Pittsfield School District
Strong Community• Strong Schools

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 September 5, 2024
PMHS Media Center
Pittsfield Middle High School
School Board Meeting

Google Meet joining information:
meet.google.com/fyd-ojeu-rqz

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3 ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES- August 15, 2024
5. PUBLIC INPUT ON AGENDA ITEMS
6. STUDENT REPRESENTATIVE
7. PES PRINCIPAL - Mrs. White

   New Teacher Orientation
   PES Opening Workshop
   Community Day
   PES Family BBQ and Open House
   HMH Curriculum
   Upcoming Events

8. PMHS PRINCIPAL - Mr. Hamilton

   Building Walkthrough
   Opening Week of School
   Breathe New Hampshire Presentation
   Fall Semester Learning Studios

9. SUPERINTENDENT OF SCHOOLS- Bryan Lane

Opening of School
Hiring Summary
Audit
Free and Reduced Lunch
Job Descriptions
Open Enrollment
MS-25

10. TREASURES REPORT

11. SCHOOL BOARD

Policy Review First Reading

DJG- Vendor Relations
DKC- Expense Reimbursements
DKA- Payroll Procedures
DK- Payment Procedures

Policy Review Second Reading

EGA- School District Internet Access for Students
IMGA- Service Animals
JJIFA- Wellness
IJOA- Field Trips and Excursions
ACAA- R2

12. COMMITTEE ASSIGNMENTS
- Budget Committee
- Drake Field and Facilities
- Negotiations
- Legislation
- Foss Family Scholarship
- Public Relations

13. PLAN AGENDA FOR NEXT MEETING

14. BOARD COMMENT

15. PUBLIC INPUT

16. NON-PUBLIC SESSION- RSA 193:A 3 (a) and negotiations

15. ADJOURNMENT

Pittsfield School District

To: Pittsfield School Board
From: PES Administration, Kristen White and Barbara Kelly
Subject: Board Meeting – September 5th, 2024
Date: August 29th, 2024

INFORMATION:

New Teacher Orientation:

The goal of the New Teacher Orientation was to help new teachers feel welcomed, supported, and fully prepared as they began their journey in the Pittsfield School District. The orientation was designed to provide them with the necessary tools, knowledge, and relationships to ensure a successful transition into their new roles. By focusing on building strong connections with the community, understanding the district's values, and equipping them with essential technological and professional skills, this training was aimed to set the foundation for a positive and effective start to the school year

- Welcome
- Opening Activity
- School and community overview
- Mission and Vision Activity
- School Bus Tour of Pittsfield

On the second day of New Teacher Orientation, we focused on important information and building a strong community. We started by talking about how important relationships are in education. We watched a powerful video by Rita Pierson called "Every Kid Needs a Champion." This video inspired educators to reflect on the champions in their own lives who made a lasting impact, setting a tone of empathy and commitment to building strong, supportive connections with their students.

Leslie Schuster played a key role in the orientation by introducing essential math resources, including Eureka, Zearn, Math Empowered, and EMBARC. She emphasized the importance of creating Math Vocabulary Word Walls and utilizing the Math "Closet" in Room 112. Beyond introducing these tools, Leslie modeled math lessons for the new teachers, providing them with practical, hands-on examples of effective teaching strategies. She then collaborated with staff to plan their beginning-of-the-year math lessons, ensuring they felt confident and prepared to implement these strategies in their classrooms.

The Professional Growth and Evaluation (PG&E) process was outlined, focusing on improving teaching practices and fostering continuous improvement. Deadlines for SMART Goals and observations were noted, with specific folders shared for tracking progress. Class schedules, including lunch coverage, dismissal times, and PLC sessions, were detailed to ensure teachers are well-prepared for their daily routines.

Communication with parents/guardians was emphasized as crucial for fostering positive collaboration between school and home. All PreK-5 teachers are required to use Class Dojo to keep in touch with families and to document communication in Alma. The goal is to build strong partnerships with parents/guardians, ensuring that everyone is informed and working together to support student success.

During our emergency procedures overview, we covered the essential steps to ensure the safety of students and staff in various situations, including securing the campus and conducting reverse evacuations. We also focused on the fire drill procedure, emphasizing the importance of preparedness. To reinforce this, mentors and mentees were instructed to go back to their classrooms to review their primary and secondary emergency exit routes together.. We conducted a practice fire drill, ensuring that everyone was familiar with the procedures and ready to respond effectively in an emergency.

The mentor/mentee program established expectations for regular meetings and observations, supported by a Google doc folder for documentation. The day concluded with discussions on logistics for arrival, dismissal, and the use of PickUp Patrol, ending with a reminder that new staff are welcomed into a supportive PES family.

PES Opening Workshop:

The opening workshop days for the 2024- 2025 school year set the tone for a successful and collaborative year here at PES. We focused our opening to a video from students from a variety of schools sharing that "this is the year" that for some they will learn to read, to dance, to drive a car, etc and educators sharing "this is the year" that they achieve goals they have set forth for themselves. We covered several of the same topics as we did in our New Teacher Orientation, however we also took time to celebrate and thank our incredible custodial staff for their tireless efforts over the summer. I would invite you all to visit PES to see the transformation both inside and outside of the school. The profound impact their work has had on the positive start to the year is truly appreciated and sets us up for a year of learning and growth.

Our office team introduced new procedures designed to streamline school operations and improve efficiency. These included a shift to email as the primary communication method for staff inquiries, as well as important updates on budget submissions, attendance, and the management of substitute teacher assignments.

A significant portion of our time was devoted to training on the HMH Into Reading program, where staff received valuable guidance on navigating the platform, understanding the assessment tools, and implementing the program effectively in their classrooms. The session provided practical steps for starting the first module and establishing instructional plans that will support our students' reading success.

Behavioral support and student success were also at the forefront of our discussions. We reviewed the roles of the Student Success Center and the behavior specialist, reinforcing a tiered approach to behavioral interventions. Staff were equipped with a clear sequence of steps to follow when addressing student behavioral issues, ensuring that our approach is consistent and supportive across

the school. Overall, these workshop days were incredibly productive and laid a strong foundation for the upcoming school year. We are ready and excited to build upon the success we had last year and to continue to grow as a school community.

Community Day:

On Saturday, August 24th, a dedicated group of volunteers, including PES PTO members, PES staff, community members, and dear friends, came together to beautify the grounds of Pittsfield Elementary School. Their hard work transformed the main playground with the spreading of 100 yards of mulch, removed broken and unsafe flower boxes, and constructed a rock wall to define the recess area. The preschool playground was revitalized by clearing rocks, weeds, and adding fresh mulch. Additionally, a large soil pile, previously blocking our emergency egress, was safely relocated and leveled for easy access. The front of our school also received a vibrant makeover with new multiplication hopscotches. Thanks to their efforts, our school grounds are now safer, more welcoming, and ready for the new school year.

PES Family BBQ and Open House:

Once again, PES had a fabulous turnout for our Back To School Family BBQ and Open House! Teachers and staff spent many hours getting PES ready for students and families: sure, not everything was ready, but in the long run, that did not matter. The kids were excited to see friends, past teachers, meet their new teacher, and see their space. It was wonderful to see families talking and laughing while the kids played in the circle, catching up, meeting new people, and having some expertly cooked hamburgers and hot dogs prepared by the grill masters, Mr. Curtin and Mr. Tanguay, and served by Ms. Wanda and Ms. Cindy.

During Open House, staff was there to support families with paperwork, tours around the school, and general information for those who are new to us. Some parents/guardians and students wrote their hopes for the upcoming year as they entered, while others took free books. The excitement about the newly configured library was wonderful to see. Mrs. O'Leary spent many hours redesigning and cleaning out the space this summer. Parents/guardians and kids were in awe of the newly painted and tiled classrooms. Many kids asked when their classrooms would be done. All in all, this open house was a huge success. The attendance for this event is a testament to the community's support for their children and for education. As educators, it is the best welcome back we can give and receive.

HMH Curriculum:

Over the summer, the HMH materials were unpacked and delivered to classrooms. During our opening days, staff were presented with "Helpful Hints from Heather," who has become our in-house HMH Guru. Staff members have the ability to watch pre-recorded videos, attend live sessions, chat with an HMH Coach for questions, and they have been taking full advantage of these resources to ensure they are ready to move forward. We are especially grateful to Heather Galley, who is supporting staff through HMH Coachly, and Nicole Davis, who is working on supporting staff with the implementation of this new curriculum. One of the exciting features of HMH is its integration with NWEA data. Once we have completed our fall NWEA assessments and our HMH assessments,

HMH will compile all the data for each student, allowing us to see exactly where our students are academically. This enables us to more accurately form small groups to target unmastered skills and to enrich students performing above the fall grade level baseline. It also allows us to appropriately place students in the Read 180 intervention program, designed for grades three through five.

Kindergarten through second grade has a two-part program. The first part focuses on structured literacy, where foundational skills are taught, followed by the reading skills portion, where all of the skills come together, and students become readers. In grades three through five, students shift from learning to read to reading to learn. Their program is designed around comprehension and fluency, using rich and engaging books. Writing is woven throughout Kindergarten through fifth grade in a progression of development. PES is very excited and thankful for this new curriculum. We look forward to the growth and development over time and the success our students are going to achieve.

Calendar of Upcoming Events:

- Monday, September 2nd - No School - Labor Day
- Tuesday, September 3rd - District Administration Team Meeting - 9:30 AM- SAU
- Wednesday, September 4th - Early Release- 12:15 PM
    - NWEA Training
    - HMH Coachly Training
- Thursday, September 5th - Building Leadership Team Meeting - 9:30 AM- PES
    - NWEA Testing Grades 4 & 5 - ELA
    - School Board Meeting - 5:30 PM - PMHS Media Center
- Friday, September 6th -
    - NWEA Testing Grades 2 & 3- ELA
- Monday, September 9th -
    - NWEA Testing Grade 1- ELA
    - NWEA Testing Grade 5- Math
- Tuesday, September 10th -
    - NWEA Testing Grades 3 & 4 - Math
- Wednesday, September 11th- Early Release - 12:15 PM
    - Eureka Math Training
- Thursday, September 12th -
    - NWEA Testing - Grades 1 & 2 - Math
    - PTO Meeting - 5:30 PM- PES Library
- Friday, September 13th -
    - NWEA Make Ups
- Monday, September 16th -
    - NWEA Make Ups
- Tuesday, September 17th - District Administration Team Meeting - 9:30 AM- SAU
    - NWEA Make Ups
- Wednesday, September 18th - Early Release at 12:15PM

    - Erin Moore- Responsive Classroom Training
- Thursday, September 19th -Building Leadership Team Meeting- 9:30 AM - PES
    - School Board Meeting - 5:30 PM - PMHS Media Center
- Wednesday, September 25th - Early Release - 12:15 PM
    - Data Team
    - Medicaid Training
- Thursday, September 26th - Building Leadership Team Meeting- 9:30 AM - PES
- Tuesday, October 1st- Picture Day

Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton & Melissa Brown, PMHS Administration
Subject: Board Meeting - September 5, 2024
Date: August 30, 2024

INFORMATION:

1. Building Walkthrough. We appreciate the School Board taking time prior to the August 15 meeting to walk through the building to discuss recent updates and priorities to address in both the short and long term. The priorities we identified to address in the future are:

   - Main Entrance (replacement of secondary doors)
   - Roof Replacement (with a priority on the old front entrance side)
   - SAU Stair Replacement

   We look forward to working with the School Board and the administrative team to identify a plan and funding sources for these projects.

2. Opening Week of School. We are pleased to report that the opening of school went well! Students and staff members are excited to be back! Our custodial staff is to be commended for their efforts to have the school building prepared for the opening of school. On Monday, August 26, our first day of school, we had a school-wide assembly to welcome students, introduce new staff members, and to review new school policies and procedures. We also took time to acknowledge Honor Roll students and engage in a competitive class activity for the privilege of wearing the panther suit in the Homecoming Parade! Throughout the week we made an effort to promote safety, support, and positivity and our staff members went above and beyond to reinforce these priorities during arrival and dismissal, in the classroom, and in the hallway areas. We appreciate the efforts of all of our students and staff members to make the opening week of school welcoming and positive!

3. Breathe New Hampshire Presentation. On Wednesday, August 28, we welcomed Breathe New Hampshire to share a presentation with our staff members on the dangers of vaping. The program provided an overview on the evolution of vapes, the ingredients and aerosols that vapes contain, and the impact that smoking can have on lung development. The program also shared resources for helping people to quit vaping. Representatives of Breathe New Hampshire will be returning to PMHS on September 30th to share a similar program with all students. Presentations will be in small groups by grade span.

4. Fall Semester Learning Studios. On Thursday, August 29, we held a school-wide overview of Learning Studios, which will start on September 5. Learning Studios are collaborative partnerships between students, teachers, and paraeducators that provide opportunities for students

to apply and connect skills from content areas. Learning Studios meet once a week for forty minutes on Fridays during the Flex Block. We are offering a total of twenty Learning Studios, including Seventh Grade Seminar, this semester. Some of the topics include:

- Beginning Guitar
- Blackout Poetry
- Cooking Techniques
- Engineering and Robotics Programming
- Library Projects
- Movie Production
- School Newspaper / Looseleaf Magazine
- Sports History

Learning Studios can be taken for credit, community service, or enrichment. They will culminate with a presentation of learning at our Winter Showcase in January.

5. Upcoming Schedule of Events. The following is an overview of upcoming dates, times, and events for the month of September:

- September 2, No School: Labor Day
- September 4, Professional Development, 1:15-2:45 p.m.
- September 5, School Club and Organization Fair, 10:33-11:13 a.m.
- September 9, Department Meetings, 3:00 p.m.
- September 11, Professional Development, 1:15-2:45 p.m.
- September 16, Faculty Meeting, 3:00 p.m.
- September 17, Educational Leadership Team Meeting, 3:00 p.m.
- September 18, Professional Development, 1:15-2:45 p.m.
- September 19-20, Site Council At-Large Elections
- September 20, Homecoming Parade, 6:00 p.m.
- September 21, Homecoming Soccer Games and MS/HS School Dance
- September 23, Content Team Meetings, 3:00 p.m.
- September 27, NHCUC College & Career Fair, 1:30 p.m.
- September 30, Breathe New Hampshire Presentations

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SUPERINTEDENT'S REPORT
September 5, 2024

The opening of school had a great start with a lot of enthusiasm and energy. There was an issue for about an hour with the Pittsfield Police asking us to keep staff and student indoors for about an hour while they dealt a citizen issue on the first day. Other than that, the first week went very well and it was good to see staff and students in our buildings again.

As of the writing of this report, the following is the status for hiring for the upcoming school year:

Position	Budged Salary/Benefits	New Hire	New Salary/ Benefits	Variance
Kindergarten teacher	$ 93,148	Hailey King	$ 47,893	$ 45,254
First Grade Teacher	$ 50,289	Maura Burns	$100,567	$(50,728)
SPED PMHS	$ 98,426	Darien Stratton	$ 50,289	$ 48,137
SPED PMHS	$ 79,950	Ken Leonard	$ 48,479	$ 31,471
Bus. Manager	$120,.366	Rheanna Anderson	$106,392	$ 13,944
Adm. Asst. SAU	$ 91,739	Krystal Santos	$ 83,702	$ 8,037
Adm. Asst. PES	$ 95,765	Dusty Durant	$ 90,639	$ 5,126
Grade 6 Teacher	$ 48,869	Wade Sauls	$ 71,471	$(22,872)
Art PMHS	$ 71,506	Allyson Poulin	$ 48,480	$ 23,206
SPED PES	$ 73,506	Contracted Serviced	$96,400	$(22,894)
Elementary Teacher	$ 70,380	Barbara McGrath	$92,321	$(21,941)
PMHS Music	$73,772	Chris Dzengelewski	$31,864	$42,707
Reading Specialist	$ 95,000			
SPED PES	$107,752			
Ass.t. Principal PES	$152,797			

We have received a resignation from a special education teacher at PES effective Currently, there is a surplus in salaries and benefits of with all current hires in the amount of $92,151 We have put out advertisements for the two new open positions. Applications for the Asst. Principal at PES are due in by September 13 so we can evaluate the candidates in a timely manner.

The auditors from Plodzik and Sanderson were working in the school district August 28 and 29. Rheana Anderson was able to provide the information that was requested in advance of the visit and additional information that was requested during the visit. The audit will most likely be completed in mid-October with an additional visit to the office coming in the next few weeks. A letter from Plodzik and Sanderson is included in the packet.

Free and Reduced Meal program paperwork has been distributed by email to all families. As of the writing of this report, there are 154 students on the Direct Certification list and more than 90 students have applied and qualified to be added to the list. This puts us at about 48%

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I have generated job descriptions for the three staff people at the central office. The Superintendent's job description is based off of the Education Rules that describe the responsibilities. For the job description for Business Manager, I looked at job descriptions from other school district. I also reached out to the School District Treasurer for her recommendations. The Administrative Assistant document is a reflection of the duties that are current part of the position.

I have been in contact with our legal counsel in regard to the Open Enrollment case. She has received notice that the appeal has a docket number and that the Supreme Court has not yet informed us that they will accept the appeal. She did note to me that the Epsom School District has filed an appeal with the DOE in regard to Open Enrollments students.

At the recommendation of the School District Treasurer, I have requested an extension of 30 days to submit the District's MS-25 report to the DOE.

PITTSFIELD SCHOOL DISTRICT JOB DESCRIPTION
SUPERINTENDENT OF SCHOOLS
JOB DESCRIPTION

Supervisor- Pittsfield School Board

(a) The superintendent shall:

(1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU);

(2) Be responsible for the overall administrative and leadership services of the SAU; and

(3) Maintain all appropriate certifications required by the NH DOE.

(b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts

(c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.

(d) Such local district services shall include but not be limited to the following areas:

(1) Personnel;

(2) Finance;

(3) Communication/community relations;

(4) Student service;

(5) Maintenance/capital improvement;

(6) Curriculum;

(7) Instruction;

(8) Assessment;

(9) Short and long range planning;

(10) Governance for student achievement;

(11) Policy research;

(12) Implementation, and review; and

(13) Overall leadership on educational issues.

(e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

(f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.

(g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.

Substantive Duties. The superintendent shall in addition to those duties outlined in Ed 302.01:

(a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;

(b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.

(c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;

(d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;

(e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;

(f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules;

(g) Remove a teacher or other employee of the district in accordance with RSA 189:31;

(h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;

(i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;

(j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;

(k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;

(l) Direct pupils to assigned classes and grades, consistent with local school board policies;

(m) Maintain a safe environment for pupils free of hazardous conditions;

(n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;

(o) Be responsible for implementation of state board rules, which apply in the area of the superintendent's jurisdiction;

(p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan

(q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and

(r) Be responsible for the implementation and review of school district policies.

August 29, 2024

To: The Pittsfield NH School Board
From: Leslie Vogt, School District Treasurer
Re: September 5, 2024 Report

On August 19 Bryan Lane, Paulette Wolfe and I reviewed the school district's income and expenses from July 1 – August 16, 2024. The following pages document a deficit of $475,531.13 at the end of fiscal year 2023-2024, which carries over to a deficit for fiscal year 2024-2025. Consequently, the school district currently has past due obligations that must wait for available funds before they can be paid.

I believe it will be beneficial for the school board to begin receiving reports from the SAU finance office that document the district's expenses against both available funds, and the annual budget.

I ask that the School Board begin to review methods to eliminate the financial deficit. I believe it is important for the Board to create a plan that supports both continued optimal operation of the district and is mindful of the taxpayer's ability to absorb additional taxation.

FY 2023-2024

July 1 - August 16, 2024 Cash Flow

June 30 Balance Checking	$634,165.61
June 30 Money Market	$379,865.36
June 30 Food Service	$147,804.53
Total	**$1,161,835.50**
FY 2023-2024 Income Received during July and August	$258,502.67
2023-2024 Fund Balance Estimate	($100,000.00)
Reserve Fund	($150,000.00)
Total Funds Available	$1,170,338.17
June Outstanding Obligations	($809,168.56)
July and August Vendor Payments	($373,323.66)
July and August Payroll Expenses	($463,377.08)
Total Expenses	($1,645,869.30)
Year End Balance	($475,531.13)

FY 2024-2025

July 1- August 16, 2024 Cash Flow

Income from the Town of Pittsfield July 26	$400,000.00
Food Service Income July	$490.82
Income from the Town of Pittsfield August 2	$300,000.00
Reimbursement due to a Teachers' withdrawal from their Contract August 5	$1,000.00
Income from the Town of Pittsfield August 16	$400,000.00
Misc Deposits August 16	$15,237.89
Total Income	**$1,116,728.71**
Expenses	
Payroll July 5	($91,009.26)
Vendor Payments July 10	($77,813.84)
Vendor Payments July 18	($114,667.22)
Payroll July 19	($133,482.53)
Vendor Payments July 30	($346,526.37)
Payroll August 2	($135,620.41)
Vendor Payment August 15	($409.58)
Vendor Payments August 15	($70,211.89)
Payroll August 16	($98,667.38)
Total Expenses	**($1,068,408.48)**
Funds Available	**$48,320.23**

Income, Expenses and Obligations July 1 - August 16, 2024

June 30 Balance Checking	$634,165.61
June 30 Money Market	$379,865.36
June 30 Food Service	$147,804.53
Total	**$1,161,835.50**
FY 2023-2024 Income	$258,502.67
FY 2024-2025 Income	$1,116,728.71
2023-2024 Fund Balance Estimate	($100,000.00)
Reserve Fund	($150,000.00)
Total Funds Available	**$2,287,066.88**
June Outstanding Obligations	($809,168.56)
FY 2023-2024 Vendor Payments	($373,323.66)
FY 2023-2024 Payroll Expenses	($463,377.08)
FY 2024-2025 Vendor Payments	($609,628.90)
FY 2024-2025 Payroll Expenses	($458,779.58)
Total Expenses	($2,714,277.78)
Balance Available	($427,210.90)

Pittsfield School District

VENDOR RELATIONS

In all purchasing activities, the superintendent and his/her designee shall:

1. Consider first the interests of the school system and the betterment of its educational program;

2. Endeavor to obtain the greatest value for every tax dollar expended;

3. Give all responsible bidders equal consideration and assurance of unbiased judgment in determining whether their products meet specifications and the educational needs of the school system;

4. Discourage the offer of, and decline, gifts which in any way might influence the purchase of school supplies and equipment;

5. Accord a prompt and courteous reception, insofar as conditions permit, to all who call on legitimate business missions.

Reading: October 1, 2009
Adopted: October 15, 2009
Reviewed: February 1, 2018

Pittsfield School District

EXPENSE REIMBURSEMENTS

District personnel and officials who incur expenses in carrying out their authorized duties may be reimbursed by the district upon submission of a properly filled out and approved voucher and such supporting receipts as required.

When official travel by personally owned vehicle has been authorized, mileage payment shall be made at the current IRS rate, unless a different rate is established by vote of the Board.

All travel outside New Hampshire must have prior written approval of the superintendent.

Reading: Marcy 9, 2006
Adopted: March 16, 2006
Reading: October 1, 2009
Adopted: November 5, 2009
Reviewed: February 1, 2018

Pittsfield School District

PAYROLL PROCEDURES

All salaries and supplements paid to regular staff members, substitute or part-time personnel, and student workers will be paid through the district office at regular intervals not to exceed fourteen days, unless the Commissioner of the Department of Labor has authorized a different interval in accordance with RSA 275:43, IV-a (a).

Proper payroll procedures are dependent on staff attendance accounting and on the timecards signed, approved, and submitted by part-time and hourly workers. The necessary procedures for this will be established by the superintendent and carried out by administrative personnel.

Compensation records kept by the district office will reflect an accurate history of the compensation and related benefits paid to each employee.

Pay Day Schedule

The school district pays salaries on a regular schedule throughout the school year. There shall be no salary advances.

Salary Deductions

There shall be no salary advances for any staff member.

Salary deductions are allowed. They are subject to the limitation of the accounting equipment. Authorized payroll deductions include:

1. Credit Union Contributions
2. Tax-Sheltered Annuities
3. Union Dues
4. Insurance Premium Contributions

All salary deductions, other than those regulated by federal or state laws, will be deducted only upon written approval of the employee.

Adopted: March 1, 1980 (as Policy DL)
Reviewed: September 24, 1992
Reviewed: October 21, 1996
Reading: October 1, 2009

Adopted: October 15, 2009
Amended: February 1, 2018

Pittsfield School District

PAYMENT PROCEDURES

All manifests, supported by original invoices, must be approved and signed by at least two members of the School Board and the superintendent.

The district's treasurer will sign all checks that will be mailed from the district office.

Reading:	April 24, 1990
Adopted:	May 24, 1990
Reviewed:	September 24, 1992
Reviewed:	October 21, 1996
Amended:	May 28, 1998
Reading:	October 1, 2009
Adopted:	October 15, 2009
Reviewed:	February 1, 2018

Pittsfield School District

SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The rich resources of information available on the Internet hold the promise of greatly enhancing the quality of education available to all students. Therefore, Internet access will be made available to students in the District for the purposes of communication, research, and education.

District personnel will monitor student Internet use and the degree of access to the Internet will be dependent on the age of students.

Safety Procedures and Guidelines

The Superintendent shall develop and implement appropriate procedures to provide guidance for access and use of electronic media. See EGA-R.

Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

1. Implementation of a District Internet Acceptable Use Procedure.

2. Implementation of a District Internet Code of Conduct.

3. Rules of Internet use to be included in all student handbooks.

4. All student Internet users obtain an Internet account that includes parent permission.

    A. Compliance with the District Acceptable Use Procedures are conditions for the account.

    B. Internet training will be provided, including training on personal responsibility, ethical and courteous behavior, and the Acceptable Use Procedures and the Code of Conduct.

    C. Parents or guardians are asked to review the Code of Conduct and the Acceptable Use Procedures with their children and youth. Parent or guardian permission is

required for student access. All students and staff must have a signed District authorization form for an account.

5. Training for staff to increase their skills in working with students on the Internet.

6. Methods of controlling access by minors to inappropriate matter on the Internet and World Wide Web.

7. Measures designed to address safety and security of minors when they are using electronic mail, chat rooms, and other forms of electronic communications.

8. Rules to prevent unauthorized access, including "hacking" and other unlawful activities by students.

9. Rules to prohibit unauthorized disclosure, use, and dissemination of personal information regarding minors.

10. Measures designed to restrict minors' access to materials harmful to them.

Audit of Use

The Superintendent or his/her designee shall establish a process to determine whether the District's educational technology is being used for purposes prohibited by law or for accessing sexually explicit materials. This process shall include:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, involve child pornography, or are otherwise harmful to minors.

2. Monitoring on-line activities of minors.

Adopted: August 9, 2001 (as IJND)
Reading: September 3, 2009
Revised: September 17, 2009
Reviewed: January 20, 2022

Pittsfield School District

SERVICE ANIMALS

A. General Conditions

1. Use of a service animal by a person with a disability will be allowed in or upon district property when the animal is required to perform work or tasks directly related to the individual's disability. Qualified individuals with disabilities and service animal trainers are eligible to use service animals in the school.

2. A service animal, for the purposes of this policy, shall mean and include any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. "Service animal" shall be constructed to include a "hearing ear dog," "guide dog," or "service dog," as those terms are currently defined in NH RSA 167-D:1. "Emotional support," "therapy," or "comfort dogs" are generally not service animals for the purposes of this policy, except as may be provided under section B.2 below.

   Miniature horses do not specifically fall within the state or federal statutory definitions for "service animal." However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the dean of operations who, in addition to the above, will take into consideration the provisions of B.2 and C (below). If a miniature horse is approved, all the conditions in this policy shall apply.

   Other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

   The work or tasks performed by a service animal must be directly related to the individual's disability. Under state and federal law, work and tasks may include but are not limited to: (1) assisting individuals who are blind or have low vision with navigation and other tasks; (2) alerting individuals who are deaf or hard of hearing to the presence of people or sounds; (3) providing nonviolent protection or rescue work; (4) pulling a wheelchair; (5) assisting an individual during a seizure; (6) alerting individuals to the presence of allergens; (7) retrieving items, such as medicine or a telephone; (8) providing physical support and assistance with balance and stability to individuals with mobility disabilities; and (9) helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime determent effect of an animal's presence and the provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of the law.

3. Comfort animals / pets. Animals which do not meet the definition of service animal as provided above are not entitled to protection under this policy and are subject to such other applicable policies or administrative regulations of the district or school.

4. The district will have no responsibility for the training, feeding, grooming, or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in B.3.a (below). It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.

5. All service animals must be kept on a harness, leash, or tether (unless this prevents the animal from performing its specific work or tasks with the individual), or must otherwise be under the control of the individual with a disability or designated handler at all times.

6. The individual (in the case of a student or the student's parent / guardian) is liable for any damage to district property or other personal property and for any injuries to individuals caused by the service animal, consistent with any applicable laws.

7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

8. As used in this policy, service animal training shall have the same definition as that provided under RSA 167-D-1 as the same may be amended or replaced from time to time. As of February 1, 2017, that statute defines service animal trainer as (1) any person who is employed to train dogs for or is volunteering to raise dogs for a provider of service animals for persons with disabilities; (2) an individual trainer who helps a person with disabilities to train his or her own service animal; or (3) an individual trainer who tests an animal to verify its eligibility for the New Hampshire service animal tab.

B. Administrative Review of Service Animals

1. Whenever a service animal is in the school or on district property (and it is not obvious that the animal qualifies as a service animal; e.g., guide dog for a blind person), school administrators or other authorized district personal may ask:

   a. Whether the service animal is required because of a disability;

b. What work or tasks the animal has been trained to perform;

c. In the case of a service animal trainer, documentation of the individual's affiliation with a recognized organization as described in RSA 167 and A.7 (above).

2. If a student with an educational disability or a Section 504 Plan seeks to bring an animal on a school campus that is not a service animal as defined above, the request shall be referred to the IEP or Section 504 Team to determine whether the animal is necessary for the student to receive a free and appropriate education (FAPE). After such review, if the animal is deemed necessary for the student to receive a FAPE, then the animal shall be a service animal for the purpose of this policy.

3. When it is anticipated that a service animal is going to be in school on a regular basis with a third party (e.g., employee, volunteer, service animal trainer, or other frequent visitor to the school), the individual using the service animal (or in the case of a student, the student's parent / guardian) are strongly encouraged to notify the dean of operations in advance.

   a. The school will not provide any staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular circumstance (e.g., accompanying a young student who takes a service animal outdoors to relieve itself).

   b. Any handler (service animal trainer, parent / guardian, or other person) accompanying the service animal must have approval to work in the school from the New Hampshire Department of Education and undergo a state criminal background check.

4. Service animals must be properly licensed and vaccinated in accordance with New Hampshire law (see RSA Chapter 466).

C. Additional Considerations Relative to Service Miniature Horses

In making a determination as to whether to allow a specific miniature horse as a service animal, the dean of operations will consider pertinent factors, including, without limitation:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

2. Whether the handler has sufficient control of the miniature horse;

3. Whether the miniature horse is housebroken; and

4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements necessary for the safety of students or others.

D. Removal or Exclusion of Service Animals from School

1. The dean of operations or other authorized school official may require that the service animal be removed from the school or other district property under any of the following circumstances:

   a. The service animal poses a direct threat to the safety of individuals, causes a significant disruption of school activities or programs, fundamentally alters the nature of any school program, or otherwise jeopardizes the safe operation of the school in a manner that cannot be eliminated by modifications;

   b. The service animal demonstrates that it is unable to perform reliably the work or tasks which he/she was represented as being able to perform (which is required to be defined as a service animal);

   c. The service animal is not under the full control of the person with a disability, or the authorized handler/trainer, and the individual does not take effective action to control the animal;

   d. The service animal is sick (e.g., vomiting, etc.), infested with parasites, has an infection of the skin, mouth, or eyes, or otherwise presents a threat to the public health (applying the standard that would be applied to any other animal allowed on school premises); and/or

   e. The service animal is not housebroken (i.e., demonstrates that it is not sufficiently trained to relieve itself outside in appropriate locations).

2. If a service animal is removed or excluded, the individual shall still be provided access to school facilities, programs and/or services.

Adopted: January 12, 2012
Reviewed: December 4, 2014
Amended: October 18, 2018

Pittsfield School District

WELLNESS

The Pittsfield School District is committed to the optimal development of every student. The district believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level in every setting throughout the year.

This policy outlines the district's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures that:

- Students in the district have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the district in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The district establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the district. Specific measurable goals and outcomes are identified within each section below.

School Wellness Committee

I. Committee Role and Membership. The Board will establish a representative District Wellness Committee (DWC) that will meet monthly during the school year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the school district's wellness policy. This group will assess progress on the current goal targets and recommend any new goal targets as well as develop strategies for achieving them.

The DWC membership will represent all school levels and include (to the extent possible) but not be limited to parents and caregivers, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals, mental health and social services staff, school board members, health professionals, and the general public. When possible, membership will also include *Supplemental Nutrition Assistance Program Education* coordinators (SNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

II. Leadership. The dean of operations will convene the DWC and facilitate development of and updates to the wellness policy and will ensure each school's compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

I. Implementation Plan. The Board instructs the superintendent of schools to establish procedures for implementation of this policy that include targets in support of the goals set forth in this policy. The dean of operations is charged with the operational responsibility for ensuring that the schools follow the guidelines set forth in this policy and implements strategies for achieving the targets set forth in the procedures established by the superintendent of schools.

The wellness policy and the progress reports can be found on the school district website.

II. Recordkeeping. The district will retain records to document compliance with the requirements of the wellness policy at school administrative unit offices and on the school district's *Google Drive*. Documentation maintained in this location will include but not limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the local schools' wellness policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;

- Documentation demonstrating the most recent assessment on the implementation of the local school wellness policy has been made available to the public.

III. Annual Notification of Policy. The district will actively inform families and the public each year of basic information about the wellness policy, including its content, and any updates to the policy and implementation status. The district will make this information available via the district website and/or district-wide communications. Additionally, the district will annually publicize the name and contact information of the school official leading and coordinating the DWC, as well as information on how the public can get involved with the DWC.

IV. Triennial Progress Assessments. At least once every three years, the district will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy;
- The extent to which the district's wellness policy compares to the *Alliance for a Healthier Generation's* model wellness policy; and
- A description of the progress made in attaining the goals of the district's wellness policy.

The position responsible for managing the triennial assessment and contact information is the dean of operations.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The DWC will actively notify households / families of the availability of the triennial progress report.

V. Revisions and Updating the Policy. The DWC will make recommendations to the superintendent regarding the wellness policy based on the results of the triennial assessments and/or as the district priorities change, community needs change, wellness goals are met, new health science, information, and technology emerges, or as new federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

VI. Community Involvement, Outreach, and Communications. The district will inform parents / families of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with *Smart Snacks in School* nutrition standards. The district will communicate

through the district's website, newsletters, presentations to parents / families, and sending information home to parents / families, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

The district will actively notify the public about the content or any updates to the wellness policy annually at a minimum. The district will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

I. School Meals. The district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams of trans-fat per serving (nutritional label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in United States Department of Agriculture (USDA) child nutrition program, including the *National School Lunch Program* (NSLP) and the *School Breakfast Program* (SBP). Pittsfield Elementary School also participates in the *Fresh Fruit & Vegetable Program* (FFVP), and *Breakfast After the Bell* (BAB).

All schools within the district are committed to offering school meals through the NSLP and SBP programs, and other applicable federal child nutrition programs that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The district offers reimbursable school meals that meet USDA nutrition standards.)

II. Staff Qualifications and Professional Development. All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education / training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel

will refer to the USDA's *Professional Standards for School Nutrition* website to search for training that meets their learning needs.

III. Water. To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the instructional day and throughout each school. The district will make drinking water available where school meals are served during mealtimes.

IV. Competitive Foods and Beverages. The district is committed to ensuring that all foods and beverages available to students at each school during the instructional day to support healthy eating. The foods and beverages sold and served outside of school meal programs (e.g., "competitive" foods and beverages) will meet the USDA *Smart Snacks in School* nutrition standards at a minimum. *Smart Snacks* aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a *Guide to Smart Snacks in Schools* are available at http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students at each school during the instructional day will meet or exceed the USDA *Smart Snacks* nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

V. Celebrations and Rewards. All foods offered on school campus' will meet or exceed the USDA *Smart Snacks in School* nutrition standards through:

- Celebrations and parties: the district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas;
- Classroom snacks brought by parents: the district will provide to parents a list of foods and beverages that meet *Smart Snacks* nutrition standards;
- Rewards and incentives: the district will provide teachers and other relevant school staff a list of alternative ways to reward children; foods and beverages will not be used as rewards or withheld as punishment for any reason, such as for performance or behavior.

VI. Fundraising. Foods and beverages that meet or exceed the USDA *Smart Snacks in School* nutrition standards may be sold through fundraisers at school during the instructional day. The district will make available to staff, parents, and teachers a list of healthy fundraising ideas.

VII. Nutrition Promotion. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeteria. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

Wellness Goal #1: Displays showing the benefits of healthy eating will be put in the school cafeterias annually. Topics include healthy food choices from each food group and locally sourced foods used in meal preparation.

VIII. Wellness Goal #2: The district will teach, model, encourage, and support healthy eating; six lessons on fruits and vegetables promoting healthy food choices will be offered to select elementary, middle, and high school cohorts.

IX. Essential Healthy Eating Topics in Health Education. The district will include the following in the health education curriculum. Essential topics on healthy eating include:

- Relationship between healthy eating and personal health and disease prevention;
- Reading and using FDA's nutrition fact labels;
- Balancing food intake and physical activity;
- Eating more fruits, vegetables, whole grain products, and calcium-rich foods;
- Food safety;
- Importance of water consumption;
- Importance of eating breakfast;
- Making healthy choices when eating at restaurants;
- *The Dietary Guidelines for Americans*;
- Social influences on healthy eating, including media, family, peers, and culture.

X. Food and Beverage Marketing in Schools. Any foods and beverages marketed or promoted to students at each school during the instructional day will meet or exceed the USDA *Smart Snacks in School* nutrition standards.

Physical Activity

Children and adolescents should participate in at least sixty minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a *comprehensive school physical activity program* (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement,

and family and community engagement; and the district commitment to providing these opportunities. Schools will ensure that these varied physical activity components are in addition to, and not as a substitute for, physical education.

Wellness Goal #3: On an annual basis, the district will seek to increase participation and expand school club opportunities that promote physical activity and a healthy lifestyle (e.g., *Girls on the Run* and the ski and snowboard club).

I. Physical Education. The district will provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.

II. Health Education. Health education will be required in all elementary grades (K-6). The district will require middle school students to take a health education course and all high school students to take and pass one health education course.

III. Recess (Elementary School). The elementary school will offer at least twenty minutes of recess on all days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, the school will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside / outside the cafeteria to ensure proper hygiene prior to eating, and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats, hats, gloves, etc., will be built into the recess transition period / timeframe before students enter the cafeteria.

    Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Other Activities that Promote Student Wellness

The district will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work toward the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Wellness Goal #4: Annually the district will offer and promote wellness-based activities including, but not limited to, *Footwalk Friday's* and wellness-based Learning Studios.

I. Community Partnerships. The district will develop, enhance, and continue relationships with community partners (e.g., hospitals, universities / colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

II. Community Health Promotion and Family Engagement. The district will promote to parents / caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

III. Staff Wellness and Health Promotion. Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The district promotes staff members' participation in health promotion programs and will support programs for staff members on healthy eating / weight management that are accessible and free or low-cost.

Adopted: April 5, 2007
Amended: January 5, 2017
Amended: February 6, 2019
Reviewed: February 21, 2019
Amended: April 18, 2019

Pittsfield School District

FIELD TRIPS AND EXCURSIONS

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

An excursion is defined as any overnight, out-of-state, or foreign travel. An excursion should meet the educational criteria established above for field trips with the exception of the annual senior class trip. All excursions must have the approval of the School Board; funds may not be collected from students for excursions prior to Board approval.
The chaperones and teachers who accompany students on trips are responsible for supervision of students and are approved by the principal. The maximum student-to-chaperone ratio is established at 15:1 for middle high school and 10:1 for elementary school. Excursions must have at least one female and at least one male chaperone, with an exception being granted for single-gender excursions, such as a school team's overnight excursion to attend a team-oriented training event.

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

Procedures

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

A *Warning and Consent Form* must be sent to parents/guardians of each participating student for signature and return. The forms should be distributed after the field trip has been authorized. No child may leave school grounds on a field trip unless the form has been signed by a parent/guardian. Consent forms of those attending should be filed with the dean of instruction before the trip.
Arrangements for financing all field trips must be made prior to the trip. If student contributions are involved, the necessary funds must be in the hands of the administration before the trip is taken.

Reading: September 12, 2002

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

PITTSFIELD SCHOOL DISTRICT

STUDENT SEX DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

The Board has adopted this student procedure in order to provide prompt and equitable resolution of reports and complaints of unlawful sex discrimination, including allegations of sexual harassment and other forms of sex-based harassment, as described in Policies *AC – Nondiscrimination/Equal Opportunity and Human Rights* and *ACAA – Harassment of Students.*

Although the specific provisions under Title IX and New Hampshire law differ somewhat in regard to sex discrimination and sexual/sex-based harassment, the Board has chosen to address all such complaints under this procedure, which meets all Title IX and New Hampshire law requirements.

Complaints alleging unlawful discrimination or harassment of a student on the basis of other protected categories (race, color, religion, ancestry or national origin, and disability) are addressed under *ACAA-R1 – Student Discrimination and Harassment Complaint Procedure.*

Complaints alleging unlawful discrimination and harassment of an employee are addressed under *ACAB-R1 - Employee Discrimination and Harassment Complaint Procedure* or *ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure.*

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or which complaint procedure applies is encouraged to contact the Human Rights Officer/Title IX Coordinator.

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Human Resource Office/Title IX Coordinator
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Section 1. Definitions

For purposes of this complaint procedure, the following definitions will be used.

A. "Complainant" means: (1) the student victim of alleged sex discrimination (including sexual/sex-based harassment); or (2) other victim of alleged sex discrimination (including sexual/sex-based harassment) who was participating or attempting to participate in the school district's education programs or activities at the time of the alleged sex discrimination.

B. "Complaint" under the Title IX regulations: An oral or written request to the [school district] to investigate and make a determination about alleged discrimination under Title IX." An oral request for investigation should be documented by the Human Rights Officer/Title IX Coordinator.

C. "Confidential employee" means: (1) an employee of the school district whose communications are privileged or confidential under federal or state law. The employee's confidential status, for purposes of Title IX, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies; or (2) an employee of the school district designated as confidential for the purpose of providing services to persons related to sex discrimination (in which case the employee's confidential status applies only to information received about sex discrimination in connection with providing those services).

D. "Discrimination": Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.

E. "Gender identity": The gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."

F. "Parental status": The status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: (1) a biological parent; (2) an adoptive parent; (3) a

foster parent; (4) a stepparent; (5) a legal custodian or guardian; (6) in loco parentis with respect to such a person; or (7) actively seeking legal custody, guardianship, visitation, or adoption of such a person."

G. "Party": A complainant or respondent.

H. "Pregnancy and related conditions" include "(1) Pregnancy, childbirth, termination of pregnancy, or lactation; (2) Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (3) Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions."

I. "Respondent": A person who is alleged to have violated the school district's prohibition on sex discrimination.

J. "Retaliation": Intimidation, threats, coercion, or discrimination against any person by the school district, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or services under the [school district's] education program or activity, for the purpose of interfering with any right or privilege secured by Title IX/regulations, or because the person has reported information, made a complaint, testified, assisted, or participating or refused to participate in any manner in an investigation, proceeding, or other action taken by a school district in regard to allegations of sex discrimination."

K. "Sex-based harassment" under Title IX: Harassment on the basis of sex, including sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions, that meets one of the following:

1. "Quid pro quo" harassment by a school employee, agent, or other person authorized by the school district to provide aid, benefit, or service under an education program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service on the individual's participation in unwelcome sexual conduct.

2. "Hostile environment" harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive that it limits or denies an individual's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). A school district is obligated to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the recipient's education program or activity. Whether a hostile environment has been created is a fact-based inquiry that includes consideration of a number of factors.

   i. Factors to consider in regard to the creation of a "hostile environment": "(I) the degree to which the conduct affected the complainant's ability to access the

[school district's] education program or activity; (ii) the type, frequency, and duration of the conduct; (iii) the parties' ages, roles within the [school district's] education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct; (iv) the location of the conduct and the context in which the conduct occurred; and (v) other sex-based harassment in the [school district's education program or activity."

3. Sexual assault, dating violence, domestic violence, and stalking, as these terms are defined below or in the Title IX regulations.

   i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform reporting system of the Federal Bureau of Investigation. Such offenses include but are not limited to rape, sodomy, sexual assault with an object, and fondling.
   ii. "Dating violence" is violence committed by a person: (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship, (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship."
   iii. "Stalking": Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (a) fear for the person's safety or the safety of others; or (b) suffer substantial emotional distress."

L. "Sexual harassment" under New Hampshire law: Unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:
   1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
   2. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
   3. Such conduct has the purpose and effect of substantially interfering with a student's academic performance, or creates an intimidating, hostile, or offensive environment.

M. "Sexual orientation": Under New Hampshire law means "having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality." Sexual orientation is also covered by Title IX.

N. "Gender identity": Under New Hampshire law, means "a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

O. "Student": A person enrolled in the school district.

Section 2. Complaint Procedure

This procedure should be used to address any report or complaint of sex discrimination or sexual/sex-based harassment of a student.

A. Reports of Alleged Sex Discrimination or Sexual/Sex-Based Harassment

1. Any school district employee (except for designated confidential employees) who receives a report or has reason to believe that a student may have been discriminated against or harassed on the basis of sex is required to promptly notify the Human Rights Officer/Title IX Coordinator.

2. Confidential employees who receive a report that a student may have experienced sex discrimination or sexual/sex-based harassment must inform the person making the report that the employee is designated "confidential" and inform them of the circumstances in which the employee is not required to make a report to the Human Rights Officer/Title IX Coordinator. The confidential employee will provide the reporter with the Human Rights Officer/Title IX Coordinator's contact information and explain that the Human Rights Officer/Title IX Coordinator may be able to offer and coordinate supportive measures, initiate an informal resolution process, or initiate an investigation under this complaint procedure.

3. Students (and others) who believe that they or another student has been discriminated against or harassed on the basis of sex should report their concern promptly to the Human Rights Officer/Title IX Coordinator. The report will be documented by the Human Rights Officer/Title IX Coordinator.

4. The individual making the report should provide basic, available information orally or in writing concerning the allegation (i.e., individuals involved, date, time, location, and type of allegation). If the information is conveyed orally, the Human Rights Officer/Title IX Coordinator will document it.

5. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, they are encouraged to discuss the matter with the Human Rights Officer/Title IX Coordinator.

6. Individuals will not be retaliated against for reporting suspected discrimination or harassment or for participating in an investigation. Retaliation is illegal under federal/state nondiscrimination laws and Board policies, and any retaliation will result in disciplinary action, up to and including termination for employees and expulsion for students.

7. The Superintendent will be promptly notified of all reports of alleged discrimination or harassment of a student.

8. Students and others are encouraged to utilize this complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to:

   - New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271-2767); and/or
   - Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111.

B. Processing of Complaints

1. The Human Rights Officer/Title IX Coordinator will treat complainants and respondents equitably through the complaint procedure.

2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the Human Rights Officer/Title IX Coordinator will meet with the alleged victim to discuss the allegations and supportive measures that may be appropriate in the particular circumstances and to explain the complaint procedure.

   If the alleged victim is unknown to the Human Rights Officer/Title IX Coordinator, the person who made the report will be notified of the availability of the complaint procedure.

3. Supportive Measures

   a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (including but not limited to: requiring no contact between individuals, changing schedules, classes, extracurricular activities, etc.).
   b. Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the school district's educational environment or to provide support during the complaint procedure or an informal resolution process. The school district may not impose such measures for punitive or disciplinary reasons.
   c. Supportive measures may be continued even if a complaint or informal resolution process is not initiated, or after the conclusion of such processes, if appropriate under the circumstances.

d. Complainants and respondents must be provided with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of a decision to provide, deny, modify, or terminate supportive measures applicable to them. This employee must not be the Human Rights Officer/Title IX Coordinator and must have the authority to modify or reverse the decision.
e. Complainants and respondents also have the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change.
f. The school district will not disclose information about supportive measures to persons other than the person to whom they apply unless it is necessary to provide a supportive measure or to restore or preserve a party's access to education programs and activities.
g. If a complainant or respondent is a student with a disability, the Human Rights Officer/Title IX Coordinator will consult with one or more members of the student's IEP team or Section 504 Team, if any, to determine how to comply with the requirements of the IDEA and Section 504 in implementing supportive measures.

4. If the Human Rights Officer/Title IX Coordinator reasonably determines that the conduct alleged does not involve illegal discrimination or harassment, the school district is not obligated to initiate the complaint process and may dismiss the complaint (See Subsection C.1. below). If the alleged conduct potentially violates other laws, Board policies/procedures, or professional expectations (in the case of employees), the matter may be referred to the Superintendent and/or other appropriate administrator(s) to address as deemed appropriate.

5. In response to a complaint alleging prohibited sex discrimination or sexual/sex-based harassment, the Human Rights Officer/Title IX Coordinator will initiate the complaint process or the informal resolution process (if available and appropriate) according to this procedure. When feasible, the decision to initiate an investigation or informal resolution process or dismiss the complaint will be made within ten (10) school days of receipt of the complaint.

6. In certain circumstances, the Human Rights Officer/Title IX Coordinator may initiate the investigation process, even when the alleged victim chooses not to, after any or all allegations are withdrawn by the alleged victim, or when an informal resolution process is not initiated or is terminated. To make this fact-specific determination, the Human Rights Officer/Title IX Coordinator will consider, at a minimum:

    a. The complainant's request not to proceed with initiating a complaint;
    b. The complainant's reasonable safety concerns regarding initiating a complaint;

c. The risk that additional acts of discrimination or harassment would occur if a complaint is not initiated;
d. The severity of the alleged discrimination or harassment, including whether the discrimination, if established, would require the removal of a respondent from school or imposition of another disciplinary sanction to end the discrimination or harassment and prevent its recurrence;
e. The age and relationship of the parties, including whether the respondent is an employee of the school district;
f. The scope of the alleged discrimination or harassment, including information suggesting a pattern, ongoing discrimination/harassment, or discrimination/harassment alleged to have impacted multiple individuals;
g. The availability of evidence to assist a decision maker in determining whether discrimination or harassment occurred; and
h. Whether the school district could end the alleged discrimination or harassment and prevent its recurrence without initiating the complaint procedure.

If, after considering these and any other factors that may be relevant, the Human Rights Officer/Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health or safety of the complainant or other individuals or that the alleged conduct prevents the school district from ensuring equal access to its education programs and activities, the Human Rights Officer/Title IX Coordinator may initiate a complaint.

7. If the Human Rights Officer/Title IX Coordinator initiates a complaint, the complainant will receive prior notice and any reasonable safety concerns will be addressed.

8. The Human Rights Officer/Title IX Coordinator will confirm the initiation of an investigation or informal resolution process in writing to both parties. The communication will include: a) a copy of the complaint procedure; b) sufficient information available at the time to allow the parties to respond to the allegations (including the identities of the parties involved, the conduct alleged to constitute sex discrimination or sexual/sex-based harassment, and the date(s) and location(s) of the alleged incident(s); c) notice that retaliation is prohibited; and d) notice that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

9. Regardless of whether an investigation is initiated, the Human Rights Officer/Title IX Coordinator will take appropriate, prompt, and effective steps to ensure that discrimination or harassment does not continue or recur. The Human Rights Officer/Title IX Coordinator will also coordinate supportive measures as appropriate.

10. If a complainant or respondent is a student with a disability, the Human Rights Officer/Title IX Coordinator will consult with one or more members of the student's IEP team or 504 Team, if any, to determine how to comply with the requirements of the IDEA and Section 504 during the course of the complaint procedure.

11. If the Human Rights Officer/Title IX Coordinator decides to investigate additional allegations of discrimination or harassment made by the complainant against the respondent after the parties receive notice of the complaint, the Human Rights Officer/Title IX Coordinator will notify the parties of the additional allegations in writing.

12. The Human Rights Officer/Title IX Coordinator may consolidate complaints of discrimination or harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations arise out of the same facts or circumstances.

13. The school district will presume that the respondent is not responsible for alleged discrimination or harassment until a determination is made at the conclusion of the investigation.

14. The school district will take reasonable steps to protect the privacy of the parties and witnesses during the complaint procedure and will comply with applicable state and federal privacy laws. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family; confidential employees/resources; or otherwise prepare for and participate in the complaint procedure.

C. Dismissal of Complaints

1. The Human Rights Officer/Title IX Coordinator may dismiss a complaint in the following circumstances:

    a. The school district is unable to identify a respondent after taking reasonable steps to do so;
    b. The respondent is not participating in the school district's education programs and activities, or is not employed by the school district;
    c. The complainant voluntarily withdraws any or all allegations in the complaint, the Human Rights Officer/Title IX Coordinator declines to initiate a complaint and determines that, without the complainant's withdrawn allegations, the alleged conduct remaining, if any, would not constitute discrimination or harassment even if proven; or
    d. The Human Rights Officer/Title IX Coordinator determines that the conduct alleged in the complaint, even if proven, would not constitute discrimination or harassment under state/federal laws and regulations.

2. Upon dismissal, the Human Rights Officer/Title IX Coordinator will promptly notify the complainant (and the respondent, if they had received notice of the complaint allegations) of the basis for the dismissal, and provide the opportunity to appeal the dismissal.

3. Dismissals may be appealed on the following bases:

    a. Procedural irregularity that would change the outcome;
    b. New evidence that would change the outcome and that was not reasonably available when the dismissal [or determination in the case] was made; and
    c. The Human Rights Officer/Title IX Coordinator, investigator, or decision maker had a conflict or bias for or against complainants or respondents generally, or the individual complainant or respondent that would change the outcome.

4. An appeal of a complaint dismissal must be made in writing to the Human Rights Officer/Title IX Coordinator within five (5) school days and state the basis for the appeal.

5. If the dismissal is appealed, the Human Rights Officer/Title IX Coordinator shall:

    a. Notify the respondent of the appeal if they had received notice of the complaint allegations;
    b. Implement the appeal procedure equally for the parties;
    c. Ensure that the trained decision maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
    d. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
    e. Notify the parties in writing of the result of the appeal and the rationale for it within five (5) school days, if feasible.

6. When a complaint is dismissed, the Human Rights Officer/Title IX Coordinator will, at a minimum:

    a. Offer supportive measures to the complainant and respondent if appropriate; and
    b. Take other prompt and effective steps, as appropriate to ensure that discrimination or harassment does not continue or recur within the school district's program or activity.

7. The Human Rights Officer/Title IX Coordinator will document actions taken during the appeal process.

D. Emergency Removal of a Student

The Superintendent may remove a student from education programs and activities on an emergency basis during the complaint procedure, provided:

1. There is a determination, following an individualized safety and risk analysis, that a student respondent presents an imminent and serious threat to the health or safety of a complainant, or any students, employees, or other persons arising from the allegations of discrimination or harassment, that justifies emergency removal.

2. The respondent and the student's parent/legal guardian will be provided with an immediate opportunity to challenge the decision following the removal, and has the burden of demonstrating that such removal is unreasonable.

3. Any such removal shall be made in compliance with any applicable disability laws, including the IDEA, Section 504, and the Americans with Disabilities Act.

4. The Human Rights Officer/Title IX Coordinator will document actions taken during the emergency removal process.

[Note: An employee may be placed on administrative leave during a complaint procedure, pursuant to the school district's customary process regarding administrative leave of employees]

E. Informal Resolution Process

1. Informal resolution is <u>not</u> permitted in cases where a student is the complainant and an employee is the respondent to alleged sex discrimination or harassment.

2. The Human Rights Officer/Title IX Coordinator may, if appropriate, offer the parties the opportunity to resolve the complaint through an informal resolution process at any point prior to an investigation or determination of responsibility. Engaging in an informal resolution process is voluntary on the part of each party. The Human Rights Officer/Title IX Coordinator also may decline to pursue an informal resolution despite a party's request (for example, if the alleged conduct presents a future risk of harm to the complainant or others).

3. Both (or all) parties must voluntarily agree in writing to participate in an informal resolution process, and a party may withdraw from the process at any time. The parties will not be required to attend meetings together unless they voluntarily agree to do so.

4. Before initiating an informal resolution process, the Human Rights Officer/Title IX Coordinator will ensure that the parties receive notice of: i.) the allegations; ii.) the

requirements of the informal resolution process; ii.) the right of any party to withdraw from the process and initiate or resume the investigation process; iv.) that the parties' agreement to an informal resolution would preclude them from initiating or resuming the investigation; v.) potential terms that may be requested or offered in an informal resolution agreement, including notice that an agreement is binding on the parties; and vi.) what information the school district will maintain regarding the informal resolution process.

[Note: Informal resolutions can take many forms depending on the particular case, including but not limited to: restrictions on contact between the parties; facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; restrictions on attendance or participation in programs and activities; disciplinary actions or requirements to engage in specific services; or supportive measures.]

5. The facilitator for the informal resolution process must be trained; cannot be the same person as the investigator or decision maker in the matter; and must not have a conflict of interest or bias regarding parties to such matters generally or to an individual complainant or respondent.

6. The Superintendent must agree to the terms of any informal resolution reached between the parties, considering whether the resolution is in the best interest of the parties and the school district in light of the particular circumstances, applicable laws/regulations, and Board policies.

7. If an informal resolution agreement is reached, it will be agreed to in writing by both parties and the Human Rights Office/Title IX Coordinator. Any such agreement is final and binding on the parties.

F. Investigation Process

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Human Rights Officer/Title IX Coordinator. The investigator shall not have a conflict of interest or bias against complainants or respondents generally, or an individual complainant or respondent, and will consult with the Human Rights Officer/Title IX Coordinator during the investigation process.

2. Any complaint about an employee who holds a supervisory position will be investigated by a person not subject to that supervisor's authority. Any complaint about the Superintendent will be submitted to the Board Chair, who will consult with legal counsel concerning the handling and investigation of the complaint.

3. The burden is on the school district, and not the parties, to gather sufficient evidence (through the investigation) in order to determine whether illegal discrimination or harassment occurred.

4. The investigator shall provide an opportunity for the complainant and respondent to be heard as part of the investigation. The parties will not be required to attend meetings together.

5. The parties may suggest witnesses be interviewed and/or submit materials that they believe are relevant to the allegations and complaint.

6. The investigator will evaluate evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

    a. The Title IX regulations define "relevant" as "related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision maker in determining whether the alleged sex discrimination occurred."

7. The following types of evidence, and questions seeking that evidence, are impermissible:

    a. Evidence that is protected under a privilege recognized by federal or state law, or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality in writing.
    b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the treatment to the party or witness, unless the school district obtains that party's or witness's voluntary, written consent for use in the complaint procedure; and
    a. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed alleged sexual/sex-based harassment or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sexual/sex-based harassment. The fact of prior sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

8. The investigator will provide each party with the opportunity to review the evidence that is relevant to the allegations of discrimination or harassment (and not otherwise impermissible), and to respond to it.

9. The Human Rights Officer/Title IX Coordinator and investigator will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the complaint procedure. Disclosure of such information and evidence for the purposes of administering administrative proceedings or litigation related to the complaint is authorized.

10. The investigator will conclude the investigation and issue a written report to the Human Rights Officer/Title IX Coordinator within forty (40) school days, if feasible.

    a. If the investigator has been charged with making a determination of responsibility/non-responsibility with respect to each allegation, such determination(s) and the reasons, therefore, shall be included in the report.

11. Extensions of time may be granted to complete the investigation if approved by the Human Rights Officer/Title IX Coordinator for reasonable cause. Notice of any extension and the reasons, therefore, will be provided to the parties.

G. Determinations of Responsibility

1. The standard used to determine whether illegal discrimination or harassment occurred is the preponderance of the evidence standard ("more likely than not").

2. The decision maker will review the investigation report, the evidence gathered (as appropriate), and will have the discretion to conduct additional interviews of parties and/or witnesses if needed to assess credibility.

3. The decision maker will make a written determination of responsibility/non-responsibility in regard to each allegation and the reasons therefore, which shall be shared with the Human Rights Officer/Title IX Coordinator and the parties.

4. In general, the Human Rights Officer/Title IX Coordinator will notify the parties of the determination decision(s) within five (5) school days of the determination being reached. Reasonable extensions of time may be approved by the Human Rights Officer/Title IX Coordinator for good reason. The notification will include the permissible bases for appeal and the deadline for receipt of appeals.

5. If there is a determination that the respondent is responsible for violations, the appropriate administrator will make decisions as to appropriate disciplinary action and remedies.

6. The Human Rights Officer/Title IX Coordinator shall, as appropriate:

    a. Coordinate the provision and implementation of remedies to a complainant and any other persons if necessary to provide equal access to the school district's educational programs and activities that had been limited or denied by discrimination or harassment;
    b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
    c. Take other appropriate prompt and effective steps if necessary to ensure discrimination and harassment does not continue or recur.

7. A determination of responsibility becomes final on the date that the Human Rights Officer/Title IX Coordinator provides the parties with the written determination of the results of the appeal, if an appeal is filed. If an appeal is not filed, the determination of responsibility becomes final on the date on which the appeal would no longer be considered timely.

8. The school district will not discipline a party, witness, or others participating in the complaint procedure for making a false statement or for engaging in consensual sexual conduct based solely on the determination that sex discrimination or sexual/sex-based harassment occurred.

H. Remedies, Discipline, and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination(s). Such remedies may include supportive measures and may include other appropriate measures, depending on the determination(s) and the needs of the complainant. The Human Rights Officer/Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the complainant.

2. Discipline and Other Actions

Examples of disciplinary and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations of sexual/sex-based

harassment include suspension, expulsion, restorative justice, required education or counseling, and other measures.

Examples of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations of sexual/sex-based harassment include: written warning, probation, counseling, demotion, suspension without pay, termination.

I. Appeals

1. After the conclusion of the investigation and decision maker determination(s), the complainant or respondent may seek an appeal of the findings based on the following factors:

    a. Procedural irregularity that would change the outcome;
    b. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
    c. The Human Rights Officer/Title IX Coordinator, investigator, or decision maker had a conflict or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

2. The appeal must be made in writing to the Human Rights Officer/Title IX Coordinator within five (5) school days and state the basis for the appeal.

3. The Superintendent is responsible for making a determination on the appeal. The Superintendent will conduct an impartial review of the appeal, including consideration of the written record in the case, and may consult with legal counsel or other school district officials in making their decision.

4. The Superintendent will issue the appeal determination in writing within ten (10) school days of receipt of the appeal, if feasible.

5. The Superintendent's decision is final.

Section 3. Recordkeeping

The Human Rights Officer/Title IX Coordinator shall maintain a record of documents and action in each case, and records of trainings provided, for a period of seven (7) years.

Cross References: AC – Nondiscrimination/Equal Opportunity and Human Rights
ACAA – Harassment of Students
ACAA-R1 – Student Discrimination and Harassment Complaint Procedure
ACAB – Harassment of Employees

ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure
ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure
JIE - Pregnant Students