduation rate less than 67 percent, regardless of Title I status.

The New Hampshire State ESSA Plan requires states to calculate and release the list of public schools identified for CSI every three years. The data represents elementary and middle school performance in four key areas – academic achievement, academic growth, progress toward English language proficiency and academic growth of under-performing students (for K-8 schools). Key indicators for high schools include academic achievement, graduation rates, progress toward English language proficiency and college and career readiness.

There are a total of 13 elementary and middle schools designated with CSI status:

- Bluff School in Claremont School District
- Compass Classical Academy Charter Elementary School
- Franklin Middle School in Franklin School District*
- Paul A. Smith School in Franklin School District (identified due to its status as a feeder to Franklin Middle School)*
- Edward Fenn School in Gorham Randolph Shelburne Cooperative
- Beech Street School in Manchester School District*

- Henry Wilson Elementary School in Manchester School District*
- Parker-Varney School in Manchester School District
- Highbridge Hill Elementary in Mascenic Regional
- Dr. Norman W. Crisp School in Nashua School District*
- Richards Elementary School in Newport School District*
- Unity Elementary School in Unity School District
- Winchester School in Winchester School District

*Originally identified as CSI in 2018 or 2022 and did not exit status.

There are a total of six high schools that provide alternative education programming designated with CSI status:

- CSI Charter School*
- Kreiva Academy Public Charter High School*
- Ledyard Charter School*
- Making Community Connections Charter School – Monadnock*
- Next Charter School*
- Bud Carlson Academy in Rochester School District*

*Originally identified as CSI in 2018 or 2022 and did not exit status.

“To help aid with continued progress, the New Hampshire Department of Education will offer ongoing reviews, technical assistance and monitoring to support each CSI school with its improvement efforts,” said Frank Edelblut, education commissioner. “With the goal of creating sustainable systems to help students and teachers achieve at higher levels, eligible schools that have been designated with CSI status will be awarded funds to allow viable, evidence-based practices and programs to be executed.”

In accordance with ESSA, a total of \$3,700,904.76 in federal funds was reserved by NHED from its \$52,870,071 Title I, Part A allocation to provide direct funding and supports for the development and implementation of school improvement programming to identified, eligible schools.

There are 11 schools that were previously identified as CSI schools in 2018 or 2022 and have since met the necessary improvement criteria to exit CSI status.

- Barnstead Elementary School
- Marlborough Elementary School

- Middleton Elementary School
- Milton Elementary School
- Northeast Woodland Chartered Public School
- Groveton Elementary School in Northumberland
- Pittsburg Elementary School
- Manchester West High School
- North Country Charter Academy
- Pittsfield High School
- Virtual Learning Academy High School

Aside from CSI schools, there were a total of nine schools designated as Targeted Support and Improvement (TSI) schools in 2023. TSI schools are those with a subgroup in the lowest performing 5 percent of all schools for that subgroup for two consecutive years.

- Claremont Middle School
- Kreiva Academy Public Charter Middle School
- Middle School at Parkside in Manchester
- Southside Middle School in Manchester
- Stevens High School in Claremont
- Franklin High School
- Manchester West High School
- Nute High School in Milton
- Somersworth High School

In addition, a total of 75 schools were identified as Additional Targeted Support and Improvement (ATSI) schools in 2023, with 29 schools exiting ATSI status. ATSI schools are those with subgroups that performed below the statewide cut scores for all available indicators.



Pittsfield Middle High School
23 Oneida Street
Pittsfield, N.H. 03263
Tel. (603) 435-6701 Fax: (603) 435-7087

To: PMHS School Community
From: Derek Hamilton, PMHS Principal
Re: NEASC Decennial Summary Report
Date: November 9, 2023

We are proud to announce that the Commission on Public Schools has reviewed the Decennial Accreditation Report from the recent visit to PMHS and has voted to award the school continued accreditation in the New England Association of Schools and Colleges (NEASC). PMHS has now continuously maintained accreditation through NEASC since 1955.

The final version of the [Decennial Accreditation Report](#) from March of 2023 is enclosed and available on our school website (see the *About Us* tab). The report was written by a visiting team of external educators following a comprehensive cycle of internal and external assessments and strategic planning.

NEASC requires that member schools demonstrate alignment with the [Standards for Accreditation](#). The visiting team concluded that PMHS aligned with each of the **six foundational elements** (pages 16-22). PMHS met the standards for Learning Culture (1.1a), which included the completion of a Vision of the Learner, and Student Learning (2.2a), by establishing a written curriculum for all courses in all departments and grade levels. The visiting team and the Commission expressed high praise for our progress in the **priority areas for growth** (pages 23-28) and our increased alignment with principles of effective practice.

Other areas of significance in the final report include the **Reflection on Student Learning and Capacity for Continuous Growth** (pages 29-33). The visiting team noted the following: “Most importantly, there is a shared commitment amongst the staff to the well-being of students and to meeting their academic and social/emotional needs. Staff demonstrate a high level of collegiality in working with students, sharing the responsibility for extra help, vetting one another’s work, and making sure that someone is available for student questions and support (page 32).”

The visiting team included a total **10 commendations and one recommendation** in the final report (pages 35-37). The PMHS faculty and staff are particularly proud of the third commendation - the resilience of the staff in the face of challenges from all sides and their determination to do “whatever it takes” to meet student and school needs. The complete [list of commendations and recommendations](#) can be viewed here.

The spirit of the accreditation process is to make continuous efforts to address recommendations for school growth and improvement. We have recently completed our School Improvement Plans that will guide our work during the 2023-2025 school years.



Pittsfield Middle High School
23 Oneida Street
Pittsfield, N.H. 03263
Tel. (603) 435-6701 Fax: (603) 435-7087

NEASC Commendations & Recommendations

Commendations

1. The staff takes a consistently collaborative approach to supporting students and employs the motto that all students are everyone's students.
2. The flexibility and creativity of the staff in meeting individual student needs, as evidenced by the many options for individualized learning, including independent studies, online courses, and dual enrollment programs.
3. The resilience of the staff in the face of challenges from all sides and their determination to do "whatever it takes" to meet student and school needs.
4. The efforts to ensure that students feel known and supported by all staff.
5. The school schedule that includes professional learning and collaboration (shared planning blocks, early release Wednesdays) which are effectively used to enhance staff capacity to meet school goals and student needs.
6. The student-led conferences which are a meaningful opportunity for students to reflect on their learning and share it with others.
7. The efforts of teachers to provide students with choice in projects and allow them to get extra help and revise to meet competency benchmarks.
8. The feeling among students that they are in control of their grades and know that they can meet competency benchmarks with effort; most students are not anxious about grades.
9. The learning studios that provide student voice and choice in their learning as well as opportunities for leadership roles.
10. The physical spaces of the school which are welcoming and comfortable for students and the decor which includes many examples of student work.

Recommendations

1. Create structures that enable school personnel to frequently and sustainably engage in dialogue with the School Board and community to build greater understanding of the practices within the school, receive feedback, and develop supportive and collaborative relationships.



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

SUPERINTEDENT’S REPORT December 7, 2023

I have been contacted by the Chair of the Budget Committee to schedule our meeting. The Committee will meet with both Principals and myself on December 20. I have requested that if the Budget Committee has any questions in advance, that the chair let me know so that we can come with answers to any concerns that may arise.

Student enrollment has been consistent since the start of the school year. We have had slight variations by grade level but no real change has been documented.

I am reaching out to the staff to reestablish a Professional Development and Evaluation Committee. The current document was produced in 2014 and is no longer viable. The purpose for teacher evaluation is to increase student achievement. The goal is to work with the staff to create a model that looks toward enhancing teaching practice to better affect student achievement. I will be working with the staff once a month on the first Thursday of the month for about 90 minutes. The final document will be brought to the Board for approval and should include guidelines for professional development and variances in evaluation processes for:

- Teachers new to the district
- Experienced teachers
- Special Education teachers
- School counselors
- School nurses
- Para-educators
- Teachers in need of improvement

I have been in contact with Stefanie King from the DOE in regard to the MTSS-B (Multi-Tiered Support System) to address the needs of our students. Our next steps are to reach out to community partners who we work with the District to see what needs we have and what resources are available. We will look to establish continued efforts to implement in the coming weeks.

There are two facilities projects that I would like permission to set out to bid.

- The police and fire department has recommended the use of safety window security film that would strengthen the glass that is exposed at the main office and library at PES. The cost is between \$5,000 and \$10,000.
- The second set of doors in the vestibules of PMHS need to be upgraded to metal doors. The approximate cost for this project is between \$20,000 and \$25,000.

There are funds still available in the ESSER III grant and we would be reaching out to get these projects funded through the grant.

The tax rates for the upcoming year have been release by the Department of Revenue Administration. The tax rate in Pittsfield will increase from \$23.78 to \$24.97. The breakdown is as follows:

	2022 tax rate	2023 tax rate	Variance	% Variance
Municipal	\$ 8.83	\$ 7.97	Decrease of \$.86	- 9.7%
County	\$ 2.34	\$ 2.38	Increase of \$.04	+ 1.7
Local Education	\$ 11.42	\$12.96	Increase of \$ 1.54	+ 13.4%
State Education	\$ 1.19	\$1.66	Increase of \$.52	+ 61.8%
Total	\$23.78	\$24.97	Decrease of \$ 1.19	+ 5%



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

SUPERINTEDENT’S REPORT December 7, 2023

I have been contacted by the Chair of the Budget Committee to schedule our meeting. The Committee will meet with both Principals and myself on December 20. I have requested that if the Budget Committee has any questions in advance, that the chair let me know so that we can come with answers to any concerns that may arise.

Student enrollment has been consistent since the start of the school year. We have had slight variations by grade level but no real change has been documented.

I am reaching out to the staff to reestablish a Professional Development and Evaluation Committee. The current document was produced in 2014 and is no longer viable. The purpose for teacher evaluation is to increase student achievement. The goal is to work with the staff to create a model that looks toward enhancing teaching practice to better affect student achievement. I will be working with the staff once a month on the first Thursday of the month for about 90 minutes. The final document will be brought to the Board for approval and should include guidelines for professional development and variances in evaluation processes for:

- Teachers new to the district
- Experienced teachers
- Special Education teachers
- School counselors
- School nurses
- Para-educators
- Teachers in need of improvement

I have been in contact with Stefanie King from the DOE in regard to the MTSS-B (Multi-Tiered Support System) to address the needs of our students. Our next steps are to reach out to community partners who we work with the District to see what needs we have and what resources are available. We will look to establish continued efforts to implement in the coming weeks.

There are two facilities projects that I would like permission to set out to bid.

- The police and fire department has recommended the use of safety window security film that would strengthen the glass that is exposed at the main office and library at PES. The cost is between \$5,000 and \$10,000.
- The second set of doors in the vestibules of PMHS need to be upgraded to metal doors. The approximate cost for this project is between \$20,000 and \$25,000.

There are funds still available in the ESSER III grant and we would be reaching out to get these projects funded through the grant.

The tax rates for the upcoming year have been release by the Department of Revenue Administration. The tax rate in Pittsfield will increase from \$23.78 to \$24.97. The breakdown is as follows:

	2022 tax rate	2023 tax rate	Variance	% Variance
Municipal	\$ 8.83	\$ 7.97	Decrease of \$.86	- 9.7%
County	\$ 2.34	\$ 2.38	Increase of \$.04	+ 1.7
Local Education	\$ 11.42	\$12.96	Increase of \$ 1.54	+ 13.4%
State Education	\$ 1.19	\$1.66	Increase of \$.52	+ 61.8%
Total	\$23.78	\$24.97	Decrease of \$ 1.19	+ 5%



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: 12/4/23
RE: Warrant articles

In addition to the Operating Budget, the Board would need to approve the following Warrant Articles to be put forward to the Budget Committee for their review.

FOOD SERVICE PROGRAM

To see if the Pittsfield School District will vote to raise and appropriate the sum of \$330,000 for the support of the School Lunch Program. This appropriation will be funded by a like amount of revenue from the sales of food and State and Federal sources. (Majority vote required)

Estimated Tax Impact \$0.00 per thousand dollars of assessed value

RECOVER AND EXPEND GRANT FUNDS

To see if the Pittsfield School District will vote to raise and appropriate the sum of \$850,000 for the support of Federal and private foundation grant-funded educational programs of the Pittsfield School District. This appropriation is contingent upon receiving revenue from Federal grants and private foundations and will be expended in accordance with Federal and State requirements upon approval by the NH Department of Education or private foundation requirements.

Estimated Tax Impact \$0.00 per thousand dollars of assessed value.

PITTSFIELD SCHOOL DISTRICT ENROLLMENT REPORT 2023-24 SCHOOL YEAR

	Aug. 1	Aug. 15	Sept. 7	Sept. 15	Oct. 15	Nov. 15	Dec. 7	January	February	March	April	May	June
Pres School	5	6	17	16	16	16	16						
Kindergarten	29	30	29	28	28	28	28						
First Grade	31	33	32	32	32	32	33						
Second Grade	30	29	27	27	27	27	27						
Third Grade	43	44	43	43	43	43	43						
Fourth Grade	35	35	34	33	33	33	33						
Fifth Grade	46	46	43	43	45	45	45						
Sixth grade	34	36	33	32	32	32	32						
Seventh Grade	41	41	38	37	37	37	37						
Eighth Grade	58	56	43	43	43	43	43						
Ninth Grade	51	53	61	64	64	63	62						
Tenth Grade	44	44	43	42	42	42	39						
Eleventh Grade	35	36	29	29	30	30	33						
Twelfth Grade	27	27	26	27	26	26	27						
Total	509	516	498	496	498	497	498						
PES	219	223	225	222	224	224	225						
MS	133	133	114	112	112	112	112						
HS	157	160	159	162	162	161	161						
Total	509	516	498	496	498	497	498						

Pittsfield School District

PUBLIC USE OF SCHOOL RECORDS

The superintendent is hereby designated the custodian of all district governmental records, including but not limited to minutes, documents, writings, letters, memoranda, e-mails, and other written, typed, copied, electronic, or developed materials possessed, assembled, or maintained by the district.

1. All requests for government records are to be forwarded to the superintendent immediately upon receipt. If the requested governmental records exist, are properly disclosed to the public, and are readily available, the requested records shall be promptly made available for inspection or, if requested, copies provided. No fee shall be charged to inspect governmental records. A fee will be charged for copies which reflects the actual cost of making a paper copy or the actual cost of the electronic media onto which a copy is placed for delivery.
2. If the existence or location of the requested governmental records is uncertain, if a determination needs to be made as to whether some or all of the requested records are confidential or exempt from disclosure, if legal advice is needed regarding the request, or if redacted copies must be prepared to provide the properly disclosed records while preserving the confidentiality of information which is not properly disclosed, the superintendent will, within five business days of the request, respond to the requestor in writing acknowledging receipt of the request and providing a statement of the time reasonably necessary to determine whether the request shall be granted or denied.
3. The superintendent or designee may contact the person making the request, if the request is unclear or will be time consuming and onerous to fulfill, to determine if the person will clarify the request or agree to narrow the request. Any clarification or narrowing of the request shall be documented in writing and a copy provided to the person making the request.
4. In accordance with RSA 91-A:4, if the superintendent finds the requested governmental records exist and to be public in nature, he or she shall notify the person making the request and make the records or a copy of the records available for inspection. If requested, copies will be provided at cost. If the requested governmental records do not exist, the party requesting the information will be informed in writing that the requested governmental records do not exist.
5. If the superintendent finds the information not to be public in nature, he or she shall so inform the requesting party that the information is not a public record and cannot legally be disclosed.

6. If the superintendent is unable to ascertain whether or not the information requested is public in nature, or whether the Right-to-Know law requires preparation of a copy of the governmental record that discloses public information while redacting confidential information / information exempt from disclosure, he or she is hereby authorized to request, on behalf of the Board, an opinion from the Board's attorney as to the nature of the information. Such opinion requests will be made promptly following the request for the information. The superintendent shall notify the person making the request in writing that additional time will be needed to determine if the request will be granted or denied. Upon receipt of an opinion from legal counsel, the superintendent will promptly notify the person making the request of the outcome of the determination and make legally appropriate records available for inspection and copying.

Reading: April 22, 2010
Adopted: June 24, 2010
Reviewed: May 22, 2014
Amended: May 3, 2018

KH

Pittsfield School District

PUBLIC SOLICITATIONS

As a general policy, there will be no solicitation within the schools for any purpose whatsoever. No commercial enterprise may be represented in the schools and there will be no sale of goods or services on the premises.

Any request for the exception to this rule must be submitted in writing to School Board through the superintendent of schools at least thirty days prior to the implementation of the requested activity.

The School Board reserves the right to grant exceptions.

Adopted: March 1, 1980 (as Policy KI)
Reading: November 4, 2004
Amended: November 18, 2004
Amended: September 3, 2015
Reviewed: January 17, 2019

JICK

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(e))**
- False Reporting. A student found to have wrongfully and intentionally accused another of bullying shall 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 principal 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 measures up to and including exclusion from school grounds.

Process to Protect Pupils from Retaliation. If the alleged victim or any witness expresses to the principal or other staff member that he/she believes that he/she may be retaliated against the principal 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(e))

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(e))

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(e))

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 principal. If the student is more comfortable reporting the alleged act to a person other than the principal, 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 principal as soon as possible, but no later than the end of that school day.

JICK

- 3) The principal 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 principal 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 principal as soon as possible, but no later than the end of that school day.
 - 4) Upon receipt of a report of bullying, the principal 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 principal 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 principal 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 principal 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 principal 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 principal shall, within five school days, initiate an investigation into the alleged act. If the principal 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 principal 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 principal 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 identity 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 principal shall complete the investigation within ten school days of receiving the initial report. If the principal 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 principal 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 or expulsion. 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))

JICK

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 principal 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 principal 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 principal will notify the students involved in person of his/her findings and the result of the investigation.
- 2) The principal will notify, either in person or via telephone, the parents of the alleged victim and alleged perpetrator of the results of the investigation. The principal 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 principal 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 principal 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
Revised:	September 15, 2022

Pittsfield School District

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

School:

Directions: The Pittsfield School Board is committed to providing all students with a safe and secure school environment. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited. This form is to be used to report alleged bullying that occurred on school property, at a school-sponsored event either on- or off-campus, on a school bus, or on the way to or from school. This form should be completed and returned to the dean of operations. Contact the dean of operations for additional information or assistance.

Today's Date:

Person Reporting the Incident:

Name:

Telephone:

Place an **X** in the appropriate box below indicating your status:

Student

Parent/guardian

School staff member

Other:

Information Regarding Incident:

1. Name and age of individual who was allegedly bullied:
2. Name(s) and ages of alleged offenders:

JICK-R

3. Date(s) on which alleged bullying occurred:
4. Place an **X** in the appropriate box that best describes the incident that is being reported; choose all that apply:
- Uninvited physical contact
 - Getting another person to engage in uninvited physical contact
 - Making threatening statements
 - Teasing, name-calling, critical remarks, etc.
 - Making demeaning or joking statements
 - Rude or threatening gestures
 - Intimidation, extortion, exploitation, etc.
 - Initiating, repeating, or spreading harmful rumors or gossip
 - Electronic communication; specify:
 - Other; specify
5. Place an **X** in the appropriate box that best describes where the incident that is being reported occurred; choose all that apply:
- On school property
 - On a school bus
 - On the way to or from school
 - At an off-campus school-sponsored activity
 - Off campus; specify:

c) Findings of investigation:

d) Date investigation completed:

e) Notification of parents/guardians (both alleged victim and alleged offender(s)) of the findings of the investigation; include names of persons notified, method of communication (face-to-face, telephone, etc.), and date and time of communication:

9. Conclusion of investigation:

a) Finding of bullying or retaliation (yes or no?):

b) If *no*, reported incident documented as:

c) If *yes*, place an **X** in the appropriate box; choose all that apply:

Admonishment

Temporary removal from classroom

Deprivation of privileges

Classroom or administrative detention

Referral to student support center

JICK-R

In-school suspension

Out-of-school suspension

Expulsion

Name and title of person completing this report:

Signature of person completing this report and date submitted:

Adopted: September 3, 2009

Amended: April 2, 2015

Reviewed: December 6, 2018