

# PITTSFIELD SCHOOL BOARD

## MEETING AGENDA

5:30 p.m., Thursday, September 3, 2020

PES Library

Pittsfield Elementary 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: August 20, 2020

August 20, 2020, Non-public session

### 5. PUBLIC INPUT & PUBLIC ACCESS– Comments from community members, guests, and faculty. The public may join the meeting remotely using the following information.

<https://us02web.zoom.us/j/9624435282?pwd=ZncvcW1VcUo1KzZEejk5SkNGVnZpQT09>

Meeting ID: 962 443 5282

Passcode: Harvey

Dial by your location:

1(312)626-6799

1(929)205-6099

Passcode: 793333

### 6. STUDENT REPRESENTATIVE – Oral Report

### 7. PES PRINCIPAL

#### Action

- Acceptance of Gift
- Handbooks

#### Information & Discussion

- Teaming at PES
- Teacher Workshop Days
- Participation Numbers

### 8. PMHS PRINCIPAL

#### Action

- Athletics
- Student and Staff Handbooks

#### Information & Discussion

- Drake Field
- Participation Rates
- Staff Workshop Days

### 9. DIRECTOR OF STUDENT SERVICES

#### Action

- 

#### Information & Discussion

- No Report

1. SUPERINTENDENT OF SCHOOLS

Action

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Information & Discussion

- Mandatory CODE OF CONDUCT REPORTING
- Staff Ethics
- Memorandum of Agreement
- Summary of the Good to Great Team Audit
- Notice of Trespass
- Opening of Schools

2. SCHOOL BOARD

Action

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Information & Discussion

▪

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: September 17, 2020

5. NON-PUBLIC SESSION –

6. ADJOURNMENT

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

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MINUTES

Pittsfield School Board Meeting  
August 20, 2020  
Pittsfield Middle High School

I. CALL TO ORDER

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

Others Present:           John J. Freeman, Acting Superintendent of Schools via Zoom  
                                  Jessica Bickford, Director of Student Services  
                                  Melissa Brown, PMHS Assistant Principal  
                                  Derek Hamilton, PMHS Principal  
                                  Danielle Harvey, PES Principal  
                                  Kathy LeMay, PES Assistant Principal  
                                  Members of the Public

Ms. Douglas called the meeting to order at 5:32 p.m.

II. AGENDA REVIEW

The following items was added to the agenda:

- Athletics (Mr. Hamilton)
- HVAC (Mr. Hamilton)
- Technology (Mr. Hamilton)

The following item was deleted from the Superintendent's report:

- School Reopening Plan (Dr. Freeman)

### III. ACTION ON AMENDED AGENDA

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

### IV. APPROVAL OF PREVIOUS MEETING MINUTES

A motion was made by Mr. Mitchell and seconded by Ms. Asdot to approve the minutes of the public meeting on August 6, 2020. Changes include: on page 1 and all pages at bottom, July 16 needs to reflect Aug. 6; change Roman numerals to be in sequence; on page 10, third line add s after Adam's name; on page 10, section II, add s after Adam's name; on page 10 add approval of two non resident attendance; on page 5 last paragraph, add to state "as needed" instead of "all devices". The motion passed unanimously to approve the minutes as amended.

A motion was made by Ms. Asdot and seconded by Mr. Gauthier to approve the minutes of the non-public meeting on August 6, 2020. The motion was passed unanimously to approve the minutes as written.

A motion was made by Mr. Gauthier and seconded by Mr. Mitchell to approve the minutes of the public meeting on August 11, 2020. Add August 2 2020 to footer at bottom on page. On page 1, change Roman numeral to III, rather than 18. The motion passed unanimously to approve the minutes as amended.

A motion was made by Ms. Asdot and seconded by Mr. Gauthier to approve the minutes of the non-public meeting on August 11, 2020. Changes included changing "superintendent" to "interim superintendent". The motion was passed unanimously to approve the minutes as amended.

A motion was made by Mr. Gauthier seconded by Ms. Drouin to approve the minutes of the public meeting on August 13, 2020. Change included on page two "came out of non-public and requested clarity if following the ABAB schedule by Adam and it was affirmed they would". The motion was passed unanimously to approve the minutes as amended.

A motion was made by Ms. Asdot and seconded by Mr. Gauthier to approve the minutes of the non-public meeting on August 13, 2020. Change "superintendent" to "interim superintendent". The motion was passed unanimously to approve the minutes as amended.

### V. PUBLIC INPUT

Jill Gauthier asked about students that don't have devices, wondering if they will receive them. Mr. Hamilton responded that yes, information will be coming out to deliver devices. This will be done prior to September 3, 2020.

Justin Clough, questioned what the decision is for athletics. Ms. Douglas stated this topic will be covered later in the agenda.

Melissa Babcock stated that during remote learning, Board minutes were posted on the Facebook page with reminders of meetings and it seemed to add attendance to meetings. She stated that it would help inform the community of what is happening and remind everyone of topics that are being discussed. Ms. Harvey stated that she posts agenda and minutes on Facebook. Ms. Douglas stated that we would make sure they are continuing to post on Facebook. Justin Clough suggested that a Facebook event be created for Board meetings.

VI. STUDENT REPRESENTATIVE - No report.

VII. PES PRINCIPAL

A. PES Paraprofessionals

Danielle would like the Board to consider an additional paraprofessional that is non-special education that can work in house and help cover for teachers that may need to work remotely. She predicts that there will be a lack of substitute teachers that will impact our ability to supervise students. Mr. Mitchell asked if there was information from Sally Blanchette relative to savings in the budget after hiring new staff. Ms. Harvey stated she did not have additional information from Ms. Blanchette. Ms. Asdot asked if paraprofessionals get benefits to which Ms. Bickford stated they do not, but receive a Flex Benefits Card with \$500 on it. Mr. Gauthier asked if there are vacant paraprofessional positions available. Ms. Harvey stated that all positions are filled and there are only two general paraprofessional positions in the district. Ms. Bickford stated that special education paraprofessionals cannot be pulled to cover teacher classrooms due to IEP requirements. Ms. Asdot asked about the hourly rate two which Ms. Bickford provided an explanation of the pay scale.

On a motion made by Ms. Asdot and seconded by Ms. Drouin the Board unanimously approved the hiring of a general education paraprofessional for ABAB days.

B. Instructional Model

Ms. Harvey stated all kindergartners will be following a hybrid model. Preschool is all set and ready to go. outdoor spaces.

### C. New Teacher Orientation

Ms. Harvey provided information relative to new teacher orientation.

### D. Registrations

Ms. Harvey updated the Board on registrations.

### E. Update on Fall Planning

Ms. Harvey stated class lists will be going out on August 24, 2002. On August 21, 2002, there will be a group of staff coming to volunteer to create outdoor classroom spaces. According to Ms. Harvey cleaning and assessment of the HVAC system is in progress. Mr. Gauthier asked how much the handwashing station cost to Ms. Harvey responded \$100. They were purchased using CARES Act money.

Mr. Gauthier asked if the CARES Act was for reimbursement purposes. Ms. LeMay explained that the money can be used for reimbursement and current or future purchases.

Ms. Drouin asked what the supply kits being sent home will include. Ms. Harvey stated they will include art supplies needed if the students have art and general utensil supplies such as: crayons, scissors, pencils, pens, erasers, measuring tape, etc. Most of the supplies are things that would generally be ordered; additional supplies have been ordered for home and school.

## VIII. PMHS PRINCIPAL

### A. PMHS Athletics

Mr. Hamilton stated that on July 30, 202 it was approved to recognize all fall sports and decisions are being left to local school districts to determine if they will participate. Phase three guidelines include provisions for contact. NHIAA provided three additional recommendations: 1) highly recommend that schools do not participate in phase 3 before going through phases 1 and 2; 2) schools support a scheduling model that allows for multiple days between athletic contests, which allow time for action to be taken should a COVID case arise on the teams; and 3) strongly support efforts to develop schedules that allow for constant evolution and changing. Mr. Hamilton stated that most schools are playing regional groups instead of Division competition. Mr. Hamilton provided an outline of an aggressive approach to the athletic program and would like to put on the Board agenda for September 3, 202 to move from stage 1 to 2. Ms. Douglas stated she thought this was a well thought out and good approach. Ms. Asdot asked if there would be much difference between a “friendly” match and normal games to

which Mr. Hamilton stated that this would be no different than it would be recorded and explained the process for typical play rules and Division competition.

Ms. Asdot and Ms. Douglas stated they liked the idea of looking at the COVID data before moving into each next phase. Ms. Asdot asked if they could decide which teams to play to which Mr. Hamilton stated that teams within 30-45 minutes travel would be in our region. He suggested that we could look at schools with similar COVID rates as us before we agree to compete.

Mr. Gauthier stated that he is conflicted with allowing sports to continue with this approach when we are dictating a contradicting philosophy. He stated that he likes the phase approach.

Ms. Douglas opened public input around this topic.

Justin Clough stated that he and his family have been very strict about safety protocols with his own family during COVID. He stated he is also involved in the Suncook Valley Soccer League and has many safety protocols in place for safety. He stated that kids need opportunities and outlets and has heard many parents state how grateful they are for the opportunity to play sports. Mr. Clough mentioned that he is in favor of approving this phased approach and leaving the decision up to the parents that they allow if the student plays. Ms. Douglas asked what his perspective is only playing against other towns and he stated that he is in favor of playing against teams in our region.

Melissa Babcock stated that she feels that she thinks it should be left to parents to make their own choice. Jillian Gauthier stated that she can see all sides and should be up to the parent to decide. Mr. Clough added that if our students are not playing sports here they will more than likely go to another location to play sports.

Ms. Douglas closed public input. The Board will vote on September 3, 2020.

## B. HVAC System

Mr. Hamilton stated has met twice now with Control Technologies and another company about the best approach for dealing with the system and they made these suggestions: 1) equipment assessment to address insufficiencies; 2) running system two hours before and two hours after students are in the building and run our fans all day; 3) use as much outdoor air as possible. Mr. Hamilton stated there is no fan at PES that conditions the air as it blows indoor and will either cool or heat the building. There are fans at PMHS. Ms. Asdot asked if there was an option to have a fan installed in PES. Mr. Hamilton stated no, as the cost would be hundreds of thousands of dollars. According to Mr. Hamilton, all air filters should be MERV filters and there are backorders and they will be delivered in

around eight weeks. He stated that they will not be in place before school starts because of this.

Mr. Hamilton discussed details around health services rooms and said that an air purifier could be installed or changes made to the ventilation system. At PES, Mr. Hamilton suggested considering installation of air purifiers in each homebase. Ms. Asdot asked if we could use CARES Act funding to which Mr. Hamilton answered in the affirmative. Ms. Drouin asked if updating the HVCS would be covered in CARES to which Mr. Hamilton responded no. Mr. Gauthier asked if there was a quote for updates and Mr. Hamilton stated that they couldn't without the assessment. Ms. Asdot asked if other companies than Control Tech will come in but Mr. Hamilton stated that this is the company we work with for our systems. After we have the quote we could potentially get additional quotes after the assessments.

A motion was made by Ms. Asdot and seconded by Ms. Douglas to move forward with the HVAC assessment. Mr. Gauthier questioned the bidding process. Dr. Freeman suggested that we maintain contact with Control Tech and suspend bidding requirements.

Ms. Asdot withdrew her motion. A motion was made by Mr. Gauthier and seconded by Ms. Douglas to suspend Policy DJE in order to move forward with Control Tech. The motion carried unanimously.

A motion was made by Ms. Asdot and seconded by Ms. Douglas to continue with Control Tech for the HVAC assessment. The motion carried unanimously.

On a motion made by Ms. Asdot and seconded by Ms. Douglas, the Board voted unanimously to approve the purchase of purifiers for the health services offices and all home bases / pods at PES with a maximum cost of \$1,000 per purifier using COVID funds.

### C. Devices

Mr. Hamilton stated that we need to pull back devices that students will not need in the fall. He stated additional chrome books have been ordered but shipment was delayed until October. Used Chromebooks were purchased from Concord. Mr. Hamilton stated the pick-up date for new devices will be before September 3, 2020. Mr. Gauthier asked if the CARES Act would cover both of these purchases and Mr. Hamilton stated that they would. Mr. Mitchell asked if the new technology runs on WIFI and if all students now have access. Mr. Hamilton stated that we do still have hotspots out to families and we are working on an internet reimbursement fund for families due to remote or hybrid learning purposes.



Mr. Hamilton asked what the communication platform will be for PMHS. Mr. Hamilton stated that they looked into Remind, Class Tag, and Class DOJO. Teachers will be deciding on one of these platforms no later than the end of the day August 26, 202. Mr. Mitchell asked when there are all-class Zoom meetings if expectations will be shared with families. Ms. Harvey stated that these expectations are shared with families every year; teachers would include these with classes at the beginning of the school year.

## IX. DIRECTOR OF STUDENT SERVICES

### A. Governor's Order #48

According to Ms. Bickford, special educators are in the process of scheduling IEP meetings to review if students need recovery services from the spring and review IEPs for the fall to ensure students receive the services they will need for this year.

### B. Vacant Positions

Ms. Bickford reported that she is currently in the process of filling the last few positions that remain open in the special education department and has successfully filled the positions of two case managers, school psychologist, part time ESOL teacher, preschool long term substitute, and five paraprofessional positions.

### C. Medicaid

Ms. Bickford reported that she is working with a consultant from Boothby to help streamline and improve our Medicaid billing processes and to be better prepared for an audit in the future. There are several new changes to Medicaid regulations and the reporting systems that we will need help navigating this year. This is funded through the IDEA grants.

## X. INTERIM SUPERINTENDENT OF SCHOOLS

### A. NHSBA Proposal for Superintendent Search

Barrett Christina from New Hampshire School Board Association (NHSBA) joined for the search for our new Superintendent search. Ross Morse and Jay McKintire joined via Zoom from the Bryant Consulting Group. Mr. Christina described the process that is used to use competencies that help identify top leaders for organizations. Barrett mentioned some of the New Hampshire schools that they have recently helped. Mr. Morse explained a brief summary of the process to be used, broken into 5 phases. He stated that Keisha Taylor will also be working with him and that she has worked with Pittsfield in the past with our

re-design process. Mr. Morse stated there should be a diverse representation of the school community on the search committee. The committee will make suggestions to the School Board.

A financial agreement will need to be made with NHSBA on the cost for this search process. Mr. Morse stated that this is a big commitment and requires a lot of effort and work. This would require two meetings per month for at least two hours each. He mentioned he would “Pittsfieldize” this process. Mr. Gauthier asked how much more challenging it will be because of the part time position. Mr. Morse stated that the process would be the same; however, there are fewer applicants.

Ms. Asdot asked how long this would take to which Mr. Morse stated about four months. Mr. Christina suggested that we may want to hold off on initial posting until February or March due to the part-time nature of the job. He suggested forming the committee around the holiday season prior to posting the job. Mr. Christina asked how many board seats are up this year to which Ms. Asdot rescinded two; she stated two: Mr. Gauthier’s and hers.

Ms. Douglas asked what the process would be for developing an agreement. Mr. Christina stated that they would need to negotiate cost and then would send a contract. He stated that the cost would be about \$15,000 and any additional cost including the job posting about \$500 and mileage reimbursements.

#### B. MOU with Education Association of Pittsfield (EAP)

The revised copy of the memorandum of understanding with the EAP was sent to Mr. Gauthier and Ms. Asdot but they have not had the opportunity to review yet. The format was changed and information to include the items that were added. Mr. Mitchell asked if the board could wait until September 3rd to take action. On a motion made by Mr. Gauthier and seconded by Ms. Asdot the Board voted unanimously to table the vote until September 3, 2020.

#### C. Title IX Policy Updates

Dr. Freeman suggested the Board move to act on the Policy AC-E amendment. On a motion made by Ms. Asdot and seconded by Mr. Gauthier the Board voted unanimously to approve Policy AC-E with Jessica Bickford’s name added as the Human Rights Officer and the Title IX Coordinator.

#### D. Interim Superintendent of Schools

#### E. Principal Compensation

XI. COMMITTEE ASSIGNMENTS

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

XII. SCHOOL BOARD

XIII. PUBLIC INPUT (Second Session) - None

XIV. NON PUBLIC

At 7:34 p.m. a motion was made by Mr. Mitchell and seconded by Ms. Asdot to enter into a non-public session under the authority of RSA 91-A:3 (c) to discuss the interim superintendent and a personnel matter. The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, yes; Ms. Drouin, yes; Mr. Gauthier, yes; Mr. Mitchell, yes).

At 7:51 p.m. a motion was made by Mr. Mitchell and seconded by Ms. Asdot to exit from a non-public session. The Board was polled and voted unanimously to exit the non-public session (Ms. Asdot, yes; Ms. Douglas, yes; Ms. Drouin, yes; Mr. Gauthier; Mr. Mitchell, yes).

XV. NEXT MEETING

The next meeting of the Board is scheduled for September 3, 2020 at 5:30 in the Pittsfield Middle High School media center.

XVI. ADJOURNMENT

On a motion made by Ms. Asdot and seconded by Mr. Mitchell, the meeting was adjourned at 7:52 P.M.

Respectfully submitted,

Jessica Bickford  
Recording Secretary

**PITTSFIELD SCHOOL BOARD**

**Non-Public Session Minutes**

August 20, 2020

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

Motion: On a motion by Mr. Mitchell 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.*

Roll call: Vote to enter nonpublic session:

|              |     |
|--------------|-----|
| Ms. Asdot    | yes |
| Ms. Drouin   | yes |
| Ms. Douglas  | yes |
| Mr. Gauthier | yes |
| Mr. Mitchell | yes |

Time Nonpublic Session Entered: 7:34 p.m.

Other Persons Present: John Freeman, Interim Superintendent of Schools  
John Graziano, Candidate for Interim Superintendent of Schools  
Derek Hamilton, PMHS Principal (first portion of session)  
Danielle Harvey, PES Principal (first portion of session)

Description of Matters Discussed:

A. Administrator Compensation

The Board discussed compensation for unused vacation time for administrators.

B. Interim Superintendent of Schools Agreement

The Board discussed compensation for the interim superintendent of schools.

Actions:

- A. On a motion by Mr. Gauthier and seconded by Mr. Mitchell, the Board voted unanimously to provide per diem compensation to each of five district administrators for up to five vacation days not used during the 2019-2020 school year.

B. On a motion Ms. Asdot and seconded by Mr. Mitchell, the Board voted unanimously to contract terms with John Graziano to serve as interim superintendent of schools commencing on August 26, 2020, and extending to June 30, 2021.

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:** Danielle Harvey  
**Subject:** Board Meeting – September 3, 2020  
**Date:** August 28, 2020

### ACTION

1. Acceptance of Gift: At a previous meeting I shared that the Globe Mtg. Company Fund for Music and Arts awarded us the grant for the musical playground equipment to add to the natural playground. The check in the amount of \$7, 368.00 has arrived so I would ask the board to accept this amount. The equipment should be able to be here for October (as you know, many shipping and manufacturing facilities are backed up. They will let us know if parts are in early). This amount is being combined with the previously accepted \$7000 from the Carl Wallman Foundation for the slide and \$3000 previously accepted from the NH Audubon for plants. If the board wants, I would be happy to walk you through the space and the plans for installation.
2. Handbooks: We are currently in the process of revising the handbooks to match the procedures in the reopening plan. With this in mind, it is recommended that the Board approve our continued use of last year's handbooks, which will be the guidance we follow for anything not covered in the Reopening Plan. We will have updated handbooks for your review at the next meeting.

### INFORMATION

1. Teaming at PES: Attached is the staffing for PES faculty for the start of the school year. By expanding the multiage groups we were able to meet all the A/B requests of families and create heterogeneous groups of students.
2. Teacher Workshop Days: On August 26th we welcomed the teachers and staff back to the building. In order to keep social distancing we have done all our meetings by team, zooming when a larger group is needed. Team leaders are meeting daily at the end of the day to check in and support each other.

As of this report teams have: reviewed the reopening plan, finalized their schedules, set up classrooms to match the reopening plan, created duty schedules, completed mandatory mental health first aid and suicide prevention training, bagged supplies to go home with students, begun planning the kick off day resources.

Next week we will: complete health service training, complete Title IX training, complete set up for the online classrooms and resources, hold material pick up hours, review Student Support Services (behavior management, Progression of Support, Special Education).

3. Participation Numbers: Below are the number of students participating in hybrid or remote education at each grade span.

|              | In Person (Hybrid) | Remote |
|--------------|--------------------|--------|
| Pre-K        | 11                 | 4      |
| Kindergarten | 40                 | 3      |
| 1/2          | 60                 | 16     |
| 3/4          | 57                 | 22     |
| 5th          | 40                 | 3      |
| Total count  | 208                | 48     |
| Percentages  | 81.25%             | 18.75% |



NEW HAMPSHIRE  
CHARITABLE FOUNDATION

UP TO THE PROMISE

August 6, 2020

Dr. John J. Freeman  
Superintendent  
SAU #51-Pittsfield School District  
23 Oneida Street, Unit 1  
Pittsfield, NH 03263

RE: Grant ID: 129625

Dear Dr. Freeman:

Congratulations! I am pleased to inform you that a \$7,368.00 grant has been awarded to SAU #51-Pittsfield School District to help create an art/musical playground for the elementary school. This grant is made possible by gifts from the following fund(s): Globe Mfg. Company Fund for Pittsfield Music and Arts.

Please review the enclosed Terms of Award and save it with the award letter. This document, along with the deposit of the grant check, signifies your acceptance of the award and your agreement to comply with its terms. It also includes information about filing reports and request for revisions to the grant. In addition, it serves as our receipt for this payment. (If a grant award check is not included in this letter, it will be sent to your organization within one week of this letter.) Finally, please reference the above Grant ID in any communications with the Foundation.

We encourage you to publicize your work; please refer to our Press Kit ([www.nhcf.org/publicity](http://www.nhcf.org/publicity)) for guidelines, logos, etc. – and please share your story with us so we can help publicize your good work!

If you have any questions about this grant or its terms, please contact Deborah Schachter. We wish you success in your efforts and look forward to learning about your results.

Sincerely,

Katie Merrow  
Vice President of Community Impact

Enc.





40 Merrimack St 4  
 Concord, NH 03301  
 888-290-8405  
<https://naturalplaygroundsstore.com>

|             |        |
|-------------|--------|
| Sale Number | 5958   |
| Sale Date   | 8/5/20 |

**Billing Info:** Customer # WHC7164

|  |    |       |
|--|----|-------|
| Danielle Harvey<br>Pittsfield School District<br>34 Bow Street |    |       |
| Pittsfield   | NH | 03263 |

**Shipping Info:**

|  |    |       |
|--|----|-------|
| Danielle Harvey<br>Pittsfield School District<br>34 Bow Street |    |       |
| Pittsfield   | NH | 03263 |

| Qty | Description                                     | Option  | Opt Price | Item Price | Line Price |
|-----|---|---|-----------|------------|------------|
| 2   | Art Easels                                      | Art Easel w Clear Panel and 2 in-ground posts   |           | \$349.95   | \$699.90   |
| 1   | Hank Drum (Tongue Drum)                         | Hank Drum with mounting pipe to mount in ground |           | \$420.95   | \$420.95   |
| 1   | Musical Fences                                  | Musical Fence 4'                                |           | \$1,018.95 | \$1,018.95 |
| 2   | Magnetic Chalkboard Easel 2 Sided               | Magnetic Chalk board with in-ground posts       |           | \$658.95   | \$1,317.90 |
| 1   | Thunder Drum                                    |   |           | \$530.95   | \$530.95   |
| 1   | Musical Wood (Xylophone)                        |   |           | \$467.95   | \$467.95   |
| 1   | Embankment Slide Platform w options             | Slide Entrance Platform (single slide)          | \$859.95  |            | \$859.95   |
| 1   | Embankment Slides (3 foot drop to 35 foot drop) | Embankment Slide 5'                             |           | \$2,251.95 | \$2,251.95 |
| 1   | Retainer Kits (fall zones and sand play areas)  | Slide Retainer Kit for all slides up to 7' high |           | \$594.95   | \$594.95   |
| 1   | Hollow Logs                                     | 28" Dia (~20" interior) x 36" Long              |           | \$1,037.95 | \$1,037.95 |
| 1   | Embankment Slide Platform w options             | Slide sit down bar                              | \$0.00    |            | \$0.00     |

| Pymt. Type | Details | Amt. Applied | Sub Total           |
|------------|---------|--------------|---------------------|
|            |         |              | \$9,201.40          |
|            |         |              | Discount            |
|            |         |              | Tax                 |
|            |         |              | Shipping & Handling |
|            |         |              | \$650.00            |
|            |         |              | Rush Fee            |

*All Sales final, NO RETURNS, refunds or exchanges.  
 \*\*Payment Due Upon Receipt\*\*  
 One time 5% late fee can incur and Compounding Interest of 18% Apr.  
 for non payment of invoices.*

|             |            |
|-------------|------------|
| Order Total | \$9,851.40 |
| Payments    |            |

**Amount Due** \$9,851.40

This year PES teachers will be working in teams. These teams are the “pods” referenced in the Reopening Plan. By creating these teams, we were able to keep heterogeneous groups of students, meet parent requests, and ensure each team would have an appropriate ratio of students to teachers and minimizing points of contact. It also allows teachers to work collaboratively in case someone ever has to be out and to meet the needs of the students.

The students within a single pod will have lunch and recess together; it’s the largest group they will be in when at school in a yellow or orange status. The pods have been created to not be larger than 24 for A or B days.

Below is a list of the faculty and general education paraeducators supporting each team. We are still working on the paraprofessional assignments.

Preschool- Miss Meg (on maternity leave to start the year)

Kindergarten - Mrs. Ball, Mrs. Mederios, Ms. Smith (special education), Miss Krystal, Miss Kenzie

Team Sunflowers ( $\frac{1}{2}$ ) - Mrs. Biron, Mrs. Rowley, Mr. Ryan (special education), Mrs. Servance (remote and interventions), Mrs Filiault (UNH TRRE Intern)

Team Habitat ( $\frac{1}{2}$ )- Mrs. Brown, Ms. Soucy, Mrs. Littlefield (special education), Mrs. Coombs (remote and interventions), Mr. Marineau (UNH TRRE Intern)

$\frac{3}{4}$  Scholars Team 1- Mrs. John- Zensky (Ms.D), Mrs. White, Mrs. Northop (special education) Ms. Fontaine (remote and interventions), Ms Galley (UNH TRRE Intern)

$\frac{3}{4}$  Scholar Team 2 - Mrs. Elliott, Ms. Critchett, Ms. Stewart (special education), Mrs. McNeil (remote and interventions)

Fifth Grade- Miss McMEnimen, Miss Bickford, Mrs. Ramsey (special education)

Mrs. Mahanes will be remote this year and holding live morning meetings for our remote Kindergarteners and fifth graders.

Unified Arts- Mrs. Mahanes, Ms. Stevens, Miss Calautti, Mr. Balsler

## Pittsfield School District

**To:** Pittsfield School Board  
**From:** Derek Hamilton, PMHS Principal  
**Subject:** Board Meeting – September 3, 2020  
**Date:** August 28, 2020

### ACTION

1. Athletics. I've enclosed an outline of preliminary recommendations for fall athletics at PMHS. The recommendations detail the staged approach discussed at the previous Board meeting and points of emphasis to the holistic approach. At this point, the Athletic Department is requesting your approval to move from stage one to stage two. Jason Darrah, our Athletic Director, and I will provide an overview of the preliminary recommendations and more specifically address the process for transitioning to stage two at the Board meeting.
2. Student and Staff Handbooks. I'm requesting that the Board adopt the current Student/Family and Staff Handbooks to start the school year. We have not had an opportunity to revise the handbooks to reflect the practices and procedures within the reopening plan. In any situation where handbook policies or procedures conflict with the reopening plan, we will default to the reopening plan. We also need time to update the handbooks to reflect the administrative restructuring and points of contact. I anticipate having these handbooks updated for your review and approval at the first Board meeting in October.

### INFORMATION

1. Drake Field. The tennis court revitalization project will be underway starting September 1. The project includes the resurfacing of the tennis and basketball court areas and the replacement of the fence around the perimeter of the area. We are also considering options for the damaged playground structure on the lower field level. I will provide an update at the Board meeting.
2. Participation Rates. On August 25 we mailed back-to-school packets with letters to families that indicated their hybrid day designation (A or B). As of August 28, 74% of PMHS students have selected hybrid learning and 21% have opted for remote learning. The other 5% of students are home schooling or participating in another program.
3. Staff Workshop Days. I've enclosed an outline of our staff workshop days for August 26-27. Objectives for August 31-September 2 include training on ClassTag (the family communication platform selected by PMHS teachers), Google Classroom, Zoom, recording and posting videos, and Power School. Other topics include Title IX training, Special Education training, and Advisory Program training.

## PMHS Fall Athletics: Preliminary Recommendations

- I. Objective - to develop guidelines for middle and high school student-athletes to safely participate in fall athletics.
- II. Staged Approach - recognizing that the current conditions, school status, and the state of amateur athletics is fluid, we believe a progressive approach, with careful evaluation at each stage, is appropriate at this time.
  - A. Stage 1: July 20-September 7 – continue with non-contact skill and drill sessions in accordance with Phase 2 guidelines (2 days per week)
  - B. Stage 2: September 8-September 17 – transition to regular practice sessions with limited contact drills in accordance with Phase 3 guidelines (5 days per week)
  - C. Stage 3: September 18-October 25 – participate in friendly matches with regional schools or schools with similarly low rates of COVID (no more than 1-2 matches per week)
  - D. Stage 4: October 26-November 14 – participate in an open Division IV state tournament (for high school)
- III. Guiding Principles
  - A. Safe return to play
  - B. Social-emotional well being
  - C. Positive engagement in school and community
- IV. Points of Emphasis
  - A. Communication
    1. Pre-season Information
      - a) Mandatory pre-season meetings with players and at least one parent/guardian to review guidelines (scheduled for September 3)
      - b) If a player and/or parent/guardian is unable to attend, they must schedule a meeting with athletic director before participating in a team function
    2. In addition to standard pre-season forms (which already includes a warning consent agreement), consider including a COVID release waiver
    3. Continue with weekly updates to families with information and reminders through email and social media platforms
  - B. Communal Spaces
    1. The locker room areas at Drake Field will be closed (not enough space to maintain social distance); players are expected to arrive dressed for practices and friendly matches.
    2. Chairs (rather than benches) will be used to maintain social distance in bench areas
    3. Port-a-potties will be available at the field; during friendly matches, one will be assigned to the home team and another to the visiting team.

### C. Cleaning and Disinfecting

1. Expecting to receive cleaning and disinfecting procedures for equipment from Wilson (will add recommendations here).
2. Each team will be issued disinfectant spray bottles and paper towels for cleaning and disinfecting
3. Bench areas, buses, port-a-potty will be cleaned and disinfected according to CDC guidance (add link) before and after use by assigned personnel.
  - a) Bench areas - game director or athletic director
  - b) Buses - bus or coaching staff
  - c) Port-a-potty - game director or athletic director

### D. Health Screening

1. All home personnel (players and coaches) will be expected to enter through the Chestnut Street entrance to be screened prior to practices and friendly matches.
2. All visiting personnel (players, coaches, and referees) will be expected to enter through the Barnstead Road (it is agreed upon by Division IV and regional athletic directors that visiting personnel will be screened prior to departure for friendly matches)
3. Will follow the most up to date screening protocols provided by the CDC/DHHS and implemented by the school district

### E. Health & Hygiene Practices

1. Players, coaches, and referees are expected to wear a mask prior to screening. Masks must be worn by those not engaged in athletics when a six-foot social distance can not be maintained.
2. Alcohol-based hand sanitizer with at least 60% alcohol should be readily available at training sessions.
3. Hand sanitation is encouraged upon arrival, before or after water breaks or snacks, before and after using the bathroom, and prior to leaving the training session or match.
4. All mouth-based activities (e.g. spitting, chewing gum, and licking fingers) is prohibited.

### F. Scheduling

1. Will schedule friendly matches with regional schools or schools in communities with similarly low percentages of COVID cases.
2. Will seek to schedule friendly matches with only one school per week (home and away match) and have 2-3 days between all matches.

### G. Shared Objects

1. Discourage sharing of items that are difficult to clean, sanitize, or disinfect. Do not let players share towels, clothing (e.g. pinnies or reversible jerseys), or other items they use to wipe their faces or hands.
2. Make sure there are adequate supplies of shared items to minimize sharing of equipment to the extent possible (e.g., protective gear, balls,

bats; otherwise, limit use of supplies and equipment to one group of players at a time and clean and disinfect between use).

3. Keep each player's belongings separated from others' and ensure they are spaced at least 6 feet apart.
  4. Players are prohibited from sharing personal equipment (e.g. gloves, helmets, and bats) with other players.
- H. Spectators (at home friendly matches)
1. Group size is to be limited to 50% of the facility.
  2. Those living in the same household may sit together at friendly matches (designated family spaces will be outlined with field paint)
  3. All other spectators are expected to maintain a six-foot social distance or wear mask if a six-foot social distance can not be maintained
- I. Transportation (to away friendly matches)
1. One student, per seat, with masks
  2. Students may be allowed to ride to games with their parents provided advanced notification is given to the athletic director or coach.
  3. Stopping for food on the way home - tabled until we have further information; games may be regionalized.
- J. Water Systems
1. Players will not be allowed to use water fountains or share water bottles. Players are expected to bring their own water to training sessions. We will not supply water to players or personnel.

V. Resources

- A. [New Hampshire Youth and Amateur Sports Guidelines](#)
- B. NHIAA Reopening Sports Guidance



## PITTSFIELD MIDDLE HIGH SCHOOL

Staff Workshop  
August 26-27, 2020  
8:00-3:00 p.m.

### OBJECTIVES:

- To outline team expectations (common grade level/span expectations, organization of Google Classroom, etc.)
- To finalize student groupings, home base assignments, and duty coverage
- To familiarize ourselves with the master schedule and the use of adaptive scheduler
- To organize the physical space of classrooms and office spaces
- To plan orientation (sixth and seventh) and onboarding (everyone else) for students 6-12
- To make a recommendation for a family communication platform (by August 26)
- To complete assigned Safe Schools training modules (by September 3)

### TEAM MEETING DETAILS:

- Staff members may participate by joining in-person or by Zoom (see links below)
- Staff members will work primarily in team home bases
- Paraprofessionals, specialists, and others will join the teams they are assigned to or join a team they commonly connect with
- There will be limited “fixed meeting times” (see page two); administration and others (i.e. school nurse) will rotate to check-in with teams
- Each team is expected to complete the objectives listed above by the end of the work day on August 27 unless noted otherwise

| TEAM              | MEETING LOCATION  | ZOOM LINK                 |
|-------------------|---|---------------------------|
| Sixth Grade Team  | Room 126<br>(Dave Patsos' Room)   | <a href="#">Zoom Link</a> |
| 7-8 Grade Team    | Room 120<br>(Theresa Marshall's Room)                                   |                           |
| 9-12 Grade Team   | Lecture Hall (9-12) with<br>Room 114 (Kiza's Room) as<br>breakout space | <a href="#">Zoom Link</a> |
| Unified Arts Team | Room 213<br>(Jen Massey's Room)   | <a href="#">Zoom Link</a> |
| Life Skills Team  | Room 127<br>(Charlene Vary's Room)                                      |                           |

|                     |                            |  |
|---------------------|----------------------------|--|
| Guidance Department | Room 212<br>(Computer Lab) |  |
|---------------------|----------------------------|--|

**FIXED MEETING DETAILS:**

- All staff members are expected to join the following Zoom meetings on Wednesday and Thursday. You are welcome to join these meetings from your team home bases, classroom, office space, or from home.

| DATE/TIME                         | TOPIC  | ZOOM LINK                               |
|-----------------------------------|--|---|
| Wednesday, August 26<br>8:15-8:45 | <a href="#">PMHS Welcome, Introductions, and Overview</a>                    | <a href="#">Zoom Link</a>               |
| Wednesday, August 26<br>9:00-9:15 | School District Welcome with Dr. Graziano, Interim Superintendent of Schools | <a href="#">Zoom Link</a>               |
| Thursday, August 27<br>8:15-8:45  | PMHS Jigsaw Conversation   | <a href="#">Groups &amp; Zoom Links</a> |
| Thursday, August 27<br>1:00-1:30  | PMHS Wrap-Up & Planning for Week 2   | <a href="#">Zoom Link</a>               |



## INTERIM SUPERINTENDENT OF SCHOOLS

### A. Mandatory CODE OF CONDUCT REPORTING

This policy- GBEAB was adopted August 20, 2020

### B. STAFF ETHICS

This policy - GBEA was amended August 20, 2020

### C. MEMORANDUM OF AGREEMENT

This ( MOA ) was tabled at the August 20th meeting. I suggest that you review and discuss prior to approval.

### D. SUMMARY OF THE GOOD TO GREAT TEAM AUDIT

This audit is for your information. A review and discussion will be held at the September 3rd meeting.

### E. NOTICE OF TRESPASS

I met with Chief of Police Collins to discuss the concerns at Drake field. He suggested that we sign a NOTICE OF TRESPASS for those who continue to pay attention to reasonable verbal warnings.

### F. OPENING OF SCHOOLS

The Principal's and Administrative team have organized excellent and thoughtful training for teachers and staff. Their leadership is obvious and impressive. Teachers and staff are engaged and working hard to prepare to serve students and community during these unprecedented times. The buildings are vibrant and immaculate. The message is consistent - WE CARE.

Pittsfield School District

**STAFF ETHICS**

All employees of the district are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. To these ends, the Board adopts the following statements of standards. ~~District employees will:~~ ***District employees will adhere to the standards enunciated in this Policy in the decision-making process involving interactions with students, the school community, colleagues, parents, and the public.***

***A. Adoption and Incorporation of Standards of Code of Ethics for New Hampshire Educators***

***The Board incorporates by reference and adopts as independent ethical standards relative to employment in the district, the provisions of the New Hampshire Code of Ethics for New Hampshire Educators, as the same may be amended by the state from time to time.***

***B. Additional Ethical Standards***

***In addition to the ethical standards set forth in the New Hampshire Code of Ethics and without limiting the application thereof to district employment, employees will:***

- Make the wellbeing of students the fundamental value of all decision-making and actions;
- ***Staff members shall maintain a reasonable standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities;***
- Maintain just, courteous, and proper relationships with students, parents, staff members, and others;
- Fulfill their job responsibilities with honesty and integrity;
- Direct any criticism of other staff members toward improving the district; such constructive criticism is to be made directly to the appropriate district administrator;
- Obey all local, state, and national laws;
- Implement the School Board's policies, ***administrative rules, and regulations;***

## GBEA

- Avoid using position for personal gain through political, social, religious, economic, or other influence;
- ***Refrain from making false statements or knowingly submitting false information during any investigation of discrimination, bullying, or sexual harassment;***
- Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development;
- Honor all contracts until fulfillment or release;
- Maintain all privacy and confidentiality standards as required by law;
- Exhibit professional conduct both on and off duty.

Employees are put on notice that this list is not intended to be exhaustive or complete. Employees who fail to abide by the terms of this policy may be non-renewed and/or face discipline up to and including termination. Any action taken regarding an employee's employment with the district will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

### ***C. Dissemination***

***The content of this policy should be included in every employee/staff handbook and/or otherwise provided annually to each employee, designated volunteer, and contracted party.***

Adopted: March 1, 1980 (as Policy GBCA)  
Amended: January 25, 1990  
Reviewed: October 15, 1992  
Reading: June 24, 2010  
Adopted: July 22, 2010  
Amended: June 26, 2014  
Reviewed: September 6, 2018  
Amended: August 20, 2020

Pittsfield School District

**MANDATORY CODE OF CONDUCT REPORTING**

**A. General.**

*The Code of Conduct for New Hampshire Educators, sections 510.01- 510.05 of the N.H. Dept. of Education Administrative Rules (the “NH Code of Conduct”) imposes various reporting requirements upon each “Credential Holder” as that term is defined by N.H. Dept. of Ed. Administrative Rule 501.02 (h). The reporting requirements include, among others:*

- 1. reporting any “suspected violation of the code of conduct” (see NH Code of Conduct at Ed 510.05 (a)); and*
- 2. self-reporting within five (5) days any arrest for violations of crimes enumerated in RSA 189:13-a, V (“Section V Offenses”) (see NH Code of Conduct, at Ed 510.01 (b)(2)).*

*By way of Policy GBEB the Board has adopted the provisions of the New Hampshire Code of Conduct as employment rules and standards applicable to all employees and consultant/independent contractors, irrespective of whether or not such persons are credential holders. Consequently, each district employee designated volunteer, or contracted service provider (collectively referred to in this policy as a “Covered Individual”), is required to report certain acts, incidents, and misconduct as provided in this policy.*

*Reports under this Policy are in addition to other reports as may be mandated by law or other policies (e.g., abuse or neglect of children, required by RSA 169-C:29 and Policy JLF, acts of “theft, destruction, or violence” as defined under RSA 193-D:4, I (a), incidents of “bullying” per Policy JICK, and hazing under RSA 671:7).*

**B. Reports by Covered Individuals of Suspected Misconduct or Violations.**

*Any covered individual having reason to suspect that any other district or SAU employee, designated volunteer, or third party consultant/contractor has violated any provision of the New Hampshire Code of Conduct, and/or Policy GEBE, whether on or off duty, shall report the same to such covered individual’s building principal, or to the superintendent.*

*If the person who is the subject of the alleged misconduct/violation is the superintendent, then the covered individual shall report the suspected violation to the individual’s building principal, who is hereby granted authority to consult with the district’s attorney on the matter.*

*Additionally, if the covered individual is also a credential holder, s/he shall report the superintendent’s suspected violation/misconduct directly to the New Hampshire Department of Education. Likewise, if a credential holder has made a report to the principal and/or the superintendent, and believes that the district’s reporting*

*procedures as expressed in this Policy have not been followed, the credential holder shall so notify the New Hampshire Department of Education directly.*

*Covered individuals are encouraged to make their reports in writing. Doing so will provide the covered individual with evidence that they have complied with the requirements of this Policy and the New Hampshire Code of Conduct (if applicable).*

**C. Self-Reporting of Certain Crimes.**

*Self-reports of the Section V Offenses as described in A.2 above, shall be made in the same manner as reports under B, above. Because the list of Section V Offences is subject to change by the New Hampshire Legislature, employees, etc. who are arrested for any reason should promptly review the then statute, which may be found online at:*

*<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>*

**D. Provisions Applicable to Principals.**

*Upon receiving a report of suspected violation of Policy GBEAB or the New Hampshire Code of Conduct, or otherwise has knowledge of a violation, the principal or any other administrator shall immediately report the same to the superintendent. If the superintendent is the subject of report, then the principal's report shall be made in the same manner as described in B.2, above.*

**E. Superintendent's Report to the Department Regarding Credential Holders.**

*The superintendent shall report misconduct by credential holders to the New Hampshire Department of Education in accordance with section 510.05 (c) of the New Hampshire Code of Conduct.*

**F. Procedures.**

*The superintendent may establish such administrative procedures, forms, etc. as s/he may deem necessary or appropriate to implement this policy.*

**G. Dissemination.**

*The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted consultant.*

**Adopted: August 20, 2020**

## Explanation of the Good To Great Team and Its Program Audit

**Description of the team and its members** The Good to Great Team is a group of school and community members whose task is to provide guidance on school district programs through an audit process. The audit process is one that the district adopted from the Center for Secondary School Redesign with its input. The team members for 2019-2020 are Erica Anthony, Susan Bradley, James Cobern, John Freeman, Ted Mitchell, Ralph Odell, Elaine Ramsey, Bernadette Rowley, and Leslie Vogt.. These members formed the audit team who carried out the advisory program audit process.

**Audit process** Anyone in the community may initiate an audit request for any district program. The purpose of an audit is to examine any of the district's programs to provide constructive feedback as to the implementation of the program. The program audit is a year-long, collaborative process between the audit requestor and the audit team. The audit is designed to collect data from multiple sources and evaluate the data against a set of rubrics in several key elements. Audit team members identify the data sources, generate questions for those sources based upon the rubrics, collect and analyze the data, and generate recommendations and ratings for each audit element. Much time is taken beyond the Good to Great team meetings to collect data. Data collection often includes organizational documents, surveys, focus groups, and interviews of all segments of the school community. Team meetings are a chance to vet data sources, clarify questions, and compare observations. The culmination of the audit is a report to the School Board and community.

**Explanation of the audit and rubric** The audit begins with a request for an evaluation of one of the district's programs. The requestor and the audit team discuss any specific areas of the program that the requestor is particularly interested in analyzing, as well as the requestor's initial idea of how well the program is being implemented. The [audit element protocol](#), or template, contains fifteen elements, or aspects, of any program. The audit team and the requestor agree on the most impactful elements to be evaluated to ensure the audit is completed within the school year.

The audit process is described in the [process map](#). Key steps include:

- The audit team assigns owners to the selected elements.
- Based upon the rubric, element owners generate questions and identify relevant data sources.
  - ❑ Element rubrics identify the definition of the element and detailed descriptions of how an element of the program qualifies for a rating of “Exemplary,” “Proficient,” or “Needs Improvement.”
  - ❑ Data sources may include organizational documents, surveys, focus groups, and interviews.
- Audit team members collect and forward the data to element owners for analysis.
- The element owners make observations, recommendations, and commendations based upon the data collected.
- The audit team generates the final report and shares it with the program owner and audit requestor.
- The audit team shares the final report with the School Board and community.

## **Summary of the Good to Great Team Audit of Pittsfield School District's School Administrative Unit**

### **SCOPE**

This year the Good to Great Team endeavored to audit the School Administrative Unit of our district. The purpose of our audit was twofold. The first task was to evaluate the current operation and functioning of the SAU. The second was to identify possibilities and priorities for the future, should current staffing of the SAU change, or if the district were to alter the structure of the SAU.

### **AUDIT CONCLUSIONS**

The audit of the current operation of the SAU focused on five domains. Those five domains were Structure and Organization, Sustainability, Resources, Leadership and Project Management, and Team Functioning.

Data sources for the audit included the members of the SAU staff, administrators, district faculty and staff, students, families, past and present school board members, organizational documents, and information about comparable SAUs.

The domains of Structure and Organization, Resources, Leadership/Project Management, and Team Functioning were found to earn ratings of Exemplary and were low priorities for attention based upon the indicators in the audit rubric. The domain of Sustainability earned a rating of Proficient according to the rubric and the team decided that this domain was of high priority.

### **OBSERVATIONS AND RECOMMENDATIONS**

Across a majority of the data sources, the team found that the SAU functions collaboratively and efficiently, especially considering the small size of the staff. There are adequate resources, including time, to carry out the responsibilities of the SAU, although it was noted that salaries are borderline and sometimes projects get put off to complete more pressing tasks by set deadlines.

A majority of the data sources showed that the SAU exhibits "innovative" leadership. This was evidenced by the initiatives that the SAU has spearheaded in recent years. It is also exemplified by the hands-on approach that the superintendent has. He is regularly visible in the schools, both for the teachers and students. The SAU staff is approachable, knowledgeable, competent, and prompt when it comes to addressing most staff issues and inquiries.

A survey distributed to families received only 28 responses. Those responses were mixed as to their feelings about the ability of the SAU staff to meet or talk to them, but a majority felt that they got a timely response when they asked for information. Parent respondents also felt that the roles of the SAU staff were not clear, the channels of communication were not clear, the SAU did not communicate openly and honestly, the SAU did not give them helpful answers, and that the SAU staff did not have the expertise or skills to address their concerns. Due to the low number of parents that responded, it is unclear if these opinions represent the majority of parents in the district, but it may point to the need for the SAU to improve communication and relationships with the community.

Since Sustainability was indicated as the one needing high attention, most of the recommendations fall in that domain.

- The SAU should consider creating process maps for the business administrator's responsibilities that are specific to the district.
- SAU staff should set aside time to evaluate their processes formally.

- Proficiency with available technology should be increased to streamline communication and other tasks.
- Complete professional development about and increase the priority of alternate certification and recertification processes.
- Review and strengthen the performance evaluation for the superintendent. Consider creating and filling a curriculum coordinator position, to relieve that task from the Dean of Instruction.
- Review the process for appropriate distribution of leadership throughout the school year as projects emerge.
- Consider avenues through which communication with the community could be improved and the functions of the SAU could be explained (handbook, website, etc.).

## **POSSIBILITIES AND PRIORITIES FOR THE FUTURE**

As the number of our SAU staff is so small and has been together for such a long time, its functioning is particularly vulnerable to changes in staff at that level, as might happen due to retirement or prolonged absence. Part of our data collection was to survey stakeholders as to what were their priorities for the administrative structure, and what advantages and disadvantages there might be to alternate administrative structures. Other scenarios that were considered were

- Joining another SAU to have them provide administrative services,
- Outsource the duties of the business administrator,
- Have another district join our SAU to share administrative expenses and duties,
- Determine if it would be possible and beneficial to hire a consultant for budget development, management and planning.

Many of the stakeholders noted that switching to a multi-district SAU model would be positive in that it may save costs to the district, increase access to resources, and provide alternative and increased options for students. Stakeholders also noted that this kind of change might result in higher costs, reduced control over our own district, reduced access to SAU services (if they were off-site), less personalized services and leadership, reduced involvement of the superintendent for each district, and competing ideas from the separate school boards.

More research needs to be done with respect to just how a multi-town SAU would be arranged and how costs (and possibly students) would be shared between districts. In the parent survey, opinions were mixed as to whether a multi-town SAU would increase or lower the tax burden. If stakeholders choose to consider any of these options, it would be prudent to have an accounting of actual costs and tax impact. It would also be necessary to be clear about how such an arrangement will be set up, with regards to administrative services and possible sharing of students.

If you would like to see the entire audit, please look [here](#).

If you would like to see the pros and cons from the stakeholders, please look [here](#).



## PROGRAM AUDIT ELEMENT PROTOCOL (draft #8: 3/21/16)

[NOTE: The Program Evaluation Guide will provide instructions for completing each of the numbered items. The Guide page number will be provided after each item.]

| PROGRAM REQUEST SUMMARY   |                   |
|---|-------------------|
| 1. PROGRAM NAME (program/practice/initiative/strategy/activity) [Guide Page #]: SAU 51 Administrative Office Team   |                   |
| 2. EVALUATION REQUESTED BY: Leslie Vogt   |                   |
| 3. EVALUATION CONDUCTED BY: Good to Great Team  | 4. DATE: SY 19-20 |
| 5. PROGRAM OWNER: Pittsfield School Board   |                   |
| 6. PROGRAM WORKERS: John Freeman (Superintendent of Schools), Sally Blanchette (Financial Manager), Sheila Dupere (Administrative Assistant)  |                   |
| 7. KEY INTERDEPENDENCIES: Pittsfield School District Administrators, School Board, faculty and staff, Community Members   |                   |
| 8. GOVERNANCE STRUCTURE: Pittsfield School District School Board policies; NH Department of Education Rules; State Laws   |                   |
| 9. STAGE OF PRACTICE IMPLEMENTATION (circle): Not Started    Just Beginning    Mid-Course    Completed <b>Fully Institutionalized</b><br>• If not Fully Institutionalized, when expected: |                   |
| 10. PRIMARY STAKEHOLDERS SERVED/IMPACTED BY THE PRACTICE: Administrators, Faculty, Staff, Students  |                   |
| 11. KEY OUTCOMES MEASURES: Sustainable and effective leadership and administration of the quotidian and long-term processes and programs in the school district.                          |                   |
| 12. DEGREE TO WHICH OUTCOMES ARE BEING MET (circle): Not at all    1    2    3 <b>4</b> 5    Completely   |                   |

**PROGRAM ELEMENT EVALUATION SUMMARY**

|   |                       |
|---|-----------------------|
| <b>13. PURPOSE/OBJECTIVES:</b> • Needs Imp. • Proficient • Exemplary                  | Action Req'd: H M L X |
| <b>14. STRUCTURE/ORGANIZATION:</b> • Needs Imp. • Proficient • Exemplary              | Action Req'd: H M L X |
| <b>15. FIDELITY OF IMPLEMENTATION:</b> • Needs Imp. • Proficient • Exemplary<br>X     | Action Req'd: H M L   |
| <b>16. SUSTAINABILITY:</b> • Needs Imp. • Proficient • Exemplary                      | Action Req'd: H M L X |
| <b>17. CONTENT:</b> • Needs Imp. • Proficient • Exemplary                             | Action Req'd: H M L X |
| <b>18. DELIVERABLES:</b> • Needs Imp. • Proficient • Exemplary                        | Action Req'd: H M L X |
| <b>19. MEASURES OF SUCCESS:</b> • Needs Imp. • Proficient • Exemplary                 | Action Req'd: H M L X |
| <b>20. DATA USAGE:</b> • Needs Imp. • Proficient • Exemplary                          | Action Req'd: H M L X |
| <b>21. RESOURCES:</b> • Needs Imp. • Proficient • Exemplary                           | Action Req'd: H M L X |
| <b>22. LEADERSHIP/PROJECT MANAGEMENT:</b> • Needs Imp. • Proficient • Exemplary<br>X  | Action Req'd: H M L   |
| <b>23. TEAM FUNCTIONING:</b> • Needs Imp. • Proficient • Exemplary<br>X               | Action Req'd: H M L   |
| <b>24. COMMUNICATION:</b> • Needs Imp. • Proficient • Exemplary<br>X                  | Action Req'd: H M L   |
| <b>25. SKILL CAPACITY OF IMPLEMENTERS:</b> • Needs Imp. • Proficient • Exemplary<br>X | Action Req'd: H M L   |
| <b>26. PD OF IMPLEMENTERS:</b> • Needs Imp. • Proficient • Exemplary                  | Action Req'd: H M L X |
| <b>27. POLICY SUPPORT:</b> • Needs Imp. • Proficient • Exemplary                      | Action Req'd: H M L X |

|  |  |
|--|--|
|  |  |
|--|--|

## **28. MAJOR OBSERVATIONS & RECOMMENDATIONS:**

### **Observations:**

- All members of the SAU office team seem to work collaboratively, efficiently, and effectively.
- Sufficient time, energy and resources ensure ongoing performance at a high level.
- Salaries are reported as sufficient or borderline- mostly in regards to looking forward if it were necessary to hire replacement SAU staff.
- Compared with other SAUs that provided information, our district has the fewest staff at the SAU office level.
- An overwhelming majority of data sources indicated that the SAU office models innovative leadership.
- Some data sources reported that the amount of change taking place within the district makes it hard for the capacity of others to be developed.
- Parents (28 responded, which represents 9% of the families in the school district) reported mixed feelings about SAU staff having time to meet or talk with them, but a majority got a timely response when they asked for information. Parent respondents also felt that the SAU did not exhibit innovative leadership, the roles of the SAU office staff were not clear, the channels of communication were not clear, the SAU office did not communicate openly and honestly, the SAU office did not give them helpful answers, and that the SAU office staff did not have the expertise or skills to address their concerns. (The committee accepts that the wording of the survey did not clearly define the SAU office).
- Faculty and staff reported a high favorability in interacting with the SAU office staff in respect to expertise and timeliness on most issues.

### **Recommendations:**

- Schedule time to engage in both formal and informal avenues to improve SAU office processes through protocols as well as informal conversations.
- Develop process maps for key SAU office operations. This will help future SAU office hires to acclimate to the subtleties of their roles within our district.
- Improve the efficiency by which recertification paperwork gets submitted to the DOE.
- Direct SAU office staff to complete professional development about recertification and alternate certification plans (ALT 4 and 5).
- Encourage professional development about technology so that staff can work more efficiently with the energy, time, and technology that is already available.
- Create a Curriculum Coordinator as a district-level position to free up responsibility from the Dean of Instruction and the Director of Intervention/Title I Coordinator, giving them [the Dean and Director] opportunities to “move forward with innovation and improvement.”
- Include a page in the student and parent handbook and district and school websites that lists positions and contact information, along with their respective responsibilities. Create a “FAQ” page in the handbook and on the website. Refer to policy numbers.
- Analyze the functions of the Financial Manager to determine if it would be beneficial to have any functions outsourced.
- Determine if it would be possible and beneficial to hire a consultant for budget development, management and planning.
- Review and strengthen the process of the performance evaluation of the Superintendent.



**14. STRUCTURE/ORGANIZATION:** • Needs Imp. • Proficient • **Exemplary**

Action Req'd: H M **L** X

**DEFINITION:** *The authority and communication framework that guides and regulates the functioning of the program.*

**Needs Improvement**

- Organization and structure do not align with, and are not supportive of the program purpose.
- Roles lack a clear definition.
- Responsibilities and accountabilities are poorly identified lacking both clarity and sensibility.
- Channels of communication are unclear and/or not formally in place and lacking efficiency.
- Decision-making authority and paths are not clear and are not appropriate or sufficient to meet current purpose.
- There are limited and/or ineffective/inefficient mechanisms in place for the allocation of resources.
- Scope of authority is insufficient and/or inappropriate.

**Proficient**

- Organization and structure are clearly aligned and supportive of the program purpose.
- Roles are clearly defined.
- Responsibilities and accountabilities are clear and sensible.
- Channels of communication are well-articulated, practical, and sensible
- Decision-making authority and paths are clear, and appropriate re: what is centralized versus decentralized.
- Mechanisms for the allocation of resources are provided.
- Scope of authority is reasonable and appropriate.

**Exemplary**

- Structure/organization meets all proficient descriptors.
- Organization and structure of the program directly aligns with purpose and includes a formal organization roadmap and/or model.
- Roles and responsibilities are well defined and include job descriptions to include technical skills and adaptive competencies required to achieve superior performance.
- The channels of communication are being effectively maintained with fidelity.
- Resource allocation processes are fully functional and optimized.
- A formal governance model is employed with a program organization chart clarifying the structure and scope of authority

**Observations**

- All members of the SAU office team seem to work collaboratively, efficiently, and effectively.
- Deadlines for projects and tasks are met on time, however, the superintendent reports frustration with not completing non-critical projects due to specific items requiring his additional attention.
- Responsibilities of all team members are able to be completed.
- Because it is a three-person team, team members sometimes support each other in responsibilities outside of their roles, however they do not feel overwhelmed, and have energy to meet all individual position expectations
- All members stated there are no changes needed to current processes as they run smoothly and when there are changes needed, they are addressed as a team. One member mentioned perhaps “switches to more technology based applications” could be helpful.
- There is enough physical space to keep paper records.
- There is sufficient time to complete tasks. Again, deadlines are always met, however, one member states, “not everything gets completed in a timely manner or as quickly as I’d like” and another added, “There are certain times of the year that are extremely busy and some tasks may be late.”
- Technology is sufficient to do tasks required.
- There is enough staff to complete tasks in a timely manner.
- All members of the team partake in job specific professional development.
- All members consistently and effectively participate with other SAU office staff in self-analysis of SAU office procedures.
- All members feel leadership/management at the SAU office exhibits innovative leadership practices as well as builds the capacity of others.

- Timelines and deadlines meet or exceed expectations by leadership most of the time. If there is a question about whether work loads will inhibit the ability to meet a deadline, modifications are discussed and made as a team.
- Leadership is distributed throughout projects with consistency.
- There are informal systems developed that continuously assess individual and team action meeting objectives, with opportunity to reflect and assess activities and structures. Members have a strong working relationship and brainstorm problems as needed.
- Roles are clearly defined and appropriate. Members report, “duties are sometimes shared such as financial duties but not the business duties that a business administrator would handle. The superintendent handles those duties as well as superintendent duties. The administrative assistant handles additional duties such as some of the human resource duties and some financial duties.”
- The workload is shared when necessary to ensure efficient and timely completion of tasks.

**Recommendations:** Schedule time to engage in both formal and informal avenues to improve processes through protocols as well as informal conversations.

**Considerations for the future (for example, how would organizing as a multi-town SAU affect this element?)**

- Currently, this team seems to work very well together; sharing work loads as time constraints are presented. Systems are in place and followed with fidelity. Communication between all three team members is open and consistent. Organizing as a multi-town SAU may affect the immediacy of open communication (official meetings may have to be scheduled; more folks to run ideas by could take more time to make decisions).
- Because there are only three team members in this SAU, organizing as a multi-town SAU may offer additional staff to delegate duties, giving staff more time to focus on individual responsibilities.

**• Sources of evaluation information:**

- Interview questions answered by superintendent, administrative assistant, and financial manager
- G2G team discussions

**• Authority to make changes: School Board**

**DEFINITION:** *The ability to continue practices with fidelity and to obtain desired outcomes once the initial implementation timeline and infusion of resources has passed.*

**Needs Improvement**

- Program goals, objectives, and milestones are not designed to be SMART.
- Roles are reactionary and are not designed to continue beyond the initial implementation phase.
- An evaluation system (if one exists) is not designed to provide timely measures of fidelity and outcome attainment.
- Dysfunctional elements of the program have yet to be identified and remediated or eliminated on a timely basis.
- Future needs have not yet been identified and planned for.
- Insufficient time, energy, and resources impeded ongoing performance to function at a high level.
- Mechanisms are not in place to ensure the skills of current and future program staff are sufficient to meet fidelity and outcome goals.
- Mechanisms for adapting to changing demands have not been built into the program, or are not functioning in a way to optimize success.

**Proficient**

- Program goals, objectives, and milestones are SMART.
- Roles are designed to continue beyond the initial implementation phase.
- An evaluation system provides timely measures of fidelity and outcome attainment.
- Dysfunctional elements of the program are identified and remediated or eliminated on a timely basis.
- Future needs have been identified and planned for.
- Sufficient time, energy and resources ensure ongoing performance at a high level.
- Mechanisms are in place to ensure the skills of current and future program staff are sufficient to meet fidelity and outcome goals.
- Mechanisms for adapting to changing demands have been built into the program.

**Exemplary**

- Sustainability meets all proficient descriptors.
- Program goals, objectives, and milestones are SMART and articulated at the individual, team, program, and organizational levels.
- Formal short and long-term program/project plans are in place and utilized to guide activities and resource allocation.
- All program staff take responsibility for seeking feedback “owning” his or her own growth and practice re: program effectiveness.
- Continuous adjustments and allocation of resources are made to meet immediate program needs in the context of long-term sustainability
- An active program is in place to ensure that program participants have the skills necessary to implement with fidelity.
- A sustainability theory of action is well known by program staff and used to guide all program enhancements and improvement planning.

**Observations**

- Longevity, talent and experience have created an efficient and functional team for the SAU office. Due to their experience as a team they are able to identify and overcome dysfunction, and they have organic mechanisms to adapt to changing demands.
- When even one of the existing SAU office personnel needs to be replaced, efficiency will be reduced. Identifying increased funding to overcome the reduction of efficiency in SAU office operations will be very difficult due to the school district’s limited financial resources. At the current funding level it is likely that in the future SAU office operations will decline and be categorized as *needs improvement*.
- Having a single town SAU strengthened the educational leadership portion of the Superintendent’s role. Educational leadership through the SAU is required for continuous improvement of student learning.
- The March 2020 decision of the voters of the school district to have the school board explore the available options to tuition high school students to a school/schools outside of Pittsfield may potentially impact the operation of the SAU office.

**Recommendations**

- The exploration of options concerning closing PMHS should include impacts to the operation of the SAU office; for example, what additional functions would the SAU office need to perform; what functions would be reduced; and would the receiving high school want to combine SAU office operations?

- If a single-town SAU is to be maintained, consider outsourcing the financial manager position or processes, investigate if there would be a benefit to streamlining the purchase order process, and consider hiring a budget/management consultant.
- In every possible future scenario the performance evaluation for the Superintendent should be reviewed and potentially strengthened. In addition, on an annual basis, the SAU office team should review the school district goals set by the administrative team and determine whether the SAU office should have separate/additional goals. Because replacement of SAU office personnel is on the horizon, the district should review the role descriptions for SAU office personnel and identify the skills, knowledge and attributes that are most needed by the school district.

**Considerations for the future (for example, how would organizing as a multi-town SAU affect this element?)**

- If the school district determines that they will explore the possibility of joining a multi-town SAU, then the district should determine the minimum and maximum level of educational leadership services and financial costs they will seek to attain.
- Develop process maps for the operations of all SAU office positions. This will help new SAU office hires to acclimate to the subtleties of their roles within our district.

• **Sources of evaluation information:** Interviews across the school district: Current School Board Members, Parents, Past School Board Members, PES Faculty, PMHS Faculty and Administration Leadership Team, Pittsfield School District's Office and Technology Staff, Pittsfield School District's Previous Personnel, Pittsfield School District's Service Providers

• **Authority to make changes:** School Board

• **Guide Resources:** There might be someone at the NH Department of Education who may have insight into the different structures of small SAUs.



**DEFINITION:** *The assets available – financial, human capital, time, energy, materials – to ensure successful program implementation.*

**Needs Improvement**

- Funding is insufficient.
- Time is unrealistic and insufficient (for both individuals and teams).
- The energy level is insufficient (for both individuals and teams).
- Materials are insufficient.
- Technology is insufficient.
- The amount of personnel and staffing levels are insufficient.
- Expertise and skills are insufficient (internal and/or external).
- Resource competition is a liability for this program.

**Proficient**

- Funding is sufficient.
- Time is sufficient (for both individuals and teams).
- Energy is sufficient (for both individuals and teams).
- Materials are sufficient.
- **Technology is sufficient.**
- Amount of staffing is sufficient.
- Expertise and skills are sufficient (internal and/or external).
- All of the above are sufficient to sustain the program beyond what it takes to get it fully implemented.
- **Modification of resources considers resource competition.**

**Exemplary**

- Purpose meets all proficient descriptors.
- Funding supports implementation of program tasks and practices, but also provides additional opportunities for growth, development, and capacity building.
- Individual and team time and energy are planned (purposeful), and effectiveness reflected on and adjusted constantly for greatest level of impact.
- Materials and technology are cutting edge re: support for best practice demonstration.
- **The program assets and resources are committed for the full length of the program.**

**• Observations & Recommendations**

**Observations**

- SAU office staff have the skills (both at time of hire and through professional development) to answer questions directly or find the information requested quickly.
- The superintendent is highly and frequently visible in the schools, and regularly participates collaboratively with staff other than just the administrative team (shares his time resources).
- Even with a small SAU office staff, major responsibilities, such as those with external deadlines (budget, state reporting), are prioritized and are completed on time.
- The SAU office staff has a productive and collaborative working relationship amongst each other, and usually has time to work with district staff to answer questions in a timely manner when needed.
- Parents (28 responded, which represents 9% of the families in the school district) reported mixed feelings about SAU office staff having time to meet or talk with them, but a majority got a timely response when they asked for information. Parents were also split about SAU office staff having helpful answers and feeling that the SAU office staff had the expertise and skills to address their concerns. (The committee accepts that the wording of the survey did not clearly define the SAU office).
- SAU office staff salaries are reported as sufficient or borderline- mostly in regards to looking forward if it were necessary to hire replacement SAU office staff.
- Compared with other NH SAU offices that provided information, our district has the fewest staff at the SAU office level. Other districts included in their SAU office personnel some positions that we have in the district, such as Director of Special Education, Tech Director, and SRO for example. Some larger districts had separate employees for payroll, accounts payable, and human resources.
- SAU office staff have and engage in professional development activities relevant to their positions, and there are resources (funding, time) available for them to do so.

**Recommendations**

- Improve the efficiency by which certification paperwork gets submitted to the DOE
- Encourage SAU office staff to complete professional development about recertification and alternate certification plans (ALT 4 and 5)
- Encourage professional development about technology so that staff can work more efficiently with the energy, time, and technology that is already available
- Consider creating a Curriculum Coordinator as a district-level position to free up responsibility from the Dean of Instruction and the Director of Intervention/Title I Coordinator, giving them [the Dean of Instruction] the opportunity to “move forward with innovation and improvement.”
- Have a page in the student and parent handbook and district and school websites that lists positions and contact information, along with their respective responsibilities. “FAQ” page. Refer to policy numbers.

**Considerations for the future (for example, how would organizing as a multi-town SAU affect this element?)**

- If a superintendent were to supervise multiple school districts, their time in each of those districts would be less than 100%.
- Possibility of having to hire more SAU office staff to complete budgets and reporting obligations for multiple districts.
- Possibility of having to hire more SAU office staff to process payroll and other financial obligations for district staff.
- SAU office staff would have to be familiar with multiple collective bargaining agreements.
- SAU office staff would have to field questions from staff, parents, and community members from multiple districts.

**• Sources of evaluation information:**

Profiles of other SAUs

Interviews of SAU office personnel

Interview of past school board members

Parent survey

Faculty focus groups

Questions for past Community Liaison and past Director of Student Services

**• Authority to make changes:**

School Board

**22. LEADERSHIP/PROJECT MANAGEMENT:** • Needs Imp. • Proficient • **Exemplary**

Action Req'd: H M **L** X

**DEFINITION:** *The performance of the person or people in charge of the processes to achieve the objectives of the program or initiative.*

**Needs Improvement**

- The leader/manager -
- Fails to model, influence, or implement innovative leadership practices
- Is unable to identify the human capital necessary for capacity building and sustainability
- Fails to meet timelines and deadlines
- Does not optimize resources diligently
- Fails to model actions driven by the four “R’s”
- Unable to meet deliverables and influence stakeholders throughout the entire life of the project
- Disregards the need to continuously reflect and assess actions and behaviors to improve process and project activities

**Proficient**

- The leader/manager
- Sufficiently exhibits innovative leadership practices
- Identifies appropriate human capital
- **Manages agreed upon timelines and deadlines**
- **Utilizes resources diligently\***
- Leads the project from the planning stage through execution
- **Reflects and assesses ways to improve relevant processes to achieve the established objective(s)**

**Exemplary**

- The leader/manager
- **Consistently models practices of innovative leadership**
- **Builds the capacity of others**
- Timelines and deadlines always meet expectations and/or exceed expectations
- **Distributes leadership effectively and appropriately throughout each stage of the Project**
- Develops systems that continuously assess individual and team actions to meeting objectives; opportunity to reflect is part of all activities and structures

**Stakeholders surveyed and interviewed:** Current School Board Members, Parents, Past School Board Members, Pittsfield Elementary School Faculty, Pittsfield Middle High School Faculty and Administration Leadership Team, Pittsfield School District’s Office and Technology Staff, Pittsfield School District’s Previous Personnel, Pittsfield School District’s Service Providers, Site Council Students

**Observations & Recommendations**

- An overwhelming majority of data sources indicated that the SAU office staff model innovative leadership. Among the many examples of innovation cited were obtaining and implementing changes under the Nellie Mae Education Foundation Grant, systems and processes put in place to increase student-centered learning, changes to administrative structure from principals at PES and PMHS to deans PreK-12, and scheduling to facilitate additional professional learning. The presence and knowledge of the superintendent was also noted to be a large benefit to the district, as well as the way in which the SAU staff advocates for the schools throughout the state.
- SAU leadership is able to build the capacity of others in many different ways. The most obvious and noteworthy example of this is that all administrators within the district have been promoted to their current administrative role from other faculty roles. Teams, such as the Administrative Leadership Team, District Leadership Team, Education Leadership Team, Team Leaders, and Site Council, allow for leadership skills to be developed in others, as well as to provide better administration of programs and initiatives.
- The SAU leadership has always been willing to share knowledge and ideas with others to help improve and expand opportunities for growth in others. Respondents stated that the SAU leadership is very collaborative in nature, as opposed to a “top-down” management style of leadership. Examples of this would include the Superintendent working with the Administrative Leadership Team, the District Leadership Team, as well as directly collaborating with faculty and staff to revise the district mission and vision.
- Some data sources reported that the amount of change taking place within the district makes it hard for the capacity of others to be developed.
- Most data sources reported that many established timelines and deadlines are met as with the district’s Mission/Vision revision process. However, there was concern expressed that initiatives are sometimes pushed out too fast with an insufficient amount of time to complete, or are conducted

concurrently with other initiatives that need additional time. Additionally, faculty expressed concern about lack of timeliness regarding the certification process.

- An area in which meeting timelines and deadlines can be more challenging is with the operating budget, as what is passed by voters can create additional work. This was reported by both SAU personnel and school district faculty.
- Although the rubric item of “utilizes resources diligently” is placed in the Proficient category, data source interviews designated “utilizing resources diligently” as a significant strength, due to particular expertise of the superintendent who demonstrates educational innovation and business administrative knowledge. As an example, during the School Improvement Grant and the Nellie Mae Education Foundation Grant fundings, particular attention was made to allocate the majority of funding to instructional programs, professional development for faculty/staff, collaborative events and opportunities for families and community members, and for providing academic and leadership opportunities for students. Adding positions was limited and very intentional.
- SAU leadership consistently researches and obtains alternate grant resources. Most currently, the Superintendent attended many state legislature meetings in Concord to present small district issues about the decrease in state funding and what that means for small rural schools.
- It was reported by some data sources that SAU leadership effectively administers and distributes leadership by meeting with the Administrative Leadership Team weekly. District organizational charts of Programs, Reporting Relationships, and Teams are reviewed, revised, and adjusted by the Superintendent and the Administrative Leadership Team before each school year to address and provide evenly distributed leadership roles and responsibilities.
- SAU office personnel state that leadership is distributed evenly to the greatest extent possible within the SAU office. More leadership may be present at the beginning of a project in order to explain and give guidance as to the implementation of the project. Some data source interviews stated that they did not specifically know the role of the SAU leadership in a project, but they see the results of the delegation of responsibilities.
- The majority of the data source interviews states that the SAU leadership effectively and appropriately distributes leadership throughout a project
- At the district level, some data source interviews indicated that administrator leadership is not evenly distributed through each stage of a project, but personnel step outside their role to support a project through the planning stage to its completion.
- SAU office personnel state that there is not a formal system in place to assess effectiveness of processes, but if a question occurs at the school board meeting, the SAU office personnel meet to discuss and brainstorm solutions.
- A majority of the data source interviews stated that district systems are in place that provide the opportunity to continuously assess individual and team actions to meet objectives. The district instituted all of the teams to have charters that stated the purpose, action, and measures of success during the school year. However, the majority of the data source interviews stated that there isn't time that is consistently provided to reflect on ways to improve relevant processes to achieve the established objectives.
- The data source interviews reflected that little is known regarding the reflecting processes by the SAU office personnel but assumes that it occurs.
- Data sources acknowledged The Good To Great Team as a committee that reflects on processes and programs that provide constructive feedback as to the implementation of student-centered programs. The Superintendent of Schools chairs the Good To Great Team which is comprised of a majority of community members along with faculty, school board members, and district personnel.

**Recommendations pertaining to the Leadership/Project Management Element:**

- Certification process for faculty and staff needs to be clarified, perhaps by a process map.
- Establish time for the district, including the SAU office personnel, to reflect on ways to improve processes and programs.

**Recommendations from Site Council students (8)**

- Students would like time to meet with the superintendent about his role and responsibilities, as well as the general function and purpose of an SAU.

**Considerations for the future (for example, how would organizing as a multi-town SAU affect this element?)**

**Recommendations pertaining to potential SAU format**

- Clarifying to families and community members what potential models exist for partnering with another SAU in the future (tuitioning students to another school, separate buildings and combined SAU office/staff.
- Intentional discussion/conversation with research about what it would look like to send students to another school.

**Top leadership qualities needed for an effective SAU, now and in the future (from all stakeholder surveyed and interviewed):**

As reported by students: being outgoing; communication (with the community, students, parents), ability to understand people's needs, and learning more about education

As reported by all other stakeholders:

- Action oriented
- Appreciation for relationships with the community, parents, families, non parent community members, businesses, faculty, support staff
- Authoritative-(knowing roles inside and out and unfortunately be able to describe MUCH information in layman's terms for the public to be able to understand. Also, if there is a performance issue with a teacher/staff member they need to be able to address the situation in an effective and timely manner)
- Becoming part of our school community and town.
- Being accountable
- Being present and available to students, teachers/staff, parents/families, community
- Being open minded/growth mindset
- Communication-strong
- Commitment
- Efficient
- Financial expertise; budget expertise ( including constraints), business administrator skills
- Flexible
- Follow-through
- Friendly
- Genuine concern for all students
- Good work ethic
- Having a deep and clear knowledge of competency/ project based learning,
- Having the educational big picture-staying current and having knowledge and a deep understanding of the educational foundations
- Having political savviness
- Having strong public relationships
- Including stakeholders in decisions about policies and programs
- Innovative/desire to learn through innovation

- Integrity
- Keeper of the vision, mission, and student-centered philosophy (using the vision to back up parents and teachers);
- Strong influence skills
- Strong problem solving skills
- Leading by example
- Open to feedback from all stakeholders and response appropriately
- Respectful, Responsive, Compassionate, Understanding
- Supportive of teachers
- Transparent

• **Sources of evaluation information:** Current School Board Members, Parents, Past School Board Members, Pittsfield Elementary School Faculty, Pittsfield Middle High School Faculty and Administration Leadership Team, Pittsfield School District's Office and Technology Staff, Pittsfield School District's Previous Personnel, Pittsfield School District's Service Providers, and Students (Site Council Members)

• **Authority to make changes:**  
School Board; Superintendent

• **Guide Resources:** District Organizational Charts: Programs, Reporting Relationships, Teams

**DEFINITION:** *Effectiveness with which members of the team communicate and collaborate.*

**Needs Improvement**

- Team roles are imprecise and not appropriate for the program.
- The team has failed to create its own "job description," e.g., charter.
- Team members work in isolation and fail to share ideas.
- Team member communications are deficient of honesty, openness, and respect.
- Team members do not analyze members' work critically and fail to provide constructive feedback for ongoing individual and team improvement.
- Team members miss work deadlines to complete assignments and responsibilities.

**Proficient**

- Team roles are clearly defined and are appropriate for the program.
- The team has its own "job" description, e.g., charter.
- Team members share ideas and work freely without "territorialism."
- Team members communicate honestly, openly, and respectfully with each other.
- Team members analyze members' work critically and provide constructive feedback for improvement.
- Team members each complete assigned work and responsibilities in a timely fashion and within agreed-upon deadlines.

**Exemplary**

- Team functioning meets all proficient descriptors.
- Understanding of and effective execution of team roles is facilitated by well-articulated role descriptions, to include both task and competency requirements
  - Team members operate within a culture and system that is fully collaborative maintaining an openness to new ideas and approaches.
- All members of the team are fully committed to meeting program expectations and goals, and to do so, communications/feedback are structured to be open, honest, accurate, and objective.
- Team members encourage and support each other to continuously improve practice and behavior through systems and structures that allow for ongoing feedback and improvement
- All team members are operating at a high level, i.e., each member's work is high quality.

**• Observations & Recommendations**

- It is clear from all responses that the SAU office Team is believed to be functioning at a high level of proficiency and accuracy.
- Overall, timelines and deadlines are consistently met.
- There are concerns from one individual that deadlines for extra curricular contracts are late in coming and/or are not provided.
- It is unknown if stakeholders encourage/support each other to continuously improve practice and behavior through systems and structures that allow for ongoing feedback and improvement.
- Everyone agrees that collaboration and consistency is, in large part, due to the many years the SAU office members have worked together.

**Considerations for the future:** Considerations for the future (for example, how would organizing as a multi-town SAU affect this element?) Having a multi-town SAU would potentially adversely affect the close knit coordination of SAU members. It is foreseeable that the staff would be split between different locations and therefore affect effectiveness and efficiency. It most likely would result in slower response time to issues and become much more impersonal in the responses.

**• Sources of evaluation information:**

Surveys/interviews of SAU Members, Administrators and Teachers  
Position analyses/job descriptions

- **Authority to make changes:**

Pittsfield School Board

Superintendent

- **Guide Resources:**

Organizational Charts

Job Descriptions