



SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD
MEETING AGENDA

November 20, 2025, 5:30 P.M.
PMHS Media Center
Pittsfield Middle High School

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. REVIEW OF MANIFEST COMPLETED
4. ACTION ON AMENDED AGENDA
5. APPROVAL OF MINUTES – public and nonpublic minutes from October 16, 2025, and public and nonpublic minutes from October 23, 2025; November 13, 2025 work session and November 13, 2025 Policy Committee
6. PUBLIC INPUT- regarding agenda items only
7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald
8. REPORTS FROM THE ADMINISTRATION
9. SITE COUNCIL REPORT
10. SCHOOL BOARD ACTION AND INFORMATION ITEMS

2026-27 Budget discussion
Open Enrollment update
Fair Funding update

Rescinding of the following Policies:

IMBC – Alternative Credit Options
ILBAA – High School Graduation Competencies
IKFA – Early Graduation
IKAA – Interdisciplinary Credit
Current JCA – Change of School Assignment

First Reading of Policies:

- GBEBB - Employee-Student Relations
- JCA- Change of School Assignment – Best Interest and Manifest Hardship
- EBBCA – Use and Location of Automated External Defibrillators
- EHLB – Subpoenas Involving District Students, Officials, Employees, and/or Records
- JLCJA – Emergency Plan for Sports-Related Injuries and Additional Protocols for Athletics Participation
- IHCD – Advanced Coursework STEM Dual and Concurrent Enrollment Program

Second Reading and Adoption of Policies:

- JKAA – Use of Restraints and Seclusion
- BA – School Board Self Evaluation and Goal Setting
- BA-R (1) – School Board Self Evaluation and Goal Setting – Evaluation of School Board
- BA-R (2) - School Board Self Evaluation and Goal Setting – Individual Board Member Self-Evaluation Worksheet
- BBAA – School Board Member Authority
- BBBC – Board Member or District Resignation
- BBBD – Board Member Removal from Office
- BCA – School Board Member Ethics
- BCA-R (1) – School Board Member Ethics
- BGAA – Policy Development Adoption and Review
- BHC – Board Employee Communications
- BEDB – Agenda Preparation and Dissemination

11. COMMITTEE ASSIGNMENTS

- Budget Committee: Sandra/Eric
- CIP and Facilities: Eric/Adam
- Negotiations: Tim and Molly
- Strategic Planning: Adam/Molly/Tim
- Policy Committee: Sandie, Administration team, Sandra

12. OLD BUSINESS: Instructional policies, district signage updates

13. PLAN AGENDA FOR NEXT MEETING – December 4, 2025, at 5:30 p.m.

14. SELECTBOARD LIAISON

15. ADDITIONAL BUSINESS- To address items that may arise during the meeting or other items not on the agenda that Board members would like to discuss.

16. PUBLIC INPUT – The Board may accept the public's input that is addressed directly to the Chair in a courteous and respectful time frame of three minutes. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting.

17. NON-PUBLIC SESSION per RSA 91- A:3 – The Board may enter Nonpublic Session under RSA91-A:3 at any time during the meeting if needed.

18. ADJOURNMENT

Superintendent's Report - Pittsfield School Board Meeting

November 20, 2025

Operations and Facilities

Sanderson Trust Award

The District has received a generous grant from the Sanderson Trust to fund 50% of the cost of a district-wide snow blower and a backpack leaf blower. These pieces of equipment are essential for maintaining safe and accessible walkways, entrances, and exterior learning and community-use spaces throughout the year. The support from the Sanderson Trust reduces the impact on the local budget and allows the District to address critical facility needs without diverting funds from instructional priorities. We are truly grateful for this contribution and for the Trust's continued commitment to supporting Pittsfield's students and school facilities.

Transportation LRFP

A transportation RFP for district wide school bus transportation in the FY27, FY28, and FY29 school years was issued on October 31, 2025, and follow-up outreach to prospective vendors is ongoing. The District is monitoring the timeline closely to ensure continuity of services and to maintain alignment with the budget and planning cycle.

Door & Hardware RFP

The RFP for district-wide door replacements and hardware upgrades has been posted and is currently open, with a closing date of November 30. This project is a key component of the District's overall building security strategy and is aligned with the long-term sequencing of our Capital Improvement Plan. Updating doors and hardware will enhance safety, improve daily functionality across both schools, and ensure our facilities remain aligned with state and local security expectations.

Plowing RFP

Two bids were received in response to the District's published RFP for snow removal, salting/sanding, and spring sand removal services. The contract has been awarded to Scott Aubertin of Pittsfield, NH, as the lowest responsible bidder. The District looks forward to partnering with Mr. Aubertin for the upcoming winter season.

Drake Field Grounds Contract

The District has exercised and executed the one-year extension option with Sumner Landscape for the continued maintenance of Drake Field. This extension ensures consistency in grounds care, preserves the quality of athletic and community-use spaces, and maintains service continuity while the District finalizes its long-term capital improvement planning for the facility. Sumner Landscape has provided reliable service, and the extension allows the District to avoid the administrative and financial uncertainty of rebidding during the winter season.

This maintains service stability during CIP planning.

Financial Stewardship

Federal Fiscal Monitoring Report

The District received the Federal Fiscal Monitoring Report from the NHDOE following the October 16 review of IDEA, Title I, Title II, and Title V programs. The monitoring identified **two procedural findings**. These findings are **not related to the delivery of services** and do not impact program eligibility for federal funds. They do, however, require documentation corrections, strengthened procedures, and policy updates in order to meet federal compliance expectations.

These findings reflect long-standing documentation and procedural inconsistencies that predate the current stabilization work in the Business Office and Student Services Office. The corrective actions now underway will allow the District to reset baseline procedures and bring our federal program management into full compliance.

Summary of Key Findings

Finding #1: Procurement Policy Language

The District's procurement policy is required to include the **federally mandated Domestic Preference statement** (2 CFR 200.317–327). This statement ensures that districts give preference to domestic materials when using federal funds. This is a **policy language update only** and has **no financial impact**. This revision will be brought to the Policy Review Committee for review and adoption.

Finding #2: Allowable Costs / Reimbursement Error

NHDOE identified missing documentation for a prior salary reimbursement charged to IDEA funds. As a result, the District must repay **\$1,730.71** to NHDOE by **December 31, 2025**.

This correction does not affect services or staffing; it is a one-time financial adjustment to remedy an accounting error from FY24.

Corrective Action Timeline

- **Corrective Action Plan (CAP) due to NHDOE:** December 14, 2025
- **Evidence of full implementation due:** May 31, 2026

The Business Office is coordinating corrective actions, updating procedures, and implementing new documentation controls to ensure ongoing compliance.

Budget Development & Fiscal Stabilization

Over the past six weeks, significant time has been dedicated to FY27 budget development and integration of the Fiscal Monitoring corrective actions with a continued emphasis on transparency, predictability, and long-term stabilization.

Areas of focus:

- Aligning staffing and programming to enrollment and compliance requirements
- Stabilizing special education service delivery and documentation
- Ensuring accurate revenue and grant forecasting
- Preparing for FY25 and FY26 audit alignment
- Strengthening internal financial controls and federal program compliance

Life Skills Program Donation

Joan Tyrell has generously offered to provide funding to support transportation and supplies for the Life Skills independent living, food planning, and preparation program. The total value of this contribution is \$1,200. I respectfully request that the Board accept this donation with gratitude, as it directly enhances hands-on learning opportunities and real-world skill development for our students.

Teaching, Learning, and Student Services

The District continues to collaborate closely with the Special Education Department to ensure that all accommodations and services are being implemented appropriately and in the least restrictive environment (LRE), consistent with federal and state regulations under IDEA.

Accountability & Assessment Results

The accountability results released this week make one thing clear: our outcomes are not where we need them to be. This is our moment to respond with urgency, focus, and alignment. The results are not a reflection of what Pittsfield's students are capable of, but they give us the clarity we need to act decisively.

Proficiency remains well below state expectations across all grade levels. High school ELA is moving in the right direction, and Math performance declined districtwide, with the steepest gaps at the middle school. We cannot treat incremental movement as success when proficiency remains this low.

Our work now is instructional action, not defensiveness. We will meet students exactly where they are, identify their needs, and target instruction accordingly. That means rebuilding foundational literacy and numeracy, strengthening Tier 1 instruction, refining intervention systems, and using data regularly and honestly.

We are shifting the narrative in our schools. Our responsibility is to center student needs and ensure that our practices reflect what students need now, not what has always been done. We cannot lean on impressions of success when results do not support them. We must confront student outcomes directly and adjust our work with purpose.

Principals are developing concise summaries of their ELA and Math data, which will lead into school-level action plans. These will feed into a unified district improvement plan for FY27 with aligned priorities, stronger progress monitoring, and clear expectations for classroom instruction.

This is not a crisis. This is an opportunity to reset and rebuild. Pittsfield's students deserve strong instruction and consistent expectations, and we will move forward together with focus, urgency, and a shared commitment to improvement.

Closing Reflection

We are in a stabilization year, and the work we're doing - academically, operationally, and financially - reflects that reality. The recent data and monitoring findings confirm that we must tighten our systems and do things differently. We are doing exactly that. It will take consistency, clear expectations, and steady follow-through, but we are moving in the right direction. Our students deserve a stronger, more coherent system, and that remains the focus of every decision we make.

Respectfully submitted,

Dr. Sandie MacDonald

School: Pittsfield Middle High School (Grades 9-12)

Principal Report – November 20, 2025

1. Current Enrollment: (as of 11/13/2025)

Grade 9: 44 Increase/Decrease since 10/01/2025: +5; 1st year students= 33
Grade 10: 47 Increase/Decrease since 10/01/2025 : -1; 2nd year students=34
Grade 11: 37 Increase/Decrease since 10/01/2025 : -3; 3rd year students=42
Grade 12: 16 Increase/Decrease since 10/01/2025 : 0; 4th/5th year students=30

5 OOD students

Total Enrollment (9-12): 144; (6-12): 240

2. Academics – Student Learning & Progress

29 11th graders took the PSAT on 10/28. Of those, 18 met or exceeded the Reading/Writing Benchmark, while 4 met or exceeded the Math Benchmark.

Ten students' combined score (Reading/Writing and Math) was at the 50th % or above.

16 12th graders took the SAT. Of those, 11 met or exceeded the Benchmark for Reading/Writing, while 2 met or exceeded the Benchmark for Math.

Progress Indicators:

Credit accumulation by grade level:

Grade 9:

Grade 10: 5.25 and passed English 9

Grade 11: 10.5 and passed English 10

Grade 12: 15.75 and passed English 11

Interventions & Supports:

PMHS students are able to access VLACS or Apex online learning options to supplement or remediate required coursework to remain on track for graduation.

Gailann Newton- Title One Reading Intervention and support for students.

The Guidance Team is holding on-going senior meetings with students to ensure they are on track to meet graduation requirements.

The juniors and seniors are being closely monitored to ensure they are on pace to graduate with their cohort. The Guidance Team continues to schedule meetings with students, parents/guardians, advisors, and case managers (if applicable) with students of concern who are not on pace to graduate.

3. Attendance

Average Daily Attendance (YTD): 93.2%

9th Grade	10th Grade	11th Grade	12th Grade
96.74%	98.09%	99.29%	91.07%
95.84%	93.20%	94.39%	91.82%
91.59%	90.00%	93.44%	94.93%
93.01%	93.02%	93.44%	89.91%

Grand Total	Present	ExcAbs	UnexAbs	TotAbs	Tardy	Possible
Males	3508	121	148	269	315	3777
Females	3466	93	135	228	203	3694
Total	6974	214	283	497	518	7471

Number of Days in Session: 53

Average Daily Attendance: 131.5849

Average Daily Membership: 143.1369

Percent Attendance: 92.06

Actions Taken:

Daily Attendance calls; personalized outreach and follow-up; home visit; meetings with the administration.

We've seen a strong attendance rate thus far, with a goal of maintaining or even improving upon our 92+% average daily attendance at the high school level.

4. Behavior

Discipline Incidents (September 25, 2025-November 12, 2025; 31 days of school): Total = 146; 115 Minor offenses; 31 Major offenses

In-School-Suspensions (ISS) = 11

Out-of-School Suspensions (OSS) = 17

Detentions = 70

Administrative Conferences = 48

Top Referral Categories: Disrespectful behavior, unexcused tardies, defiance/non-compliance, technology violations, disruptive behavior

Interventions in Use:

Accountability- Students are held accountable for both major and minor offenses.

Community building- Schoolwide focus on treating people with respect, common courtesy and kindness. We continue to try to accentuate the positive with all students.

Restorative Practices: Placing a strong emphasis to build and repair relationships, focusing on empathy, communication, and accountability instead of punishment-based discipline.

Mediation Practices: These practices are used to address conflict and harm by creating dialogue, helping students understand the impact of their actions, and finding ways to make amends with the support of the administration and school counselor.

Positive Reinforcement Efforts: A continued emphasis on contacting parents/guardians to share and celebrate successes whenever possible; focusing on the improvement of behavior(s), not just the negative behavior(s).

Senior Release; Senior parking; daily outside recreation option during lunch.

5. Upcoming Focus / Needs

We continue to focus on schoolwide climate and culture for students and staff. Our goal is for all students and staff to feel like they have a voice and sense of belonging in a mutually respectful environment.

6. Celebration of Success

The Class of 2026 held a Haunted Walk fundraiser on 10/24.

On Tuesday, 10/28, 11th grade students took the PSAT and 12th grade students had the opportunity to take the SAT. Twenty-nine juniors took the PSAT. Sixteen seniors took the SAT.

College visits: Representatives from New England College, Rivier, Southern New Hampshire University, and Franklin Pierce University have recently visited PMHS. High school students were able to meet them and learn about academic programs and opportunities at these schools.

The Drama Club took a field trip to Plymouth State on 10/17, experiencing a day of theater workshops and a full college level stage performance. The 9th grade travelled to UNH to experience a day of outdoor education and team-building at the Browne Center.

PMHS Food Pantry- Over 150 students (including repeat students) have brought home food and hygiene items from the Food Pantry during the last month.

A few PMHS students can be seen on stage at the Scenic Theatre, as the Pittsfield Players continue to perform *Urinetown, the Musical*. The closing show is this weekend on November 22nd.

Athletics- The PMHS soccer teams wrapped up their fall seasons recently. The varsity girls team finished 2-11-1, while the boys were 3-11-1. Both teams are young and return their entire starting lineups next year. The winter sports season has begun. The first day of official practices is November 17th.

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

PMHS (6-8) School Board Report

School: Pittsfield Middle High School (Grades 6-8)

Principal Report – November 20, 2025

1. Current Enrollment: (as of 11/13/2025)

Grade 6: _31__

Grade 7: _37__

Grade 8: _28__

Total Enrollment (6-8): 96; (6-12): 240 (net -13 since the end of last school year)

2. Academics – Student Learning & Progress

Students in grades 6-8 took the NWEA Reading and Math assessments at the end of October.

Middle school NWEA Results - October 2025

Grade	Math % of students at/above 75%ile	Math % of students at/below 25%ile	Reading % of students at/above 75%ile	Reading # of students at/below 25%ile
6	21%	31%	0%	32%
7	18%	21%	17%	11%
8	19%	27%	23%	35%

Academic Supports in Place:

6th and 7th grade students are engaged in online instruction focusing on either MindPlay (Reading intervention) or Rosetta Stone (world language enrichment).

Ms. Gailann Newton is providing targeted reading intervention for students.

Instructional Focus Areas:

Our focus area for November is to use the performance data from the 1st marking period and NWEA assessments to inform ongoing instruction, especially as it relates to reading/literacy and math instruction and/or targeted supports.

PMHS (6-8) School Board Report

3. Attendance

	6th Grade	7th Grade	8th Grade			
August	93.75%	99.31%	99.11%			
September	93.57%	96.78%	93.37%			
October	96.46%	95.24%	92.01%			
November	96.67%	95.37%	91.33%			
Grand Total	Present	ExcAbs	UnexAbs	TotAbs	Tardy	Possible
Males	2289	43	100	143	87	2432
Females	2447	26	85	111	77	2558
Total	4736	69	185	254	164	4990

Number of Days in Session: 53

Average Daily Attendance: 89.3585

Average Daily Membership: 94.5119

Percent Attendance: 94.86%

4. Behavior

Discipline Incidents (September 25, 2025-November 12, 2025; 31 days of school): Total = 60; 45 Minor; 15 Major

In-School-Suspensions (ISS) = 5

Out-of-School Suspensions (OSS) = 5

Detentions = 17

Administrative Conferences = 37

Top Referral Categories: Disruptive behavior, disrespectful behavior, defiance/non-compliance, physical aggression, unexcused tardies

Interventions and Supports:

The middle school team and related services are implementing increased “catch them being good” (PBIS related) strategies for our students with the most significant behavioral

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challenges. Research has shown that students will tend to repeat, or embed as “habits”, those behaviors that are most often and/or consistently rewarded, aka paid attention to. When positive/desired behaviors are praised, acknowledged, or rewarded, students will begin to behave as desired more frequently. It can be slow going at first, as there can be a level of disequilibrium that is seen as an implementation dip (acculturation) before students respond and become increasingly enculturated (behave within the parameters of expected norms).

5. Upcoming Focus / Needs

Successful implementation of the online learning lab period for 6th and 7th grade students.

Using the data from NWEA Reading and Math assessments to appropriately plan for whole and small group instruction.

Monitoring and assessing the assignment and effectiveness of services and supports for students with IEPs and 504s to ensure that student needs are in place.

6. Celebration of Success

The middle school dental clinic, held on 10/09 served 11 total students, grades 6-8.

The coed MS soccer team finished 8-1-1 for their season. Congratulations to the Middle School Panthers!

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

PES School Board Report

School: Pittsfield Elementary School

Principal Report – November 2025

1. Current Enrollment:

Preschool:	18	8 PreK 3 and 10 PreK 4
Grade K:	39	Increase from last month/Decrease from last month: +1
Grade 1:	31	Increase from last month/Decrease from last month: +1
Grade 2:	28	Increase from last month/Decrease from last month: -
Grade 3:	27	Increase from last month/Decrease from last month: -
Grade 4:	33	Increase from last month/Decrease from last month: -
Grade 5:	44	Increase from last month/Decrease from last month: -

2. Academics – Student Learning & Progress

During the first quarter, our Title I team provided targeted reading support to 63 students across grades K–5, including 17 kindergarteners, 14 first graders, 9 second graders, 8 third graders, 8 fourth graders, and 7 fifth graders. Two full-time teachers and one part-time teacher collaborated to deliver high-quality small-group instruction focused on foundational literacy and comprehension skills.

In grades K–2, instruction incorporated a blend of HMH Into Reading materials and Science of Reading-aligned resources to strengthen phonics, phonemic awareness, and decoding. In grades 3–5, students engaged in the HMH Read 180 program, which provides intensive, data-driven reading intervention to build fluency and comprehension.

We are seeing encouraging early growth across all grade levels:

- Kindergarten students' average number of letters known increased from 7 to 13.
- First grade students' average number of letter sounds known grew from 21 to 24, and their average reading accuracy score (out of 10) improved from 2 to 7.
- Second grade students' average score (out of 10) increased from 4 to 7.
- Third, fourth, and fifth grade students each demonstrated growth from an average score of 5 to 8, showing steady progress across upper grades.

We are also grateful for our volunteer, Dianne Melim, a retired reading teacher who provides intensive word work instruction twice a week to 10 students. Her expertise and commitment have been instrumental in supporting our young readers. Session 2 of our Title I program begins November 3 and will run through January 16, serving 67 students during this cycle.

Math Focus:

This semester, the work has centered on using data to inform and drive instruction as well as modeling. Through professional development and classroom collaboration, teachers have

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strengthened math instruction, and students have built deeper understanding and confidence in mathematics.

Professional Development:

Date	Title / Description	Key Outcomes
9/17/25	<i>Math PD Go Team! Questions That Drive Growth</i>	Focused on using formative assessments and purposeful questioning to guide instruction and promote student growth.
10/15/25	<i>Math PD 2025 Fall NWEA Data in Action</i>	Reviewed NWEA data, connected results to standards, and practiced a new data protocol to align instruction with student needs.

Our math specialist, Leslie Schuster, has worked with teachers and students in grades 1, 2, 4, and 5 during the three days present each week at PES.

- Grades 1 & 2: Modeled *Eureka Math* lessons and supported teachers in implementing effective routines that strengthen both content and practice standards.
- Grade 4: Co-taught lessons and provided targeted small-group instruction to reinforce key skills and concepts.
- Grade 5: Provided student timely feedback and support during practice sessions, emphasizing conceptual understanding.

Outcomes and Next Steps

- Teachers are using classroom and assessment data more effectively to plan and adjust instruction.
- Students are demonstrating stronger engagement and growth in mathematical reasoning.
- The second quarter will continue to focus on expanding data-informed instruction and supporting consistent math routines across grade levels.

Instructional Focus Areas: Our instructional focus for Quarter 2 continues to emphasize data-informed teaching and consistent instructional practices in both literacy and mathematics.

Literacy – HMH Into Reading; This quarter, teachers are deepening their implementation of HMH *Into Reading* with an emphasis on fidelity, consistent instructional routines, and data-driven small-group instruction. The goal is to strengthen students' foundational literacy skills while

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promoting engagement and comprehension across all grade levels. Teachers are collaborating within grade-level teams to analyze formative assessment data and adjust instruction to meet the diverse needs of learners.

Mathematics: The focus in math remains on expanding data-informed instruction and strengthening consistent routines across grade levels. Teachers are leveraging formative assessments and NWEA data to guide lesson planning, while ongoing professional development continues to support alignment between classroom practices and student learning needs. Early results show improved student engagement and confidence in mathematical reasoning.

3. Attendance

Average Daily Attendance (YTD): 92%

Chronic Absenteeism Rate: 4 %

Actions Taken:

- Held attendance team referrals
- Check in/check outs

4. Behavior

Office Referrals (MTD/YTD): 122 / 244

- Disrespect
- Defiance
- Self Regulation

Disciplinary Actions Taken:

Every student who is sent to the office with either a minor or major referral continues to receive a personal phone call home from me. These calls are designed to build trust and strengthen school-family partnerships. I share both positive feedback and areas for growth, and I always close the conversation with an action plan that outlines next steps for support and accountability.

As we move through November, we're building on our early progress by focusing on proactive, relationship-based strategies:

- Our team meets weekly to review referral data, identify trends, and plan targeted reteaching opportunities across grade levels.
- With our new RBT fully integrated, we've expanded consistent coverage in high-need areas, allowing us to respond to behaviors in real time and prevent escalation before students require removal from class.

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- Staff are continuing to reteach and model expectations in all shared spaces—especially during lunch and recess—to ensure consistency and predictability for students.
- Teachers are increasing the use of structured movement and sensory breaks, helping students self-regulate and remain engaged in learning.
- We've begun incorporating reflection sheets and restorative conversations with students to help them recognize how their choices align—or do not align—with our school-wide expectations of *Be Kind, Be Respectful, Be Responsible, and Be Safe*.
- Positive phone calls home and check-in/check-out systems are being used to strengthen connections and celebrate progress for students who need additional layers of support.

Looking ahead, we will continue to:

- Collaborate with families and service providers to create consistent strategies between home and school.
- Use our data to refine Tier 2 supports and identify students who may benefit from additional coaching or behavior plans.
- Celebrate students demonstrating growth and positive behavior through increased office recognitions and public acknowledgments.

At PES, disciplinary actions remain rooted in teaching, repairing, and restoring—helping every student learn from mistakes and continue to grow as responsible, respectful members of our school community.

Positive Supports:

Throughout November, we've continued to strengthen our culture of positivity and connection through several new initiatives:

- **World Kindness Day & Acts of Kindness Chain:** Students and staff are recognizing kind acts across the school, adding links to our growing “Kindness Chain” displayed on the railings, each person is announced during our morning announcements.
- **Peer Leadership:** Our fourth-grade students have taken on a leadership role by walking kindergarten students to their classrooms each morning, while our fifth-grade students walk kindergarteners to their buses at the end of each day. These leadership opportunities help our older students model kindness, responsibility, and care for our youngest learners.
- **PES Broadcast Display:** A new digital slideshow, located outside the Pamela Miller Office Suite, now streams pictures of the great work happening across

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PES. This broadcast highlights classroom learning, celebrations, and events and serves as a warm welcome for everyone who enters our school—showcasing the pride, joy, and excellence of our students and staff.

- **Occupational Therapy Classroom Supports:** Our OT has begun offering a series of mini-lessons in classrooms throughout November and December focused on helping students better understand their bodies, emotions, and behaviors. These engaging and developmentally appropriate sessions have been piloted with fourth-grade students and are available for additional classrooms interested in supporting student regulation and self-awareness. These lessons provide students with tools to identify emotions, manage their energy levels, and develop self-regulation skills—all essential for success in both learning and social interactions.

5. Upcoming Focus / Needs: As we move into December, our focus will be on sustaining momentum in academic growth, behavior supports, and community engagement while planning strategically for the second half of the school year.

- **Academic Focus:** Continue to strengthen the fidelity and consistency of HMH Into Reading implementation, emphasizing small-group instruction and formative data use to guide decisions. In math, deepen the use of NWEA and classroom assessment data to refine instructional practices and promote conceptual understanding across grade levels.
- **MTSS-B Framework:** Expand Tier 2 supports by refining student intervention plans and integrating data discussions into PLCs. Increase proactive coaching and consistent follow-up to ensure interventions are implemented effectively.
- **Attendance:** Continue daily monitoring of attendance and chronic absenteeism data, and increase communication with families through personal outreach and recognition for improved attendance.
- **Family & Community Partnerships:** Strengthen family engagement through upcoming winter events, classroom newsletters, and volunteer opportunities that connect families to student learning.
- **Staff Wellness & Support:** Maintain a focus on staff appreciation and morale through continued shout-outs, small celebrations, and opportunities for staff voice and collaboration during faculty meetings and PD sessions.

Our collective goal is to finish 2025 strong by continuing to build a school culture where every student, staff member, and family feels connected, supported, and valued.

PES School Board Report

6. Celebration of Success

November has been filled with celebrations and moments of gratitude at PES. From joyful student milestones to thoughtful acts of kindness and connection, our school community continues to shine.

50th Day of School:

The 50th day of school was an absolute blast! Students and staff dressed in 1950s attire and enjoyed fun, themed learning activities that made this milestone day extra special. It was a wonderful celebration of how far we've come together this school year!

Harvest Parade:

Our annual Harvest Parade was filled with creativity and smiles! Students proudly showcased their costumes as families and community members cheered them on. Events like this remind us how strong and supportive our PES community truly is.

Parent/Guardian Conferences:

Thank you to all families who attended conferences. These conversations are vital in supporting student growth and strengthening our school-home partnership.

Veterans Day Display:

A heartfelt thank you to Mrs. McNevech, who created a beautiful display in our library honoring local Veterans. This thoughtful tribute helped our students reflect on the importance of service, gratitude, and community.

Volunteers:

We are so grateful for Mrs. Hinckley, our retired SSC Coordinator, who now volunteers at PES each day. She supports our Kindergarten, first, and second-grade recesses and will begin hosting *Lunch Bunches* next week to help students build positive connections and friendships.

Staff Wellness:

As part of our ongoing focus on staff wellness, Gina Williams from *Hands of Hope* generously donated her time and services to provide chair massages for our staff. Her kindness and care were deeply appreciated and served as a wonderful reminder that taking time to recharge helps us bring our best selves to our students each day.

Respectfully submitted,

Kristen M. White

Proud Principal of Pittsfield Elementary School



SCHOOL ADMINISTRATIVE UNIT #51

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Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald- Superintendent of Schools

PITTSFIELD SCHOOL BOARD POLICY COMMITTEE

November 13, 2025, 4:00 P.M.

PMHS Principal's Office

CALL TO ORDER: 4:05 p.m.

Members Present: Sandra Adams, Erik Anderson, and Kristen White

The following policies were discussed for First Reading as guided by the New Hampshire School Board Association:

- GBEBB – Employee-Student Relations
- JCA – Change of School Assignment – Best Interests and Manifest Hardship
- EBBCA – Use and Location of Automated external Defibrillators
- EHLB – Subpoenas Involving District Students, Officials, Employees, and/or Records
- JLCJA – Emergency Plan for Sports-Related Injuries and Additional Protocols for Athletics Participation
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The following current policies will be listed as rescinded:

- IMBC – Alternative Credit Options
- ILBAA – High School Graduation Competencies
- IKFA – Early Graduation
- IKAA – Interdisciplinary Credit
- The current JCA - Change of School Assignment

Second Reading and move to Board for adoption:

- BA – School Board Self Evaluation and Goal Setting
- BA-R (1) – School Board Self Evaluation and Goal Setting –Evaluation of School Board
- BA-R (2) - School Board Self Evaluation and Goal Setting – Individual
- Board Member Self-Evaluation Worksheet
- BBAA – School Board Member Authority
- BBBC – Board Member or District Resignation
- BBBB – Board Member Removal from Office
- BCA – School Board Member Ethics
- BCA-R (1) – School Board Member Ethics

- BEDB – Agenda Preparation and Dissemination
- BGAA – Policy Development Adoption and Review
- BHC – Board Employee Communications
- JKAA – Use of Restraints and Seclusion

ADJOURNMENT: 5:00 p.m. .

Submitted by Sandra Adams, Board Chair

November 14, 2025