

PITTSFIELD SCHOOL BOARD

MEETING AGENDA

5:30 p.m., Thursday, August 6, 2020
PMHS Cafeteria
Pittsfield Middle High School

1. CALL THE MEETING OF THE SCHOOL BOARD TO ORDER

- All speakers are to conduct themselves in a civil manner. Obscene, libelous, defamatory, or violent statements will be considered out of order and will not be tolerated. The Board Chairperson may terminate the speaker's privilege or address if the speaker does not follow this rule of order. (Pittsfield School Board Policy BEDH)

2. AGENDA REVIEW

3. ACTION ON AMENDED AGENDA

4. APPROVE MINUTES: July 16, 2020
July 16, 2020, Non-public minutes
July 21, 2020
July 21, 2020, Non-public minutes

5. PUBLIC INPUT & PUBLIC ACCESS– Comments from community members, guests, and faculty.

DIAL IN INFORMATION:

1(929)205-6099 or

1 (301)715-8592

Meeting ID: 820 5112 9396

Password: 03263

No participant ID required (# to skip if requested)

If any member of the public has trouble accessing the meeting using the above information, please call Danielle Harvey at (603)410-9559, or email at dharvey@pittsfieldnhschools.org

6. STUDENT REPRESENTATIVE – Oral Report

7. PES PRINCIPAL

Action

-

Information & Discussion

- No Report

8. PMHS PRINCIPAL

Action

- 2020 – 2021 District Calendar
- School Reopening Plan

Information & Discussion

- Administrative Reorganization Charts

9. DIRECTOR OF STUDENT SERVICES

Action

-

Information & Discussion

- No Report

1. SUPERINTENDENT OF SCHOOLS

Action

- School Re-opening Plan
- Title IX Policy Updates
- Election Day Use of PMHS Gym

Information & Discussion

- New Professional Employee
- Tuitioning Study Committee
- Report: Student Assistance Program

2. SCHOOL BOARD

Action

-

Information & Discussion

- Drake Field – Donna Keely

3. COMMITTEE ASSIGNMENTS

- | | | |
|----|----------------------------------|---------|
| A) | Budget Committee Representative: | HA |
| B) | Drake Field & Facilities: | AG |
| C) | Negotiating Team: | BD & HA |
| D) | Foss Foundation: | TM |

4. PLAN AGENDA FOR NEXT MEETING: August 20, 2020

5. NON-PUBLIC SESSION – The need for a non-public session is not anticipated at this time.

6. ADJOURNMENT

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

MINUTES

Pittsfield School Board Meeting
July 16, 2020
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Bea Douglas, Chairperson
Heidi Asdot, Vice Chairperson
Jessica Drouin
Adam Gauthier

Others Present: John J. Freeman, Superintendent of Schools
Jessica Bickford, Director of Student Services
Melissa Brown, Director of Career Readiness
Derek Hamilton, Dean of Operations
Danielle Harvey, Dean of Instruction
Kathy LeMay, Director of Interventions and Title I
Tobi Chassie, Recording Secretary
Members of the Public

Ms. Douglas called the meeting to order at 5:31 p.m.

II. AGENDA REVIEW

The following items were added to the agenda:

- Solar Rebate Program (Mr. Gauthier)
- Drake Field Playground (Mr. Gauthier)
- Student Issue in Non-Public Session (Dr. Freeman)
- Acceptance of Gift (Ms. Harvey)
- Drake Field (Mr. Hamilton)

III. ACTION ON AGENDA

On a motion made by Mr. Gauthier and seconded by Ms. Asdot, the Board voted unanimously to approve the agenda as amended.

IV. APPROVAL OF PREVIOUS MEETING MINUTES

A motion was made by Mr. Gauthier and seconded by Ms. Drouin to approve the minutes of the public meeting on June 18, 2020. The motion was passed unanimously to approve the minutes as written.

A motion was made by Mr. Gauthier and seconded by Ms. Asdot to approve the minutes of the non-public meeting on June 18, 2020. The motion was passed unanimously to approve the minutes as written.

V. PUBLIC INPUT

Mike Cabral asked if the warrant for investigating whether or not to tuition out high school students would be acted upon. Ms. Douglas said that the Board will be moving forward to honor the requirements of the warrant article.

Gerald LeDuc, on behalf of the Select Board, stated that the Town Hall cannot be used for voting this coming fall due to social distancing requirements. He stated there would be a request coming from Cara Marston, town manager, to use the PMHS gymnasium. Ms. Douglas indicated that this could mean a change in the school calendar.

Mary Perry asked why Kindergarten Camp was being cancelled since there is a summer school. She also asked if arrangements can be made for the sixth graders coming up to PMHS. Dr. Freeman explained that there would be alternative options to the typical district programs for both kindergarten and sixth grade students in response to the pandemic.

Justin Clough asked for information regarding Drake Field. Ms. Douglas asked him to hold his questions until after the discussion, as it is on the agenda, to which he agreed.

Paulette Wolfe stated she has some questions regarding the proposed restructuring but would be willing to hold off until the discussion. Ms. Douglas stated that would be possible.

VI. NON-PUBLIC SESSION

At 5:40 p.m. a motion was made by Mr. Gauthier and seconded by Ms. Asdot to enter into a non-public session under the authority of RSA 91-A:3 (c) to discuss two student matters and a personnel matter. The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, Ms. Drouin, yes; Mr. Gauthier, yes) to enter into non-public session.

While in non-public session, the Board voted to:

- A. Continue an out-of-district placement due to a manifest educational hardship;

B. Approve a request for non-resident attendance;

C. Terminate the superintendent's contract by mutual agreement effective July 31.

At 5:55 p.m. a motion was made by Ms. Asdot and seconded by Mr. Gauthier to exit from a non-public session and to re-enter into open session. The Board was polled and voted unanimously to exit the non-public session and to re-enter into open session (Ms. Asdot, yes; Ms. Douglas, Ms. Drouin, yes; Mr. Gauthier, yes).

VII. DEAN OF OPERATIONS

A. Building Facilities Protocol

Mr. Hamilton reviewed the protocol being followed for staff members and other visitors to access the school facilities.

B. Summer Athletic Guidelines

Mr. Hamilton provided the Board with a copy of the summer athletic guidelines and screening protocol for participation in middle high school summer sports programs. The program will run from July 13 to August 14, 2020.

C. School Safety Report

Mr. Hamilton provided the Board with a copy of the annual School Safety Report that he has submitted to the New Hampshire Department of Education.

D. Drake Field

Mr. Hamilton explained that every effort has been made to limit traffic in certain areas of Drake Field, such as the basketball court and play spaces. He said that people have gone so far as to use wire cutters to gain access to the areas that are off limits. Litter is a major concern as people are not respecting the property. Mr. Hamilton stated that the Pittsfield Police Department is trying to monitor the situation, but officers are finding it difficult to hold people accountable. Pittsfield Chief of Police Joe Collins has written a letter to Mr. Hamilton; Mr. Hamilton read the letter aloud. Chief Collins ultimately has asked for the Board to open the facilities.

Ms. Douglas stated she has asked Mr. Hamilton to consider having custodians start their day at Drake Field. She agreed that it was impossible for the police department to monitor all corners of the property. Ms. Douglas stated she was in contact with the Pittsfield Parks and Recreation Department, who have voted to keep the play space at the pool area closed. She was interested in showing support of their decision by following suit.

Mr. Gauthier stated he would be in favor of opening Drake Field. Ms. Drouin stated that she is not in favor of opening Drake Field. Ms. Asdot stated she has conflicted feelings and is concerned about the liability of the District if they open it and someone contracts Covid-19. Ms. Douglas opened the discussion for public input.

Melissa Babcock asked what would be happening when the schools open and thought it should be consistent with Drake Field.

Jodi Cunningham asked if removing garbage from Drake Field could be done by students requiring community service. Dr. Freeman answered affirmatively.

Mary Perry asked why Pittsfield Parks and Recreation voted to close their pool facilities. Ms. Douglas suggested it was because of the limited space and inability to social distance.

Mike Cabral stated that he believes the sun will sanitize the equipment and the decision should be revisited when it becomes colder.

Justin Clough stated that ultraviolet rays have been proven to eradicate the virus. He said that many families would use the facilities and would mean more people would be informally monitoring the grounds. He opined that this is a community issue that can be managed better with the informal supervision of the community members who use Drake Field.

Jean Cram stated she witnessed a large gathering of cars and people in the area of the boat ramp. This incident occurred on a Friday night at 5:45 p.m.

Cara Peterson stated her opinion that Drake Field should be kept closed due to the guidelines that the district should be following.

Heidi Asdot stated she is conflicted; she is nervous that if Drake Field is opened that it will add to a surge in Covid-19 cases.

Chris Smith stated that because it is summer and open air, it would be better to open the park. He suggested youth will use the facilities one way or another.

Matt Wolfe said that no one is deterred by the tape that is surrounding the play space and basketball court. He feels that closing Drake Field is not successful.

A motion was made by Mr. Gauthier to open Drake Field.

Jean Cram suggested that if the facilities are not going to open, then taking down the basketball hoops would be warranted.

Lisa English stated that families have already made decisions as to whether they feel comfortable at Drake Field. She suggested opening Drake Field and then letting parents make decisions about whether their children should access the facilities.

Chris Smith stated there are two distinct groups, small children using the play space and older children using the basketball courts.

Mr. Gauthier withdrew his motion. The Board postponed making a decision until later in the meeting.

VIII. DEAN OF INSTRUCTION

A. Gift Acceptance

Ms. Harvey explained that Donna Kiley is on the Board of Camp Graylag which provides grants in the memory of Carl Wallman, former owner of Camp Graylag. A grant of \$7000.00 is offered to the district to provide a slide for the natural playground being developed at PES.

On a motion made by Ms. Asdot and seconded by Mr. Gauthier, the Board voted unanimously to accept a gift of \$7000.00 from Camp Graylag to purchase a slide for the natural playground.

IX. DIRECTOR OF STUDENT SERVICES - No report.

X. DIRECTOR OF CAREER READINESS - No report.

XI. DIRECTOR OF INTERVENTIONS AND TITLE I MANAGER - No report.

XII. SUPERINTENDENT OF SCHOOL

A. Administrative Restructuring

Dr. Freeman made a recommendation to change to a traditional administrative structure to include:

- PES Principal
- PES Assistant Principal
- PMHS Principal
- PMHS Assistance Principal
- PMHS Guidance
- District Director of Student Services

Dr. Freeman provided the Board with details such as the origin of the current structure, advantages, and disadvantages.

Mr. Gauthier asked what the difference is between a dean and a principal. Dr. Freeman explained that the splitting of the responsibilities between curriculum, instruction, and assessment, and operations was accomplished by utilizing dean positions.

Dr. Freeman stated job descriptions have not been completed but would be available as early as August 6, 2020.

Mr. Gauthier asked about the funding of the new position. He acknowledged that there have been suggested line items for funding the new position provided. He is concerned that one line-item is that of technology. He stated that the Board fought “tooth and nail” for the technology funds and to use them for the new position is of concern.

Mr. Gauthier asked Dr. Freeman to explain further why all administrators were not in favor of this proposal. Dr. Freeman stated that there is concern by some that the expertise that has been developed in the dean structure will not be put to full use. Ms. Brown explained her perspective regarding the proposal. She was originally concerned about the decision, but after thinking it through has changed her mind.

Mr. Gauthier stated he is concerned about creating a new position that voters did not know about in March.

Justin Clough stated that one item of consideration is communication, or lack thereof. He is concerned that there is not a good system of communication with staff in the district. He is concerned that the proposed structure will not be any better relative to communication than the current structure.

Ms. Douglas acknowledged that communication is an ongoing concern that will continue to be addressed by the Board. She stated there has been concern about there not being a school-based approach to administration echoed in the community.

Mike Cabral asked if the addition of the position would affect the budget. He asked if the Budget Committee has been notified.

Mr. Gauthier asked if there would be any other positions that would be needed to sustain the proposed structure; Dr. Freeman stated he did not think that would be necessary.

Dr. Freeman explained that the proposed structure will cut down the number of people being supervised by some administrators. For example, the dean of instruction is supervising forty-three people currently, while other administrators do not supervise nearly that many.

Ms. Douglas invited input from Paulette Wolfe. Ms. Wolfe asked for clarification regarding Ms. LeMay's ability to add assistant principal tasks to her caseload. Ms. Wolfe asked for clarification regarding the position of Guidance Coordinator. Dr. Freeman asked Lisa English to explain the scope of her position as administrative assistant to the position of director of career readiness; she reviewed her job responsibilities. Ms. Wolfe stated she is concerned about the addition of the position.

Lisa English asked if the new position of guidance coordinator has been described. The full job description has not been fleshed out, according to Ms. Douglas, but she trusts that the administration will do that before hiring someone into the position. Ms. English stated she is very concerned that if the administration was to be restructured without adding the new position, students will not get the attention they require.

Jillian Gauthier asked for clarification about Title I funding, which was provided.

Melissa Babcock stated her concern that if the money is found in the budget to create the new position would it mean the budget increasing in the next year. Ms. Douglas stated there are many factors that will influence whether the new position would mean increasing the budget. She stated that the students are aware of the role of the two deans and, in this environment of COVID-19, another change would be difficult. She suggested considering keeping things the way they are for right now and use the following year to consider the restructuring.

Ms. Harvey stated that the administration is overburdened in the current structure. She stated there is a need for another person to assist in the responsibilities that are required, especially in the wake of COVID-19.

Ms. Asdot stated that having two people in each school to cover administrative responsibilities would be a positive change. Decreasing the number of people that each administrator has to supervise is an added benefit.

Mary Perry stated that the idea of moving sixth grade students to PMHS was led by Ms. Harvey. If Ms. Harvey is not at PMHS then students may not feel comfortable. Ms. Harvey stated that the team of administrators will remain intact and support one another as best they can.

Mr. Gauthier asked if the overload that is being discussed is due to COVID-19. Ms. Harvey stated that it is not due to COVID-19; she has experienced the overload in the past years. Although COVID-19 made the work different, it didn't necessarily increase the burden.

Jodi Cunningham stated her concern about the potential increase in budgets in the future.

Ms. LeMay stated that at first she was concerned about the proposed changes, but after time to reflect has come to realize that it will be a move that will be in the best interest of students.

Ms. Drouin stated that she is concerned about the timeline, but after hearing the perspective of the administration, is in favor of the proposal.

A motion was made by Ms. Asdot and seconded by Ms. Drouin to accept the proposal of Dr. Freeman to restructure the administration. The motion was passed with Ms. Asdot, Ms. Douglas, and Ms. Drouin voting in the affirmative, and Mr. Gauthier voting against the motion.

B. Leader Award

Dr. Freeman reported that Jessica Bickford has been recognized by the Lakes Region group of the New Hampshire Association of Special Education Administrators as this year's Emerging Leader.

C. Resignation

Dr. Freeman notified the Board of the resignation of Julie Britton from her position as special education teacher at PES.

D. New Professional Employees

Employees hired since the last School Board meeting include Nora Jones as PMHS Special Educator, Amy Philbrick as School Psychologist, and Erik Rogers as PES Behavior Support Specialist.

E. School Reopening Planning for August

Dr. Freeman explained that a meeting occurred with the teacher leaders in the district. Sub-committees have been created to study the recommendations provided by the Governor. The groups will report back by July 31, 2020, in order for the administration to coordinate the plan. The District Leadership Team will reconvene on August 4, 2020, for a final review of the plan. Recommendations will be put forward to the School Board on Thursday, August 6, 2020. Dr. Freeman suggested that the meeting on August 6 be devoted to this one agenda item.

Ms. Asdot asked if the teacher's union is represented in the group working on the plan. Dr. Freeman said that the union president is involved and the New Hampshire NEA has provided relevant information.

Mr. Gauthier asked if any teachers have indicated that they will not return if learning is not remote. Dr. Freeman responded by saying that one teacher has

asked for accommodations but that no teachers had indicated that they will not return to school.

F. School Warrant Tuition Request Article

Dr. Freeman provided the Board with steps to respond to the warrant article. Mr. Gauthier suggested a committee be formed so that there is input from the community.

G. Opioid Litigation

Dr. Freeman explained that he participated in an informational meeting regarding potential district involvement in opioid litigation. He reported that he had consulted the district's attorney relative to district involvement, and that she recommends participation in this no-cost litigation. Dr. Freeman recommended the Board sign up for participation under the conditions presented by attorneys from Drummond and Woodsum. On a motion made by Mr. Gauthier and seconded by Ms. Asdot, the Board voted unanimously to join the national Opioid Litigation through Drummond and Woodsum.

H. Drake Field (Continued)

Ms. Douglas asked the Board to consider the decision on opening up Drake Field to the public. Dr. Freeman recommended that Drake Field reopen based on the community's input. Mr. Gauthier made a motion to open Drake Field's play space and basketball courts. Discussion ensued. The motion was seconded by Ms. Douglas and the Board voted unanimously to open Drake Field's play space and basketball courts.

XIII. COMMITTEE ASSIGNMENTS

- A. Budget Committee - Ms. Asdot
- B. Drake Field & Facilities - Mr. Wolfe and Mr. Gauthier
- C. Negotiations – Ms. Asdot and Ms. Douglas
- D. Foss Family Scholarship Foundation – Mr. Mitchell

XIV. SCHOOL BOARD

A. Solar Rebates

Mr. Gauthier presented information about solar rebates. More information will be gathered for future discussion by the Board.

B. Live Streaming Meetings

Mr. Gauthier stated that since the Board has met via Zoom during the early portion of the pandemic, the public has asked about streaming the Board's meetings. More information will be provided and a decision made.

XV. PUBLIC INPUT (Second Session)

Paulette Wolfe stated that she is very happy that the School Board packet is now online. She thanked the SAU staff for posting the entire packet, not just the agenda.

XVI. NEXT MEETING

The next meeting of the Board is scheduled for August 6, 2020, at 5:30 p.m. in the Pittsfield Middle High School lecture hall.

XVI. ADJOURNMENT

On a motion made by Mr. Gauthier and seconded by Ms. Asdot, the meeting was adjourned at 7:50 p.m..

Respectfully submitted,

Tobi Chassie
Recording Secretary

PITTSFIELD SCHOOL BOARD

Non-Public Session Minutes

July 16, 2020

Members Present: Bea Douglas, Chair
Heidi Asdot
Jessica Drouin
Adam Gauthier

Motion: On a motion by Mr. Gauthier and seconded by Ms. Asdot, the Board voted unanimously to enter into nonpublic session under the authority of RSA 91-A:3, II (c).

Specific Statutory Reason for Nonpublic Session: RSA 91-A:3;II (c) *Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting...*

<u>Roll call:</u> Vote to enter nonpublic session:	Ms. Asdot	yes
	Ms. Drouin	yes
	Ms. Douglas	yes
	Mr. Gauthier	yes

Time Nonpublic Session Entered: 5:40 p.m.

Other Persons Present: John Freeman, Superintendent of Schools

Description of Matters Discussed: The Board discussed the following:

1. Request for out-of-district placement due to manifest educational hardship;
2. Request for non-resident attendance;
3. Request to terminate contract of superintendent of schools.

Actions: The Board took the following actions:

1. On a motion by Ms. Asdot and second by Ms. Douglas, the Board voted to approve an out-of-district placement of student L.B. by a vote of 3-0-1 with Ms. Drouin abstaining.
2. On a motion by Ms. Asdot and second by Ms. Douglas, the Board voted to approve the non-resident attendance of student C.S. by a unanimous vote.
3. On a motion by Mr. Gauthier and second by Ms. Drouin, the Board voted to terminate the contract of the superintendent of schools by mutual agreement effective July 31 by a unanimous vote.

Public Session Reconvened: 5:55 p.m.

Motion Made to Seal Minutes: No motion to seal minutes.

Roll Call to Seal Minutes: No motion to seal minutes.

Minutes Recorded By: John Freeman, Superintendent of Schools

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

MINUTES

Pittsfield School Board Meeting
July 21, 2020
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Bea Douglas, Chairperson
Heidi Asdot, Vice Chairperson
Jessica Drouin
Adam Gauthier

Others Present: John J. Freeman, Superintendent of Schools
Derek Hamilton, PMHS Principal
Danielle Harvey, PES Principal
Interim Superintendent Candidate

Ms. Douglas called the meeting to order at 4:03 p.m.

II. NON-PUBLIC SESSION

At 4:04 p.m., a motion was made by Ms. Asdot and seconded by Mr. Gauthier to enter into a non-public session under the authority of RSA 91-A:3 (b) to discuss the potential hiring of a public employee. The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, yes; Ms. Drouin, yes; Mr. Gauthier, yes) to enter into non-public session.

No action was taken in non-public session.

At 5:34 p.m. a motion was made by Mr. Gauthier and seconded by Ms. Asdot to exit from a non-public session and to re-enter into open session. The Board was polled and voted unanimously to exit the non-public session and to re-enter into open session (Ms. Asdot, yes; Ms. Douglas, yes; Ms. Drouin, yes; Mr. Gauthier, yes).

III. ADJOURNMENT

On a motion made by Ms. Asdot and seconded by Mr. Gauthier, the meeting was adjourned at 5:35 p.m. by unanimous vote.

Respectfully submitted,

John Freeman
Recording Secretary

PITTSFIELD SCHOOL BOARD

Non-Public Session Minutes

July 21, 2020

Members Present: Bea Douglas, Chair
Heidi Asdot
Jessica Drouin
Adam Gauthier

Motion: On a motion by Mr. Gauthier and seconded by Ms. Asdot, the Board voted unanimously to enter into nonpublic session under the authority of RSA 91-A:3, II (b).

Specific Statutory Reason for Nonpublic Session: RSA 91-A:3;II (b) *The hiring of any person as a public employee.*

<u>Roll call:</u> Vote to enter nonpublic session:	Ms. Asdot	yes
	Ms. Drouin	yes
	Ms. Douglas	yes
	Mr. Gauthier	yes

Time Nonpublic Session Entered: 4:04 p.m.

Other Persons Present: John Freeman, Superintendent of Schools
Derek Hamilton, PMHS Principal
Danielle Harvey, PES Principal
Candidate for interim superintendent of schools (portion of Meeting)

Description of Matters Discussed: The Board discussed the potential hiring of an interim superintendent of schools.

Actions: No action was taken in non-public session.

Motion Made to Seal Minutes: No motion to seal minutes.

Roll Call to Seal Minutes: No motion to seal minutes.

Minutes Recorded By: John Freeman, Superintendent of Schools

Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton, PMHS Principal
Subject: Board Meeting – August 6, 2020
Date: July 31, 2020

ACTION

1. 2020-2021 District Calendar. Enclosed is a proposed revision of the district calendar. Below is a rationale for the revisions:
 - Three additional teacher workshop days (August 31-September 2) for staff training and preparation. The governor has permitted these days to be swapped out from the 180 instructional days to maintain the 185 professional contract days with teachers.
 - The additional workshop days will shift the official start date of the school year from August 31 to September 3. We intend to use September 3 to familiarize students and families with their teachers and learning plans for the fall. Most of this will be done remotely, while some grade levels will have an in-person offering to acclimate them with the school buildings, staff, and learning plans.
 - The district calendar is also color-coded to reflect A/B day rotations and remote learning days in the proposed hybrid model. Due to the need for PMHS to be used for voting in the primary (September 8) and presidential election (November 3), those days have been designated as remote learning days for both elementary and middle high school students.
2. School Reopening Plan. Our school staff and administration have been working diligently to develop a school reopening plan. As of today, our subteams have completed their research and made recommendations in the areas of instruction and technology, public health, the school environment, and school management and communication. Our administrative team will review and align those recommendations for discussion with our District Leadership Team (DLT) on August 4. We intend to release the proposed reopening plan on August 5 for School Board and community review. The administrative team will be prepared to share a detailed presentation of the proposed plan with the Board on August 6.

INFORMATION

1. Administrative Organization Charts. Enclosed you will find copies of the administrative organization charts. They have been updated to reflect the reporting relationships, team, and program management in the principal and assistant principal administrative structure. Additionally, the program responsibilities of the Pittsfield Middle High School Guidance Coordinator are outlined below.
 - College Board Testing
 - CRTC Program
 - Credit Audits & Monitoring
 - Dual Enrollment

- ELO
- NH Scholars
- NH State Assessment
- NWEA
- Registrations
- Student Schedules
- Program of Studies

The Guidance Coordinator will be supervised by Melissa Brown, the PMHS Assistant Principal.

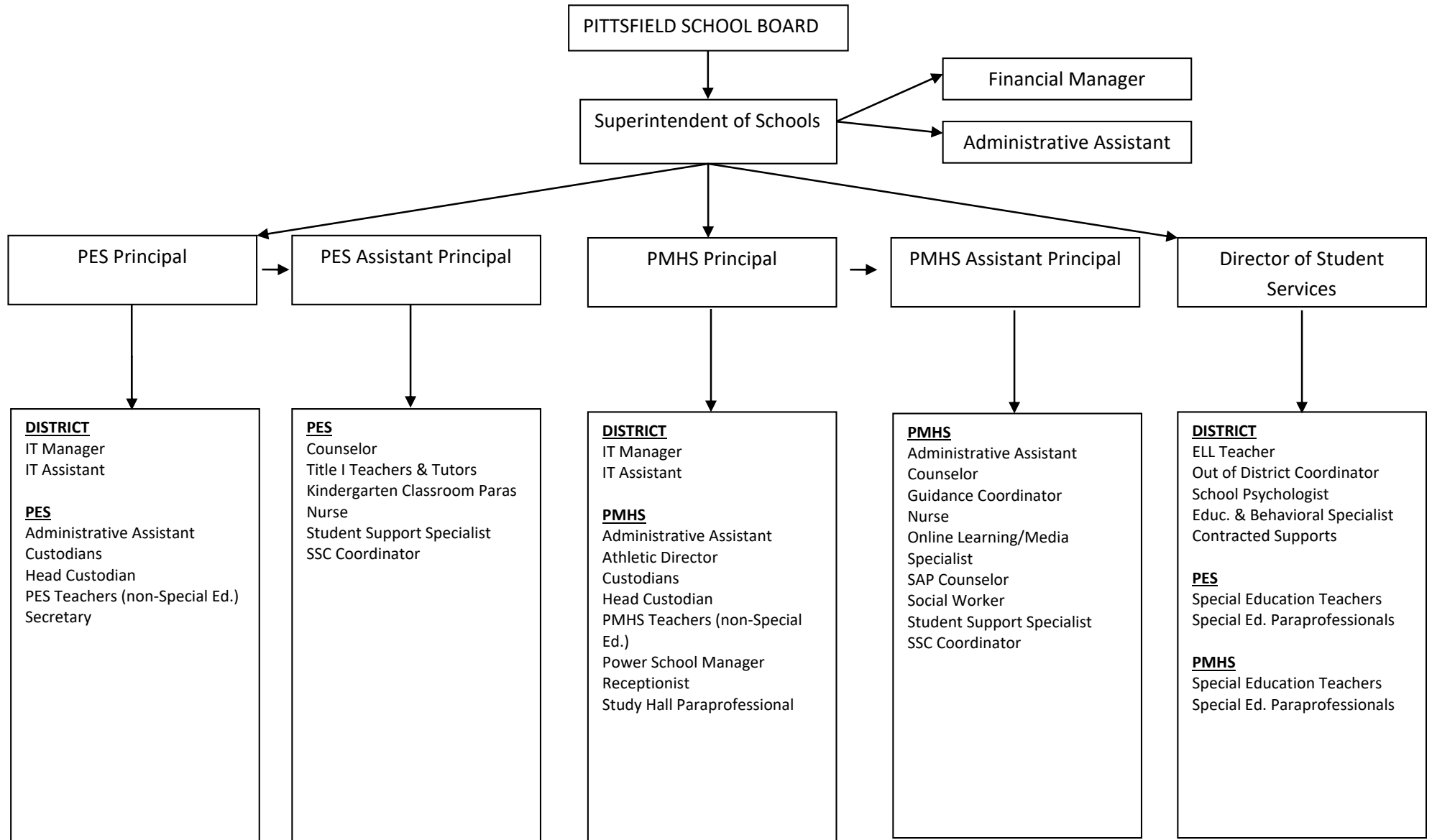
**PITTSFIELD SCHOOL DISTRICT CALEND.
2020-2021**

AUG / SEP 2020					21		FEBRUARY 2021				
M	T	W	T	F			M	T	W	T	F
		TW	TW	X	8/26-9/2 Teacher Workshop Days		1	2	3	4	5
TW	TW	TW	3	X	9/3 First Day of School (Orientations)		8	9	10	11	12
X	8	9	10	11	9/4-9/7 Labor Day Holiday Break		15	16	17	18	19
14	15	16	17	18	9/8 Primary Date (PMHS)		X	X	X	X	X
21	22	23	24	25							
28	29	30									
OCTOBER 2020					20		MARCH 2021				
M	T	W	T	F			M	T	W	T	F
			1	2			1	2	3	4	5
5	6	7	8	TW	10/8 End of Segment 1		8	9	10	11	12
X	13	14	15	16	10/9 Teacher Workshop Day		15	16	17	18	19
19	20	21	22	23	10/12 Columbus Day		22	23	24	25	26
26	27	28	29	30			29	30	31		
NOVEMBER 2020					16		APRIL 2021				
M	T	W	T	F			M	T	W	T	F
2	3	4	5	6	11/3 Election Day (PMHS)					1	2
9	10	X	12	PT	11/6 End of Segment 2 (Q1)		5	6	7	8	9
16	17	18	19	20	11/9-11/20 Student-led Conferences		12	13	14	15	PT
23	24	X	X	X	11/11 Veteran's Day		19	20	21	22	23
30					11/13 Student Conferences (No School)		X	X	X	X	X
					11/25-11/27 Thanksgiving Break						
DECEMBER 2020					16		MAY 2021				
M	T	W	T	F			M	T	W	T	F
	1	2	3	4			3	4	5	6	7
7	8	9	10	11	12/11 End of Segment 3		10	11	12	13	14
14	15	16	17	18			17	18	19	20	21
21	22	X	X	X	12/23-1/1 Holiday Break		24	25	26	27	28
X	X	X	X				X				
JANUARY 2021					19		JUNE 2021				
M	T	W	T	F			M	T	W	T	F
				X	1/1 New Year's Day			1	2	3	4
4	5	6	7	8	1/18 Martin Luther King Day		7	8	9	10	11
11	12	13	14	15	1/22 End of Segment 4 (Q4)		14	15	16	17	ER
X	19	20	21	22			X	X	X	X	X
25	26	27	28	29			X	X	X		
SCHOOL HOLIDAYS							Instructional days				
Sept. 4 - Sept. 7 Labor Day Weekend Holiday							Sept. 3 First Day of School				
Sept. 7 Labor Day							TW Teacher Workshop Days				
Oct. 12 Columbus Day							X School Vacation				
Nov. 11 Veterans Day							June 12 Tentative Holiday				
Nov. 25-27 Thanksgiving Holiday							June 18 Tentative Holiday				
Dec. 23 - Jan. 1 Holiday Vacation											
Jan. 1 New Year's Day											
Jan. 18 Martin Luther King Day											
Feb. 22 - 26 Winter Vacation											
Apr. 26 - Apr. 30 Spring Vacation											
May 31 Memorial Day											
							Snow Days				
							Each snow day will advance by one day.				

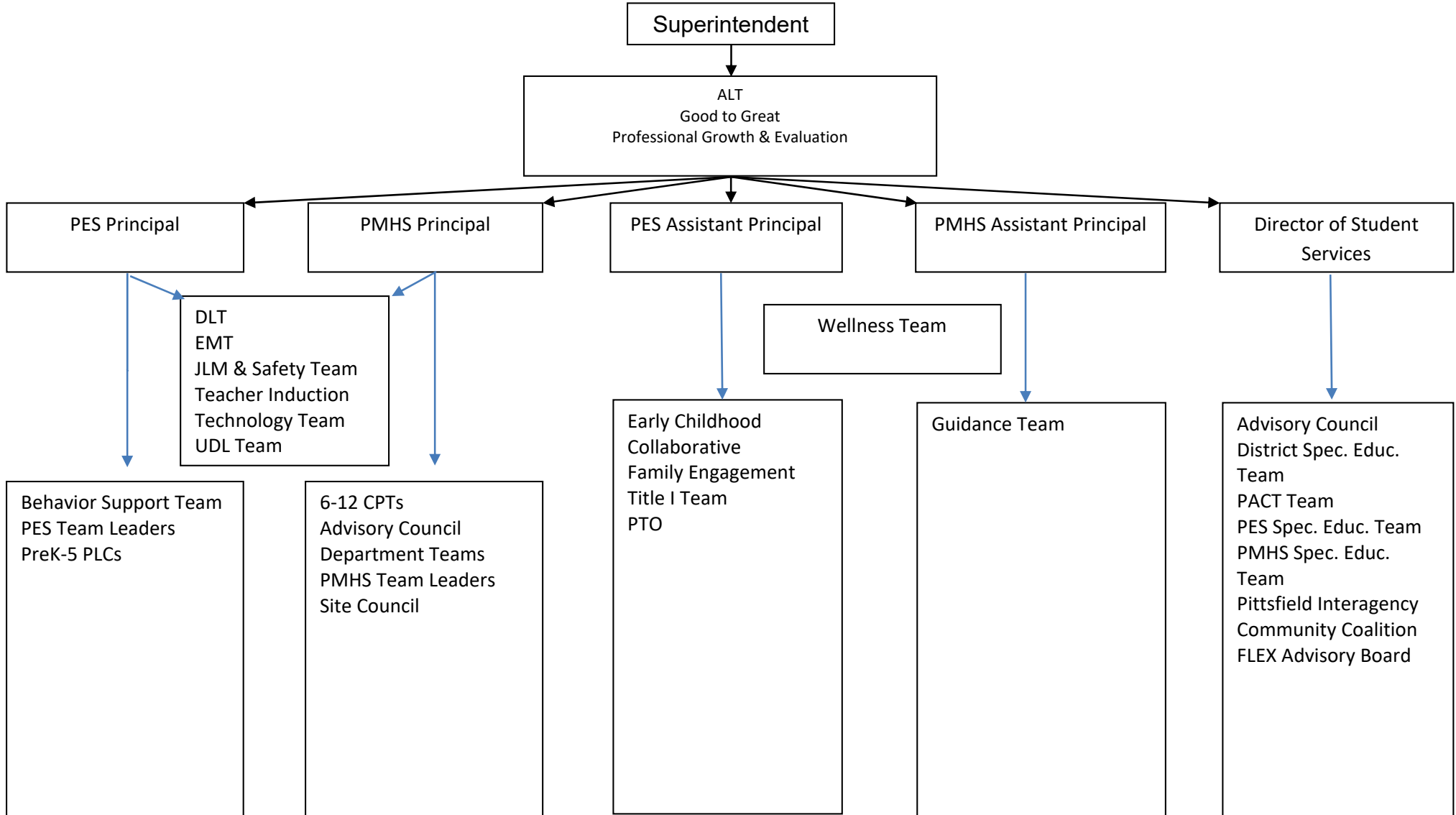
Revised: July 31, 2020

AR
15 2/19 End of Segment 5 2/22-2/26 Winter Break
23
16 4/2 End of Segment 6 (Q3) 4/5-4/16 Student-led Conferences 4/16 Student Conferences (No School) 4/26-4/30 Spring Break
20 5/7 End of Segment 7 5/31 Memorial Day
14 6/3 Exhibition Day 6/12 Tentative Graduation Date 6/18 Tentative Last Day of School (Q4)
180
OTHER DAYS f School for Students orkshop Days; No Students ;ation Days ligh School Graduation ast Day of School A Day Students B Day Students Remote Learning Days nce the last day of school

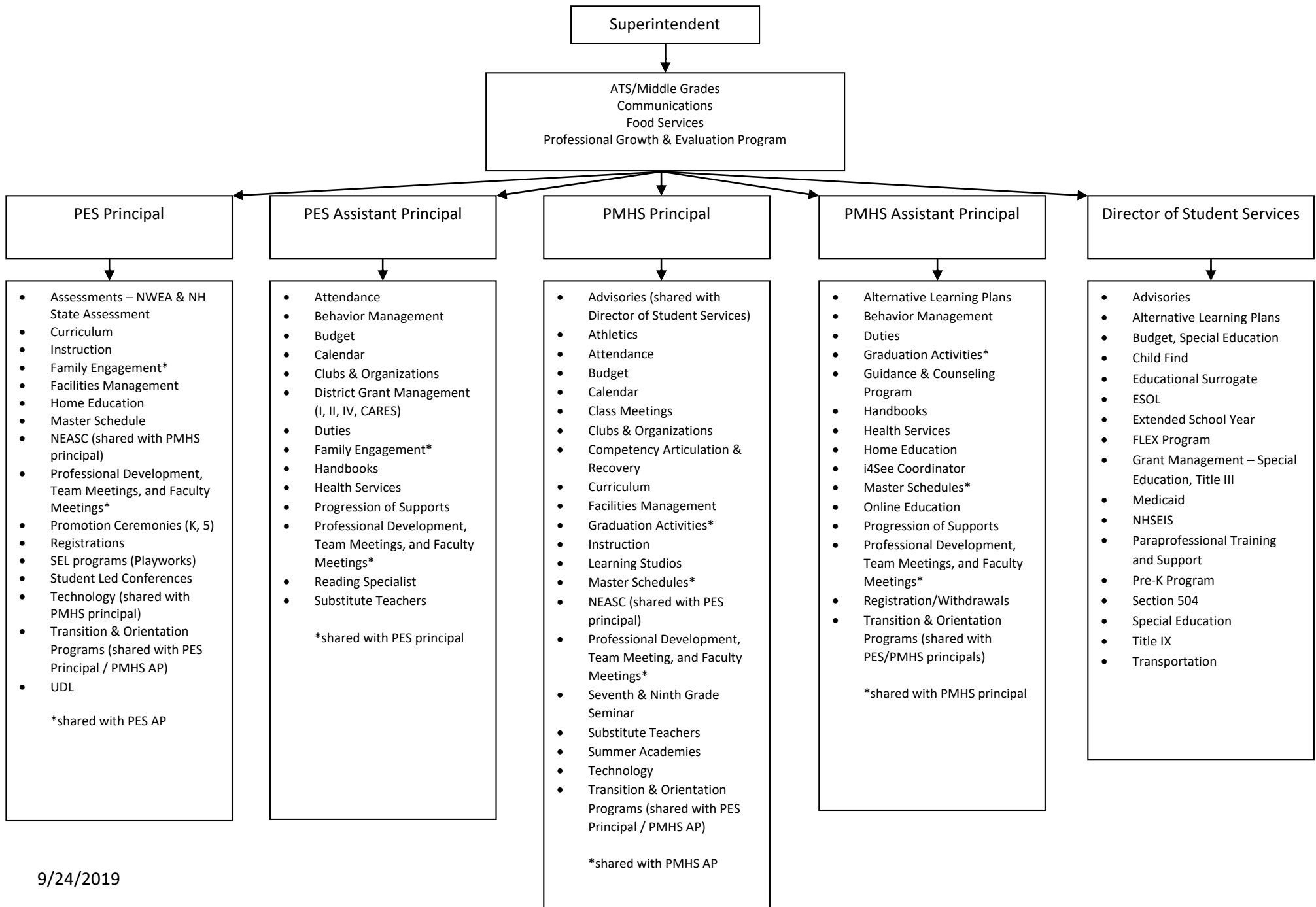
PITTSFIELD SCHOOL DISTRICT: A ORGANIZATION CHART – Reporting Relationships



PITTSFIELD SCHOOL DISTRICT: B ORGANIZATION CHART - Teams



PITTSFIELD SCHOOL DISTRICT C ORGANIZATION CHART - Programs



Pittsfield School District

To: Pittsfield School Board
From: John
Subject: Board Meeting – August 6, 2020
Date: July 30, 2020

ACTION

1. School Re-Opening Plan. Our Building Leadership Team has worked with teachers and support staff to develop a proposal for re-opening. The Team will present the re-opening plan for Board action.
2. Title IX Policy Updates. New federal requirements regarding Title IX (a civil rights law regarding discrimination based on sex in educational institutions) call for local districts to revise policies relative to discrimination by August 14. Jessica Bickford, who serves as the district's Title IX coordinator, has engaged in extensive training regarding the new requirements and has advised regarding these changes.

Additionally, the School Boards Association has been working on model policies to meet the new requirements. Unfortunately, model policies are not yet finalized; they are expected to be available by early next week. The Board can expect new policy recommendations to meet the new requirements by the time the Board meets next Thursday.

Additionally, Policy GD, which was amended at your June 18 meeting, is enclosed for inclusion in your policy binder.

3. Election Day Use of PMHS Gym. During your last meeting, the Board was requested to make the PMHS gym available for election day use in September and November. Fortunately, our re-opening plan includes one day per week – typically Wednesdays – for remote work, professional development, etc.; in other words, students are not expected to be in the buildings on Wednesdays. This plan for Wednesdays will allow us to make a scheduling switch with the two Tuesdays involved and will not require an alteration of the district calendar. A Board vote to collaborate with the Select Board for the upcoming elections is recommended.

INFORMATION

1. New Professional Employee. One new employee has been hired since the most recent School Board meeting: Sarah Holman Gould. Sarah will serve as the new PMHS guidance coordinator; her resume is enclosed.
2. Tuitioning Study Committee. Board members may recall that I provided a recommended plan for the tuitioning study prompted by the petitioned warrant article at last March's district meeting. However, a Board member indicated that the Board desired to have a committee form to complete this study rather than have it completed in the SAU office as proposed.

As the action plan presented did not include the recruitment and formation of a committee to address this task, the Board is requested to provide the superintendent with more specific direction regarding the committee, including committee makeup, committee limitations and authority, and a target date for completion of the study. Once the Board provides guidelines, an action plan can be developed.

3. Report: Student Assistance Program. The annual report of the district's Student Assistance Program is enclosed for your review.

NON-PUBLIC SESSION

The need for a non-public session is not anticipated at this time.

Pittsfield School District

SECTION G: PERSONNEL

Section G contains policies on all school employees except for the Superintendent (policies on the school chief are located in Section C, General Administration). The category is divided into three main divisions: GB has policies applying to all school employees or to general personnel matters; GC refers to instructional and administrative staff; and GD refers to support or classified staff.

<u>Code</u>	<u>Title</u>	<u>Date Adopted or Last Amended</u>
GADA	Employment References and Verifications (Prohibiting Aiding and Abetting of Sexual Abuse)	May 2, 2019
GBAA	Sexual Harassment	June 28, 2018
GBCD	Background Investigation and Criminal Records Check	June 28, 2018
GBD	Board – Employee Communications	June 28, 2018
GBE	Staff Rights and Responsibilities	June 28, 2018
GBEA	Staff Ethics	September 6, 2018
GBEB	Staff Conduct	December 5, 2019
GBEF	School District Internet Access for Staff	June 20, 2019
GBGA	Staff Health	September 6, 2018
GBJ	Personnel Records	September 6, 2018
GBJ-R	Personnel Records	November 7, 2019
GCB	Professional Staff Contracts	September 6, 2018
GCCBC	Family and Medical Leave	June 14, 2018
GCG	Substitute Teachers	September 6, 2018
GCI	Professional Development	September 6, 2018
GCO	Teacher Performance and Evaluation System	September 6, 2018
GCQ	Non-Renewal, Termination, and Dismissal of Certified Staff	September 6, 2018
GCQC	Resignation of Instructional Staff Members	September 6, 2018
GCR	Non-School Employment of Professional Staff	September 6, 2018
GD	Support Staff	June 18, 2020

June 18, 2020

Pittsfield School District

SUPPORT STAFF

The district will employ, as necessary, support staff personnel to work in such capacities as do not require certification in accordance with rules and regulations of the New Hampshire Department of Education as a condition of employment, excluding student activity supervisors (athletic coaches, club advisors, etc.).

Applications. Written applications for support staff positions will be made at the SAU office for those persons seeking employment in the school district. The application will contain information concerning job experience, personal references, and other details as may be required by the superintendent.

Hiring. The supervising administrator is directed to oversee the recruitment and hiring process for support staff positions; he/she has the authority to hire employees for such positions, subject to approval of the superintendent. All new employees are subject to a criminal background check per Policy GBCD.

Salary. Salary for support staff employees is determined by the support staff salary placement guide based on job classification and experience in the same or similar field of employment with same or similar duties and responsibilities.

It is the intent of the Board to provide support staff employees with an annual cost of living adjustment. It is the intent of the Board to similarly adjust the support staff salary placement guide. However, the Board's decision regarding salary adjustments is made on an annual basis, and the Board's intent is not a guarantee or formal commitment to compensation adjustments.

Payroll Deductions. Appropriate payroll deductions will be made from the compensation of all personnel and will include federal income tax, social security, and health insurance, if provided as specified below. Other deductions may be made on a voluntary basis.

Workday. Each support staff employee's supervisor will establish the employee's regular work schedule, including starting time, break time, lunch time, and ending time.

Benefits. For purposes of fringe benefits, the following categories of support staff employees are established:

- Category #1: Personnel working 35 or more hours/week for 52 weeks/year
- Category #2: Personnel working 30 or more hours/week for at least 36 weeks/year, but less than 52 weeks/year
- Category #3: All other support staff personnel

Support staff shall receive the following fringe benefits:

GD

<u>Benefit</u>	<u>Category #1</u>	<u>Category #2</u>	<u>Category #3</u>
<u>Health Insurance</u>	yes	yes	no

- Category #1: The district will provide a health insurance plan to all Category #1 support staff employees; cost sharing as determined by the board; employee contributions paid through bi-weekly payroll deductions
- Category #2: The district will provide a health insurance plan to all Category #2 support staff employees at the option of the employee; the employee will bear the entire cost, paid through bi-weekly payroll deductions

The district reserves the right to modify the health insurance plan and/or the employee contribution on or about the anniversary or renewal date (July 1) of the health insurance plan.

The district makes monthly premium payments for health insurance for employees. Should an employee terminate his/her employment with the district after such a monthly premium has been paid, the employee is responsible for reimbursement to the district through the payroll deduction process or will reimburse the district by issuing a check payable to the district for the monthly premium paid by the district.

<u>Flex Benefit Plan</u>	no	yes	no
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The district will provide Category #2 support staff employees with a \$500 Flex Benefit Plan. A pro-rated benefit, based on hire date, will be provided to newly-hired support staff employees at the conclusion of the ninety-day probationary period. Support staff employees may contribute up to \$1500 (pre-tax) to the Flex Benefit Plan in addition to the district's contribution.

Should an employee terminate his/her employment with the district, the flex benefit plan administrator will be notified of the termination date. All eligible benefit costs will be covered through the termination date only.

<u>Retirement</u>	yes	yes, if 35 hours/week or more; no, if less than 35 hours/week	no
<u>Sick Leave</u>	1 day/month; cumulative to 36	1 day/month (for the 10 month school year	none
<u>Emergency Leave</u>	2 days;	2 days;	none

GD

	non-cumulative	non-cumulative	
<u>Personal Leave</u>	2 days; non-cumulative	2 days; non-cumulative	none
<u>Bereavement Leave</u>	Up to 3 days paid bereavement leave per event for death in the immediate family – spouse, mother, father, sister, brother, child, grandchild, grandparent; same relatives of employee’s spouse; members of staff member’s household. Up to 1 day to attend funeral of other relative or friend upon approval of administrative supervisor.		none
<u>Vacation</u>	<u>Hired before September 18, 2014:</u> 2 weeks on anniversary date of employment; at 5 years, 3 weeks; at 10 years, 4 weeks <u>Hired after September 18, 2014:</u> .83 days/month following 90-day probationary period; cumulative to 10 1.25 days/month beginning at the sixth year of service to the district; cumulative to 10 1.67 days/month beginning at the eleventh year of service to the district; cumulative to 10	none	none

GD

Paid Holidays

11 days:

New Year's Day

Civil Rights Day

President's Day

Memorial Day

Independence Day

Labor Day

Columbus Day

Veterans Day

Thanksgiving Day (2)

Christmas Day

2 days:

Memorial Day

Veterans Day

none

FMLA Leave. FMLA (Family and Medical Leave Act) leave is available to eligible employees in accordance with Policy GCCBC.

Sick Leave Bank. Support staff employees may join the SAU Sick Leave Bank for Support Staff, which provides extended benefits from the sick leave bank after an incapacitating illness or disability. Employees interested in joining the SAU Sick Leave Bank for Support Staff may contact SAU staff for detailed information regarding the Bank's requirements and operating guidelines.

Unused Sick Leave Bonus. The district will provide an unused sick leave bonus of \$250, payable in one lump-sum check within two weeks following the conclusion of a school year, to any support staff employee who does not access his/her sick leave during the preceding school year. This benefit is available to employees who have served for an entire school year and not to employees hired during the school year or employed for a portion of a school year.

No Call, No Show. Employees are expected to comply with district notice procedures in the event of absence for any reason. The district recognizes that employees may experience an emergency situation, such as a medical emergency, in which notice is delayed. In general, failure to report to work without notice in a manner that complies with the district's notice procedures may result in disciplinary action up to and including termination.

Change in Category Classification. Employees may be reassigned among the categories as determined by reclassification. Employees who move from Category #2 to Category #1 will be credited with accrued service to the district relative to the vacation benefit.

Training. Support staff employees are an integral part of the district's total staff. Training and development of support staff employees are essential to the efficient and economical operation of the schools. All employees are encouraged to grow in job skills.

It is the responsibility of the superintendent or designee to coordinate training of support staff that will aid such personnel in learning the requirements of their position as well as improving skills on the job. Prior to assuming his/her duties, each support staff employee will be advised of district policies relevant to their specific responsibilities.

Probationary Period. A probationary period for support staff is defined as the first ninety calendar days of employment for a new employee or for an employee who has been rehired following a break in service. The ninety-day probationary period begins on the first day of service and not on the day that a work agreement is signed.

The probationary period will be used to allow the immediate supervisor time to closely evaluate the employee's performance and to encourage effective adjustment to the position. Only employees who meet acceptable standards of work during the probationary period will be retained.

The immediate supervisor must determine, before the completion of the probationary period, as to whether the employee has successfully met the standards of work during the probationary period or should be dismissed prior to the end of the ninety days.

Working Exceptions. Category #1 support staff are not required to report on days when school is cancelled because of weather or other emergency conditions. If the support staff employee does not report to work because of weather or other emergency, a leave benefit may be used and the employee will be compensated for the time. If benefit days are not available, the employee will not be compensated for the time.

Performance Evaluation. The performance of each support staff employee shall be monitored throughout the school year. The employee's immediate supervisor is responsible for a formal written assessment of the employee's performance, based on the employee's job description and specifically assigned duties. The performance evaluation will be completed in accordance with approved district procedures.

Grievances. Grievances will be addressed with the support staff employee's immediate supervisor. Appeal may be made to the superintendent, whose ruling is final.

Disciplinary Actions and Termination of Employment. If, at any time during the employment of a support staff employee, there is an indication that he/she is not carrying out his/her duties as assigned, he/she may be suspended from duty immediately and further action – including but not limited to corrective counseling, reprimand, suspension, and dismissal – may be taken by the superintendent.

Support staff employees may have their employment terminated at any time for violation of school or district policy, violation of any law, or for other matters deemed appropriate by the superintendent. Support staff employees are not entitled to a hearing before the school board.

Voluntary Termination. Upon retirement or resignation, support staff employees will provide their immediate supervisor with written notice of termination at least two weeks in advance of the effective date of voluntary termination. This requirement may be waived by the superintendent upon request for justifiable reasons.

Annual Notice. The superintendent will notify all support staff employees of the district's intent to continue or not continue their respective employment for the following school year. The notification will be in writing.

The notification may state that the intent to continue or not continue the employee's employment is contingent on special circumstances, including but not limited to fiscal considerations, staffing needs, staff reorganization, student enrollment, and others.

Adopted: January 21, 1993
Amended: July 15, 1993
Amended: July 29, 1993
Amended: July 15, 1995
Reconsidered: August 5, 1999
Amended: August 26, 1999
Amended: October 7, 20014
Amended: June 2, 2005
Amended: August 18, 2005
Amended: September 18, 2014
Amended: September 6, 2018
Amended: November 7, 2019
Amended: June 18, 2020

Sarah Holman Gould

46 Lily Pond Road, Barrington, NH 03825
603-781-1460 ~ sarahholman.gould@hotmail.com

Education:

University of New Hampshire, Durham, NH

M. Ed Counseling, May, 2012

Honors: GPA 3.9

Bridgewater State College, Bridgewater, MA

B.S. Psychology, May, 2003

Honors: Dean's List, GPA 3.1

Certifications:

K-12 School Counselor

Certified Youth Mental Health First Aid Trainer

Trained in CPI Nonviolent Crisis Intervention and Effective Limit Setting

Conference Presentations:

Volunteer New Hampshire Conference 2018

- Conducted break out session titled "Avoid Volunteer Burnout – Take Care of Yourself"

New England League of Middle School Annual Conference

- Conducted break out session titled "Family Engagement: Learning from our Early Childhood Partners"

Related Experience:

SAU 61, Farmington, NH, 2016-Present

School Counselor

- Worked three years at the Middle School and one year at the High School
- Designed and Implemented a Comprehensive Guidance curriculum at the Middle School
- Counsel students in a variety of settings, on a variety of topics including career exploration, coping skills, stress management, and college application process
- Consult with teachers, administrators and other staff on an ongoing basis regarding student needs
- Co-authored the Student Assistance Program grant
- Track and analyze College and Career Readiness data for graduating seniors on an annual basis
- Worked with other Community Stakeholders to form a Prevention Coalition in Farmington
- Created master schedule for both Middle School and High School utilizing PowerSchool and PowerScheduler
- Coordinated SAS and Smarted Balanced testing at the Middle School
- Coordinated PSATs at the High School

Jennie D. Blake School (grades K-6), Hill, NH 2014-2016

School Counselor

- Counseled students in a variety of settings
- Led the 504 process for all students from referral to implementation and compliance assurance
- Developed and directed counseling groups on a variety of topics
- Communicated regularly with all parents and staff regarding the needs of students
- Designed and implemented School Counseling Curriculum for all classrooms that was delivered weekly
- Coordinated and executed Career Day for all classrooms
- Collaborated with local Community Mental Health Agency to establish a school based therapy program

Belknap-Merrimack Heath Start, 2010-2014

Family and Community Services Manager (2014-2014)

- Supervised a team of five Home Visitors: Conducted monthly individual supervisions, facilitated monthly staff meetings, conducted individual observations of staff and developed and tracked professional development goals with all staff
- Built and maintained relationships with local agencies in order to provide seamless service to children and families
- Implemented agency recruitment plan to ensure full enrollment and adequate waitlists at each site
- Coordinated and conducted quarterly staffing with local Early Intervention program
- Conducted Child Abuse and Neglect training for all new staff
- Coached staff in order to build capacity to elicit meaningful change in the families served

Home Visitor (2010-2013)

- Supported low income families as they moved toward fulfilling their parenting goals through weekly home visits
- Worked cooperatively with the local school district to guide families through the IEP process
- Educated families on the Positive Behavior Intervention Systems behavior program
- Facilitated weekly Socializations with parents and children
- Familiarized families with available community and agency resources
- Served on the Self-Assessment team in the areas of Education and Disabilities



Student Assistance Program

End of Year Report: September 2019 - June 2020

Liz Pellegrini MS, LADC



Introduction

There is an erroneous assumption that all school-based alcohol and other drug prevention programming is implemented solely to address a population of students who are already engaged in substance misuse behaviors. To the contrary, the services delivered to Pittsfield School District by the Student Assistance Program (SAP) during the 2019-2020 school year included both *indicated*, *selective* and *universal* strategies. Indicated and selective services target those populations more at risk for substance misuse and other risk behaviors, with indicated students being at the highest risk. Students entering SAP are screened to determine the source and severity of their risk factors as well as to determine protective factors that can work to sustain them. In contrast, universal strategies target the general school community by providing information that supports students, staff, and families and at the same time, challenges their misperceptions around risky behaviors. Prevention services at both the middle and high school levels are especially important, as substance misuse occurs most often during this time period. Since 2008, services rendered by Second Start have followed recommendations set by Project

SUCCESS. Its evidentiary strength has been established and it was approved as a model program by the SAMHSA National Registry of Evidence-Based Programs and Practices.

PES and PMHS (6th-12th Grade) Population Served: Approximately 304 students

(This figure includes students seen individually, in small group settings, through the Prevention Education Series, those students who attended an SAP presentation, and those students exposed to environmental initiative.)

Groups Began: Oct. 2019

Groups Ended: May 2020

Number of Groups/Sessions: 8 groups; 12 sessions, 13 students involved

Referrals/Intakes: 22 Referrals; 48 Intakes

Consultations/Collaboration: 667 Total: 424 student, 230 staff, 13 parents

9 Outside Referrals

Prevention Education Series Sessions: 9th/10th Grade, 1 Health class; 20 students, 5 sessions; Middle school: 1 Health class, 29 students, 3 sessions; 6th Grade, 34 students, 6 sessions

Environmental Strategies: 8

NH Youth Risk Behavior Survey (YRBS)

The 2019 Youth Risk Behavior Survey (YRBS) was completed by Pittsfield High School (PHS) students in grades 9-12. The survey encompasses risk categories such as safety, exposure to violence, access to healthcare, nutrition, exercise, mental health, and substance misuse. New Hampshire ranks 2nd in the nation per capita in regard to youth substance misuse rates. The most misused substances continue to be alcohol, cannabis, and tobacco (particularly vaping).

Recent Risk Behaviors

According to the 2019 YRBS, 28.4% students indicated that they currently use cannabis. This figure is equivalent to 44 out of 153 PHS students. In addition, a startling 84% of PHS students believe there is little or no risk for someone their age to use marijuana on a regular basis.

More than one quarter (38%) of PHS students indicated they currently drink alcohol, this figure being equivalent to 59 out of 145 PHS students. Out of the students who admitted to using alcohol, one in five (20%) engaged in binge drinking. Binge drinking is considered when a person consumes 4-5 alcohol servings within a 2 hour period. Only 16.5% of PHS students view binge drinking as a risk to their wellbeing.

The State of NH continues to experience a vaping epidemic amongst its youth. This trend is exhibited at the local level through the number of PHS students caught violating school policy and through the data outlined in the 2019 YRBS. While 8.5% of PHS students currently smoke cigarettes, nearly half (46.3) are using some sort of electronic vapor product on a regular basis. In general, 57.1% of Pittsfield High School students have tried vaping at least once in their lifetime.

In addition, due to the continued heroin epidemic in our state, there is a concerted effort amongst area prevention specialists as well as the Capital Region Public Health Network to focus some attention on the misuse of prescription drugs as this behavior often leads to future heroin use. Nearly 1 in 10 PHS students (9.2%) admitted to ever having used a prescription drug without a doctor's prescription. It should be noted that students can also be impacted by the prescription drug and heroin use of a loved one.

In regard to other risk factors, more than one third (38.5%) of PHS students reported that they had experienced symptoms of depression in the past year. If left untreated, students with a mental health disorder are at an increased risk to misuse substances. In an effort to alleviate uncomfortable feelings, young people sometimes look to alcohol and other drugs use as an immediate, yet temporary, relief.

At PMHS, 58.5% of students reported they recalled hearing, reading, or seeing messaging about avoiding the dangers of alcohol and/or other illegal drugs. This number demonstrates the

importance of environmental initiatives, as the school provides the ideal environment to reach youth with appropriate and positive messaging.

SAP Program Services

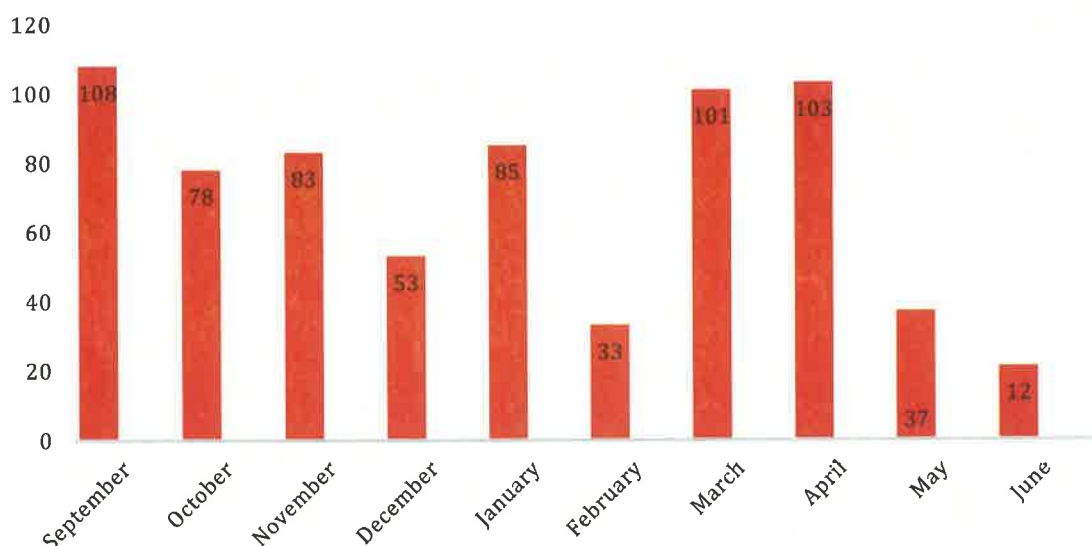
Student Intakes and Crisis Consultations

During the 2019-2020 school year, an additional 25 students at PMHS participated in the SAP intake process. Students refer themselves to SAP or are referred by a peer, staff member, parent, or concerned community member. During the intake process, students are screened for risk and protective factors and, if appropriate, are offered ongoing individual and/or group services. Students might also be linked with in-school programs and services as well as resources within the greater community. Out all students who participated in any intensive SAP services, 37% were challenged by family substance misuse, 47% were living in poverty, 89% struggled with mental health issues within themselves or within their families, 37% were misusing substances, 2% had a personal history of physical or sexual violence, 39% had a history involving the legal system, and 6% presented with LGBT related issues. Nearly one half (47%) of these students were struggling with 3 or more of these risk factors.

Fifty-eight (58) Pittsfield schools students participated in a total of 667 crisis consultations. This figure correlates to approximately 19 crisis consultations in any given week. Students seek out crisis consultation services for a number of reasons including family conflict and substance misuse; problems within their peer group, including bullying and dating violence; life stressors such as academic performance; mental health problems including suicidal ideation, and incidences of problematic substance misuse. Crisis consultations are not only important because they help stabilize a student's immediate emotional condition but also because they help prepare students to return to their academic responsibilities. One will notice from the chart below that student crises run high at the start of the school year when students have been without regular support over the summer months, and again after the holiday season. The chart also illustrates

how student crises rose during remote learning, a response to academic stress and feelings of isolation.

PMHS 2019-2020 Crisis Consultations



Staff and Parent Consultations

Ongoing communication with staff and parents enables the SAP counselor to strengthen her work with students involved with intensive services and to help advocate for their needs. At the end of the year 230 total consultations involving 25 staff members were executed at PES and PMHS.

In regard to working with parents, 26 consultations were initiated with 13 parent(s)/guardian(s) at PMHS. Consultations with parents take place in response to an SAP referral, student distress, behavioral problems, parenting issues, and referrals to community resources to support students and their families.

Group/Classroom Support Services

Whether self-referred or referred by another party, students are individually screened by the SAP counselor prior to their placement in group services and are offered the opportunity to

participate. Group services are made available for students who just need a place to learn how to cope with stress in healthy ways and for those most at risk for substance use disorders due to early onset of substance misuse, genetic predisposition to substance misuse disorders, mental health concerns, association with peers who already use substances, and positive views around substance use. Overall, 13 students participated in 21 regular group sessions this year. The focus of these groups centered on coping skills and anger management. The SAP Counselor also took part in supporting the 32 students in the senior class through the 11 group sessions offered during remote learning. The SAP Counselor was also instrumental in supporting students in the Middle School Flex Room by providing stress management and coping skills activities to Miss Allen, the instructor

Prevention Education Series (PES)

The PES is a classroom based curriculum that encourages student discussion around four topic areas: adolescence, alcohol and other drugs, family and friend relationships, and positive coping strategies. PES is traditionally taught in the 7th and 9th grade as these are considered transition times for youth, periods when they are more at risk to engage in risky behaviors such as substance misuse. As past YRBS figures had shown an elevated percentage of students using substances prior to the age of 13, the Prevention Education Series initiative for 7th grade students was continued with 6th graders at the elementary school level. Given this, 34 students, encompassing 2 classrooms received the PES at Pittsfield Elementary School this year. At the high school level, twenty (20) 9th/10th grade students participated this year in PES through their health class. In addition, twenty-nine (29) middle school students received educational services to complement the health class curriculum already in place.

Universal/Environmental Initiatives

Environmental initiatives are implemented to benefit the entire student body, staff, and parents. Initiatives are launched in response to trends identified in the YRBS for both the school district and the region. Initiatives are also launched in response to needs identified within an individual

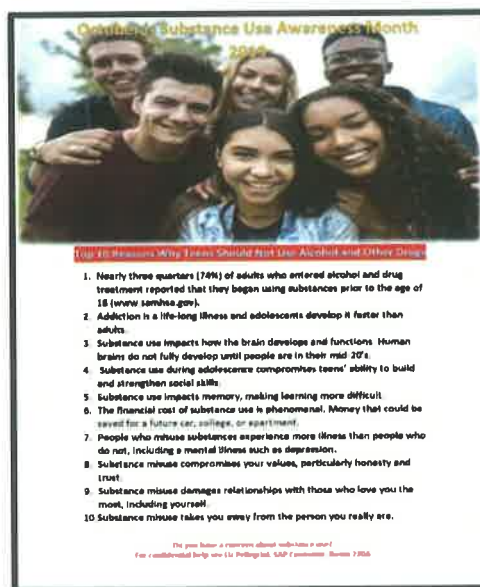
school. The purpose of these initiatives is to increase awareness in regard to various issues, clear up misperceptions around risky behaviors, help support a positive school climate, and provide resources for further information and support. The pictures and table below highlight some of the initiatives launched this year at PMHS.

Month	Environmental Initiative
October	Red Ribbon Week Substance Use Awareness Month
November	Vaping vs Cigarettes Vaping Cannabis
December	Holiday Self Care
February	Family Substance Use Awareness Month
March	Marijuana and the Teen Brain (Online)
April	Alcohol Awareness Month
May	Mental Health Awareness Stress Management

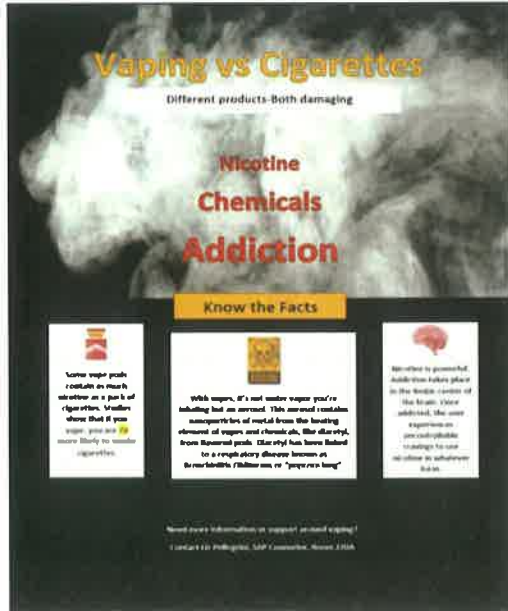
June	Transitioning to PMHS Pride Month
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Red Ribbon Week and Substance Use Awareness Month

Students took a pledge to engage in drug prevention and convey to peers their understanding of the dangers of substance misuse. The bulletin board display shared information about Red Ribbon Week. The pamphlets offered helped students understand the “Science of Addiction” and how the mind and body are affected by substances such as marijuana, inhalants, nicotine and heroin as described in “The Mind/ Body and Drugs”. Students were also presented with the top 10 reasons why they should not engage in substance use during adolescence.



Helping students understand the dangers of vaping nicotine and cannabis oils



Holiday Self Care and Family Substance Use Awareness Month

Holidays can be hectic and stressful, especially for kids living with addiction or those who have experienced a loss. Students who are impacted by addiction often do not know they are predisposed for a substance use disorder. Knowing their risk factors can help keep them safe.



Alcohol Awareness Month
April 2020
Student Assistance Program® Pittsfield Middle High School

Parents serve as the #1 deterrent for substance use by their teen.

What Parents Can Do

- Talk with your child often about the potential dangers of alcohol use
- Set an example by not drinking while in your house
- Monitor your teen's activities

Did You Know?

Each year, **8,000** people below the age of 21 die in the U.S. as a result of underage drinking.

Car accidents
 Overdoses
 Injuries
 Hospitalizations

Drinking too early?
 (Source: National Institute on Alcohol Abuse and Alcoholism)

Did You Know?

Studies show that a person who starts drinking before age 15 is **40** more likely to develop alcoholism than someone who delays drinking until age 21.

www.niaaa.nih.gov

Covid-19~ “Coping with Stress” and finding “Family Support Online”

Covid-19 brought with it great stress amongst students and their families. The “Coping with Stress” flyer was shared to provide healthy ways for students and their parents to cope with the changing times. A list of online substance misuse meetings and mental health support groups were provided for families to utilize.

[illegible]

Transition Brochures for Students and Parents

Transitioning to a new school can be overwhelming, even if it is right up the hill! The brochures contained tips for students and their parents to make students' transition to PMHS as smooth as possible.

Getting Involved!

Studies show that students who become involved in their school community are more likely to be successful. Extracurricular activities such as sports and involvement in clubs and school organizations help to broaden your interpersonal skills and offer you a sense of belonging. Clubs/organizations available at PMHS include:

- Art Club
- Drama Club
- Future Business Leaders of America
- Gaming Club
- Impact (Promoting a positive school culture)
- Justice Committee (Restorative justice for rule violations)
- National Honor Society
- Recycling Club
- Site Council (Leadership body for policy change)
- Ski/Snowboard Club
- Yearbook Club

Pittsfield Middle High School
23 Oneida Street
Pittsfield, NH 03263



You're Moving Up!

Transitioning to
Pittsfield Middle High School



Tips for Success

- Establishing a routine
- Planning ahead
- Problem solving
- Asking for help
- Getting involved

Dealing with Change

Life brings with it many challenges and the transition to middle high school is no exception. Although this change may feel overwhelming at first, the staff at PMHS will do everything we can to ease your mind and support you in this journey. Read on for tips to help you have a successful transition to middle high school.

Establishing a Routine

Although getting older brings increased privileges, it also brings greater responsibility, especially in the school arena. To keep track of all you have to do it is best to establish a consistent routine.

- Use a small notebook to log your assignments daily.
- Complete assignments in a calm space where you will have the least distractions.
- Make a commitment to silence your phone while you are working so you are not pulled off task.
- Tackle the most pressing and difficult assignments first.



Planning Ahead

Being prepared for your school day helps to minimize stress and sets the tone for meeting any challenges you might face.

- Set your alarm or phone to wake you up so you have plenty of time to prepare for the day.
- Choose your outfit the night before.
- Pack your school bag with all books, assignments, notebooks, writing instruments, and your agenda book the night before.
- If there is something important you must remember to do in the morning leave yourself a sticky note or put a reminder on your phone.

Problem Solving

Working hard isn't just about getting good grades but learning the skills necessary to manage challenges. If you hit a snag like doing poorly on a test or project find out why. Talk to your teacher and ask what you could do differently to either improve your grade or obtain tips that will help you do better next time. Don't wait until you feel you are sinking in a class before you ask for help. Your teachers want to help you!

Asking for Help

Adolescence can be an emotional period in your life with all the changes and challenges you will face. You do not have to go it alone! The counseling department at PMHS is ready and willing to listen, whether you are struggling with stress, you are having issues with peers, or you feel your transition to PMHS is not going well. Please reach out:

Jeff Martel, Guidance Counselor

Liz Pellegrini, SAP Counselor

Accessing Help

Teens may grow distant at times, making it difficult for parents to assess where they might be academically or emotionally. Trust your gut. The counseling team at Pittsfield Middle High School is there to help, whether it is a question about academic standing, college and career choices, or growing emotional difficulties. Please do not hesitate to reach out.

Guidance Department

Mr. Jeff Martel, Guidance Counselor

Ms. Melissa Brown, Administrator
College and Career Readiness

Student Assistance Program (SAP)

Ms. Liz Pellegrini, LADC

~Substance Use Prevention and Emotional Support~



Pittsfield Middle High School
23 Oneida Street
Pittsfield, NH 03263



So your child is moving on...



Tips for Parents:

Your child transitioning to middle high school

Establishing a Routine

As you know, getting older involves change and juggling greater amounts of responsibility. Your child's transition to middle and high school will at times go smoothly while other times it will feel rocky and uncertain. Your child will depend on you to set the tone that will help them manage the many demands placed on them.

- Try to set a regular morning and evening routine. Consistency in the household encourages your child to keep to a schedule in order to get their school assignments done.
- Create/provide a calm space in which your child can work.
- Encourage your child to organize their school materials the night before so mornings are less chaotic and stressful...for both of you!

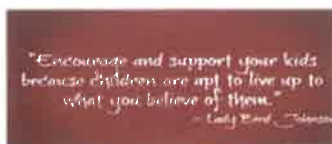
Daring Your Child to Dream

Throughout middle and high school, your child will come to you about several potential career choices, some of which may seem unrealistic to you. Allow and encourage your child to freely explore their potential career interests. Individuals who dream of the many possibilities are often the most happy and successful in their chosen field.



Skill Building

Every parent wants their child to be successful in the classroom. Working hard, however, isn't just about getting good grades. Learning skills to manage life challenges are important too and they take time to master. Expect that there will be bumps in the road throughout your child's middle and high school careers! Be patient. When your child is struggling in one or more classes praise their effort first. Discuss missing work and any poor grades second. Your encouragement and belief in their ability to improve will go a long way in motivating your child to do better.



Creating Problem Solvers

Your child will sometimes face difficulties during their middle and high school years. Although it is natural as a parent to want to fix the situation, doing so can often be a disservice to your child. When your child complains about a situation at school don't supply all the answers. Ask them what they have done so far to handle the problem and what is next if their first plan is not successful. Children protected from the discomfort of potential failure will react badly to setbacks later in life. Of course, if your child has exhausted all solutions and is still struggling, your wisdom may help guide them toward approaches they have not considered.

Setting Boundaries

The prefrontal cortex of the brain is not fully developed until the early to mid-twenties, making adolescents exponentially vulnerable to making high risk choices, including the decision to use alcohol and other drugs. Periods of transition, such as entrance into middle and high school, pose additional risk. As a parent, you serve as the number one deterrent for teen substance misuse. Expressing your expectations early and often around healthy choices lends another layer of defense for your child.

Program Outcomes

Tracking Students' Progress

To better assess the effectiveness of the prevention/intervention services rendered at Pittsfield Middle High School during the 2019-2020 school year, the SAP Counselor tracked the personal progress of students receiving regular intensive services. These services included individual consultations, group sessions, or both. Under normal circumstances, the information tracked includes school attendance, grades, discipline infractions, and alcohol and other drug misuse, adoption of coping skills, ability to communicate effectively with others, and the degree to which students could self-advocate. Given the switch to remote learning, the SAP Coordinator for Second Start made the executive decision to suspend the tracking of data with the exception of the coping, communication, and self-advocacy skill sets. This decision was reached for two important reasons. First, without in person contact and the surety of conducting services in a confidential environment, the SAP counselor would not be able to accurately assess students' current involvement with substances. Secondly, given the switch to remote learning, tracking such things as attendance and grades would not always paint a clear picture of students' actual progress in regard to SAP involvement as some students might fare better and some far worse in the new platform. In addition, the lack of in person meetings with the SAP counselor put SAP students at a disadvantage in that these students rely on the "in the moment" encouragement and problem-solving prompts to motivate them to better attend to responsibilities.

Skill Sets

Students who carry risk factors for substance misuse, including trauma, struggle with emotional self-regulation, effective communication, and self-advocacy. More specifically, their emotional responses to situations often go to the extreme and derail them, they have difficulty communicating in an open and appropriate manner with others, and they are often reluctant to accept responsibility for self, experiment with solutions to problems or listen to feedback. These issues pose as symptoms to their inner turmoil and their often intense need to protect

themselves. These young people are often without guidance or experience in how to self soothe, to ask questions of those in authority in an appropriate manner, or to initiate plans of action when problems arise. To measure their progress, students were evaluated monthly on a 5 point scale, with 5 representing mastery of the coping, communication, or self-advocacy skill set. Students who achieve at least a 3 average on any skill set are considered stable enough to adequately function and respond to life tasks. Students' progress in mastering each of these skills is dependent on their willingness to put in the work, the length of time they have been in the program, and the severity of extenuating circumstances that sometimes arise in the lives of at risk kids. Given the greater exposure to parental substance misuse and mental illness during remote learning, the ability of some to show progress in one or more skill sets is understandable. It is hoped the data will illustrate though that regular contact with the SAP counselor throughout remote learning enabled many students to maintain the skills they had already acquired earlier in the school year.

❖ **Coping**

Overall, at the end of the school year, 59% of PMHS SAP participants showed growth (44%) or remained stable (15%) in their ability to emotionally self-regulate. Forty-one percent (41%) achieved a 3 average for the year or better on this skill set. Participants who were successful exhibited an ability to consistently manage their responses to experiences and situations and compartmentalize problems to focus on life tasks. Difficulty in mastering this skill set is often linked to a high degree of trauma and/or being enrolled in the program for only a short period of time.

❖ **Communication**

Nearly three quarters (72%) of PMHS SAP participants exhibited growth in their ability to effectively communicate. More than one third (41%) of PMHS students achieved a 3 or better on

this skill set. Participants who were successful exhibited an ability to define needs, read social cues, ask clarifying questions, listen, offer empathy, and successfully work with others to solve problems. Of those PMHS SAP participants who did not achieve a 3 on this skill set, 31% showed an improvement in this area since their entrance into the program.

❖ **Self-Advocacy**

Seventy-nine percent (79%) of PMHS SAP participants showed effort in their ability to self-advocate. More than two thirds (64%) of PMHS students achieved a 3 or better on this skill set. Participants who were successful exhibited an ability to take responsibility, ask for and accept help, consider feedback, and experiment with various methods to solve problems. Of those

Conclusion

Through the use of the referral process, the SAP Counselor partnered with outside agencies and the wellness clinic, to enable students to have better access to additional services, whether they be physical or mental health related. Given the rise in mental health struggles amongst teens in N.H., the SAP Counselor will continue to serve as a bridge for students to receive the level of care they need and to access resources they might be lacking.

Environmental initiatives launched this year provided facts on current substance misuse trends in the hopes that this information would provide the consistent messaging needed to help combat erroneous beliefs around youth substance misuse. The transition brochures, referred to earlier in this report, were created to help students and parents plan for the demands of middle high school and provide assurance that help is available when a young person is struggling.

As illustrated in this report, the SAP program has been well utilized at PES and PMHS, from the steady stream of consultations with staff, students, and parents to the volume of sessions delivered to students through the Prevention Education Series. In the coming year, I hope to

expand my collaboration efforts further with the guidance department, teaching staff, support staff, and the administration to create a more broad understanding of prevention. I feel that together, this will enable us to identify and bring support to even more students in need. In the words of two grateful parents:

“This has been great! You have helped my girl be a lil’ happier in rough times.”

*“Thank you!
She is making such better progress!”*

In closing, I would like to thank the Pittsfield School District for their cooperation and continued support during the 2019-2020 school year.

Respectfully Submitted,

Elizabeth Pellegrini

Elizabeth Pellegrini, MS, LADC
Student Assistance Program Counselor