

# **PITTSFIELD SCHOOL BOARD**

## **MEETING AGENDA**

5:30 p.m., Thursday, October 1, 2020  
PMHS Lecture Hall  
Pittsfield Middle High School

1. CALL THE MEETING OF THE SCHOOL BOARD TO ORDER
  - All speakers are to conduct themselves in a civil manner. Obscene, libelous, defamatory, or violent statements will be considered out of order and will not be tolerated. The Board Chairperson may terminate the speaker's privilege or address if the speaker does not follow this rule of order. (Pittsfield School Board Policy BEDH)
2. AGENDA REVIEW
3. ACTION ON AMENDED AGENDA
4. APPROVE MINUTES: September 17, 2020
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 REPORT

### Action

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### Information & Discussion

- Attendance
- Budget
- Fall Assessment
- NEASC

8. PMHS REPORT

### Action

- Oil Tank Spill Buckets

### Information & Discussion

- Budget Development
- Outdoor Classroom
- School Communication
- School District Steering Committee

9. DIRECTOR OF STUDENT SERVICES

### Action

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### Information & Discussion

- No Report

## 10. SUPERINTENDENT OF SCHOOLS

### Action

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### Information & Discussion

- Draft Budget Development  
Timeline 2020 – 2021 School  
Year
- Good to Great Team
- Tuitioning Pittsfield High School  
Students
- Mike W. Gift
- School Board Communication

## 11. SCHOOL BOARD

### Action

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### Information & Discussion

- Snow Plow Bids
- NHSBA Contract

## 12. COMMITTEE ASSIGNMENTS

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

## 13. PUBLIC INPUT

14. PLAN AGENDA FOR NEXT MEETING: October 15, 2020

15. NON-PUBLIC SESSION – if required under RSA 91-A:3

16. ADJOURNMENT

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

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**MINUTES**

Pittsfield School Board Meeting  
September 17, 2020  
Pittsfield Middle High School

**I. CALL TO ORDER**

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

Others Present:           John Graziano, Interim Superintendent of Schools  
                                    Jessica Bickford, Director of Student Services  
                                    Melissa Brown, PMHS Assistant Principal  
                                    Derek Hamilton, PMHS Principal  
                                    Danielle Harvey, PES Principal  
                                    Kathy LeMay, PES Assistant Principal (Zoom)  
                                    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:

- Minutes (Mr. Gauthier)
- Busing (Mr. Gauthier)
- Governor's Order (Ms. Bickford)
- Vacant Positions (Ms. Bickford)
- Special Education Manual (Ms. Bickford)
- Court (Ms. Bickford)
- Drake Field Update (Mr. Hamilton)
- Staffing Update (Mr. Hamilton)
- School Board Meetings (Mr. Hamilton)
- PES Handbooks (Ms. LeMay)
- Resignation (Dr. Graziano)

- NH School Boards Association (Dr. Graziano)
- Warrant Article 8 (Dr. Graziano)
- Superintendent Search (Ms. Douglas)
- Tuitioning Committee (Ms. Douglas)

### III. ACTION ON AMENDED AGENDA

On a motion made by Mr. Mitchell and seconded by Mr. Gauthier, 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 Mr. Gauthier to approve the minutes of the public meeting on August 20, 2020. Change on page 4, section E, change \$3,000 to \$2,485. The motion was passed unanimously to approve the minutes as amended.

A motion was made by Ms. Drouin and seconded by Mr. Mitchell to approve the minutes of the public meeting on September 3, 2020. Change location of meeting to Pittsfield Elementary School. The motion was passed to approve the minutes as amended with Ms. Drouin, Ms. Douglas, Mr. Mitchell voting in the affirmative and Mr. Gauthier abstaining from the vote.

### V. PUBLIC INPUT - None

### VI. STUDENT REPRESENTATIVE - No report.

### VII. PES PRINCIPAL

#### A. First In-person Days

Ms. Harvey provided an update on the first in-person days. She said that the pick-up and drop-off procedures have been tightened up and are taking less time. Safety measures are being followed diligently. Ms. Harvey shared a presentation of Class Dojo so the Board could see what it looks like for families and highlighted the method of communication.

#### B. PES Handbooks

Ms. LeMay informed the Board that changes have been made to the PES Family Handbook. She asked that the Board consider approving the handbook at the next meeting.

## VIII. PMHS PRINCIPAL

### A. Athletics

Mr. Hamilton stated that during the past week athletics moved to stage two of the fall athletics plan. The third stage will be in place during the week of September 18, 2020. Mr. Hamilton provided specific information regarding recommendations for scheduling, transportation, and spectators at matches.

Ms. Douglas asked if people are following guidelines. Mr. Hamilton reviewed the safety measures that are being taken. Mr. Gauthier stated his hesitancy regarding the playing of other towns, based on some issues that have been reported by the media. Mr. Hamilton provided an explanation of what measures will be taken to ensure students' safety.

On a motion made by Mr. Mitchell and seconded by Mr. Gauthier, the Board voted unanimously to approve the athletic program going into stage 3 of the plan.

### B. School Reopening

Mr. Hamilton stated that hybrid learning began on September 10, 2020. Students and staff are adjusting well to a variety of new routines and schedules. There are four lunch blocks in the cafeteria with approximately twenty-five students in each lunch group. According to teacher leaders, students are well engaged in learning, more so than last spring. According to Mr. Hamilton, devices have been issued to all students in grades six through twelve. Mr. Hamilton stated that the Class Tag is being used to communicate with families, much in the way Class Dojo is being used at PES.

### C. Capital Improvement Projects

Mr. Hamilton explained that of the six potential capital improvement projects (three at each school), three have been completed or are in the process of being completed. The three completed or in process of completion are the HVAC controls at PES, heat loss in the cupola at PMHS, and replacing the windows at PMHS. The remaining projects include replacing the boilers at PES, redesigning the entryway at PES, and addressing the roof areas at PMHS that are subject to ice dams.

### D. Drake Field

Mr. Hamilton explained that the basketball court has been resurfaced and new fencing has been installed. The gazebo area has been cleaned up. According to Mr. Hamilton, there are five trees that are old and are potentially dangerous. The

grandstand area has some significant graffiti, but will be painted this week. The Pittsfield Police Department has installed signs at the boat launch area.

Ms. Douglas asked if there was a Drake Field committee and if so, when did it last meet. Mr. Hamilton stated that meetings have not occurred recently. Ms. Douglas asked that meetings be reinstated and include Mr. Gauthier, who is the Board's representative on that committee.

Mr. Gauthier asked about trimming back on the growth at the river's edge. He volunteered to look into the legal considerations and to do the work.

Ms. Douglas asked Mr. Hamilton to seek bids for having the two old trees cut down.

#### E. Staffing Update

Mr. Hamilton explained that there is a vacancy of one math position. He explained that the person being hired will be in a long-term substitute position until he has a letter of eligibility from the NH Department of Education. In the meantime, the remaining math teachers are picking up the workload to meet the needs of students.

#### F. School Board Meetings

Mr. Hamilton asked for the Board's opinion regarding their preference for the location of the meetings. Ms. Douglas stated the media center may cause the public some anxiety about the space available for social distancing. She stated that the lecture hall has more room and is easier for social distancing. Mr. Mitchell and Mr. Gauthier expressed their agreement. The use of Zoom to have public present is supported by the Board.

Mr. Gauthier asked about the cost of graduation at the Fisher Cats arena. Mr. Hamilton stated it cost a flat rate of \$1,000.

Mr. Gauthier asked Mr. Hamilton what the final cost of window replacement was. Mr. Hamilton said that the work is being done within the budget set by the Board of \$100,000.

Mr. Gauthier asked how many people have had to be sent home for temperature readings. Ms. Harvey said there was one student at PES. Mr. Hamilton stated that three to four students and three to four staff have been sent home.

## IX. DIRECTOR OF STUDENT SERVICES

### A. Governor's Order #48

Ms. Bickford stated that Governor's Order #48 was to provide meetings with parents on their student's IEP. Meetings are in progress.

### B. Vacant Positions

Ms. Bickford anticipates having all positions filled by the end of the next week. The increase in base pay has made the task of hiring people easier. Also, she stated she has been able to be more discriminating on who she hires.

### C. Special Education Manual

Ms. Bickford provided the Board with the revised Special Education Manual. She thanked Tobi Chassie for helping her to revise the manual. Ms. Chassie thanked Mr. Mitchell for his work to proofread and edit.

### D. Court

Ms. Bickford stated that there are now twenty five open and active court cases for students and their families.

## X. INTERIM SUPERINTENDENT OF SCHOOLS

### A. Memorandum of Agreement

Dr. Graziano provided the Board with the finalized and signed copy of the Memorandum of Agreement with the Education Association of Pittsfield (EAP).

### B. Draft of Budget Development Timeline

Dr. Graziano stated that the draft of the budget timeline was shared with counsel. January 12, January 19, and March 9 are firm dates within the schedule.

### C. School Board Communication

Dr. Graziano stated he has been actively engaged with meetings of the Commissioner, NH School Boards Association, and NH School Administrator Association.

#### D. NH School Board Association

Dr. Graziano provided the Board with information from the NH School Board Association. He highlighted several training opportunities available to the Board.

#### E. Opening of Schools

Dr. Graziano complimented the administration on the hard work, energy, diligence, and vigilance of teachers, staff, administrators, and SAU staff as they work collaboratively to serve students, families, and community.

#### F. Letter of Resignation

Dr. Graziano provided the Board with a letter of resignation from MaryAnn Hatab, media specialist at PMHS and recommended the Board accept the resignation. On a motion made by Mr. Gauthier and seconded by Ms. Douglas, the Board unanimously approved the resignation of Ms. Hatab with regret.

#### G. Warrant 8 - Tuition Committee

Dr. Graziano has started contacting people to join the Tuition Committee. Ms. Asdot will represent the Board on this committee. Dr. Graziano will schedule the first meeting and begin the work of the committee.

### XII. SCHOOL BOARD

#### A. Superintendent Search

On a motion made by Mr. Gauthier and seconded by Ms. Douglas, the Board voted unanimously to approve using Barret Christina and Ross Morse from Bryan Associates to conduct the superintendent search. Ms. Douglas asked Dr. Graziano to contact them to let them know. She will contact Mr. Christina to discuss the fee.

#### B. Board Minutes

Mr. Gauthier stated that the Board minutes from November 21, 2019 and then all meetings in 2020 have not been posted to the website. Dr. Graziano will remind the administrative assistant at the SAU to be sure to post all minutes.

#### C. Busing

Mr. Gauthier asked about windows being open and heating the bus when cold weather arrives. Mr. Hamilton will contact Marston's Bus Company and ask these questions.



Mr. Hamilton stated that there are less than twenty students on the buses. Mr. Gauthier asked if this is because of the A/B groupings, to which Mr. Hamilton answered in the affirmative. Mr. Hamilton reviewed the safety procedures being followed on the bus.

XI. COMMITTEE ASSIGNMENTS - New assignments to committees were made as follows:

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

XIII. PUBLIC INPUT (Second Session)

Tracy Huyck presented masks to the district. She received a warm applause of appreciation.

Bob Schiferle asked about the number of court cases and if the number was typical. Ms. Bickford said she would ask colleagues in neighboring districts to provide context to the number.

Mr. Schiferle asked if there were alternative funding streams used for capital improvement projects. Mr. Hamilton reported that the projects were funded by money from the FY2020 budget. Mr. Gauthier reminded the public that \$1.00 on the thousand was returned to the Town.

John Christakos asked if a concession stand is being considered. Mr. Gauthier stated the Rotary Club is contemplating a gift to the district. Mr. Christakos asked how many trees are being cut at Drake Field. Mr. Hamilton stated that there are two trees that are potentially dangerous and were discussed tonight; bids will be sought for cutting them down and considered again by the Board.

Mr. Schiferle provided Mr. Christakos information with information relative to the capital improvement plan.

Cara Peterson (via Zoom) stated students are expressing that they are cold on the bus, especially those going to the Concord Vocational Technical program. Mr. Hamilton agreed to check on this.

Ms. Douglas stated she has received a call from a resident about the building of a softball field at Drake Field. She explained that the plan was discussed three or more years ago and was placed on a back burner; it is not being considered at this time.

XIV. NEXT MEETING

The next meeting of the Board is scheduled for October 1, 2020 at 5:30 in the Pittsfield Middle High School Lecture Hall.

XV. ADJOURNMENT

On a motion made by Mr. Gauthier and seconded by Mr. Mitchell, the meeting was adjourned at 6:46 p.m.

Respectfully submitted,

Tobi Gray Chassie  
Recording Secretary

## **Pittsfield School District**

**To:** Pittsfield School Board

**From:** PES Administration, Danielle Harvey and Kathy LeMay

**Subject:** Board Meeting – October 2, 2020

**Date:** September 25, 2020

### **ACTION**

None at this time.

### **INFORMATION**

1. Attendance: We have found our system for attendance, so Kathy sent out a letter to families to update them on their student's attendance to date. This way they have an understanding of when students are marked as absent. They can help us catch any errors early. A copy of the cover letter is attached for your review.
2. Budget: Teams have submitted their budgets to Kathy and she has organized them and sent them to the SAU for review. Danielle is very thankful for her diligent work. Following the Board's guidelines we tried to level fund overall. We have budgeted to include many of the digital tools we are currently using in anticipation of them still being needed. You will also see an increase in the classroom book line, as we need additional copies of texts so students don't have the share at the third and fourth grade level. Fifth grade is requesting a new science resource book. We are also budgeting for the replacement of four out of the eight oldest smartboards, as they aren't supported any longer and replacing parts is becoming more difficult. With this in mind, Kathy reviewed what was spent the last two years for lines and reduced where she could.
3. Fall Assessment: We drafted the following note for families regarding fall assessments. A piece of it was in the newsletter, and links for the NWEA MAP (NorthWest Educational Association's Measures of Academic Progress) practice were shared on ClassDojo. We will do the same for the mandatory New Hampshire State Assessment before that test. MAP assessment and our beginning of the year review are what will help us to target our instruction to match our students' needs. We do anticipate a slide in scores. There is a white paper attached with research for your review.

The Department of Education and Governor have ordered that every student is assessed this fall. Students in PreK, K and high school will be assessed by classroom assessments. Students K-8 will complete the NWEA MAP assessment. We like this assessment since it is adaptive; it gets easier or harder based on how students are doing with the questions. The results provide teachers solid guidelines for instruction. We will do these assessments starting this week into October. If you are a 100% remote learner, please check this website: <https://check.nwea.org/> and be sure your device is ready. If not, email [psd-support@pittsfieldnhschools.org](mailto:psd-support@pittsfieldnhschools.org).

Want to know what the test looks like? Check out: <https://studentresources.nwea.org/index.html>  
Or go to [practice.mapnwea.org](https://practice.mapnwea.org); **Username** = grow; **Password** = grow. You will need to allow pop ups for that site.

Additionally, the state is having all students grades 4-8 to take the New Hampshire State Assessment Interim Assessment for the previous school year. This assessment will take place in October.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/fall2020-assessment-guidance.pdf>

4. NEASC: Our collaborative conference has been scheduled for November 17 and 18th. The conference will be virtual. We will share more information on the School Board's role in an upcoming meeting.



**Pittsfield Elementary School**  
**34 Bow Street**  
**Pittsfield, N.H. 03263**  
**Tel. (603) 435-8432 Fax: (603) 435-7358**

Hello families,

I just wanted to check in with you regarding attendance. I know that this is a tricky time for all of us and I really appreciate all of the support you have given your children and our school as we navigate through.

Our office staff has been working hard with the teachers to figure out how we are going to be tracking attendance. If our staff sees your child in their morning meeting and/or if they turn in assignments for the day, then they are considered present. If no one has seen or heard from them during the day or night(M-F), then they are marked as absent.

When family calls to notify us of an absence, then we mark them as absent-excused(AbE). If we do not hear from the family, then we mark it as absent-unexcused(AbU).

If you are finding that you are having trouble with routines or resources, please reach out to your child's teacher. We have many supports that we can access to help, including our new district social worker.

If you are having tech issues, we apologize for the frustration; know you are not alone. Please continue to send an email to [psd-support@pittsfieldnhschools.org](mailto:psd-support@pittsfieldnhschools.org) so we can problem solve.

Here are the codes that you may see on your child's attendance print-out:

AbU - absent unexcused - no call or note from parent

PR - present remotely

AbE - absent excused - got a call or note from parent

STE - tardy excused

SdE - dismissal afternoon

EdE - dismissed in AM did not return in the afternoon

Reach out with any questions.

Kathy LeMay  
Assistant Principal  
(603) 435-8432 x 2128  
[klemay@pittsfieldnhschools.org](mailto:klemay@pittsfieldnhschools.org)

## The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement

April 2020

Dr. Megan Kuhfeld and Dr. Beth Tarasawa



As the coronavirus (COVID-19) pandemic closes schools across the nation, education systems are scrambling to meet the needs of schools, families, and 55.1 million students<sup>i</sup> during these unprecedented times. The economic impacts and trauma of recent events will also have far reaching effects that will likely exacerbate long-standing opportunity gaps. While it is difficult to speculate on what missing months of school may mean for student achievement, research on seasonal learning and summer learning loss can offer some insights that can help educators, policy makers, and families understand, plan for, and address some potential impacts of this extended pause in classroom instruction when students return to school.

Seasonal learning research allows researchers to compare student learning patterns when school is in versus out of session. While there is some controversy about the magnitude of summer learning loss<sup>ii,iii</sup> three trends are consistent across seasonal learning research findings<sup>iv</sup>: achievement typically slows or declines over the summer months, declines tend to be steeper for math than for reading, and the extent (proportionally) of loss increases in the upper grades.

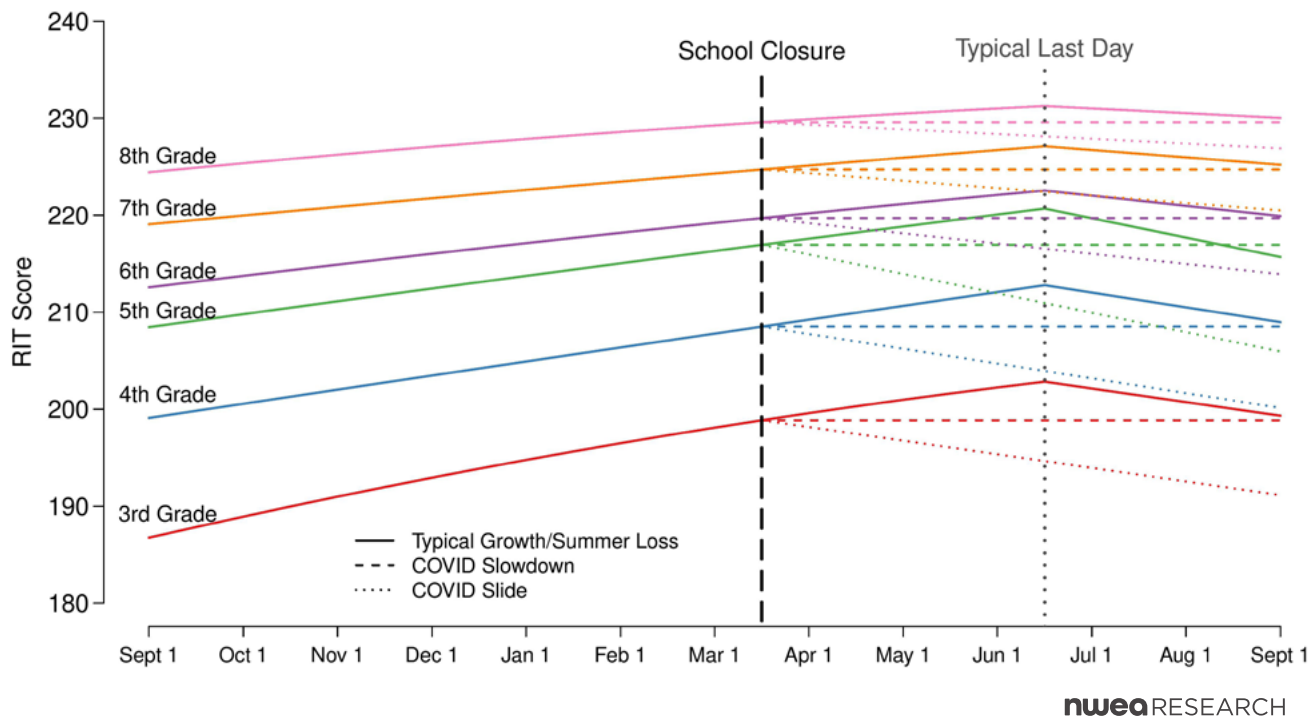
The degree to which students lose ground during the summer, however, can vary by data source, grade level, and subject<sup>v,vi</sup>. Some of the earliest work in seasonal learning suggested that **summer slide** leads to declines of two to three months of learning over summers<sup>vii,viii</sup> while other research using nationally representative data showed small declines (two weeks of learning), or sometimes even small gains, during the summers following kindergarten and first grade, which researchers described as **summer slowdown**<sup>ix</sup>.

To provide preliminary estimates of the potential impacts of the extended pause of academic instruction during the coronavirus crisis, we leverage research on summer loss and use a national sample of over five million students in grades 3–8 who took MAP® Growth™ assessments in 2017–2018. We examined how the observed typical average growth trajectory by grade for students who completed a standard-length school year compares to projections under two scenarios for the closures: a **COVID-19 slide**, in which students showed patterns of academic setbacks typical of summers throughout an extended closure and **COVID-19 slowdown**, in which students maintained the same level of academic achievement they had when schools were closed (modeled for simplicity as March 15, with school resuming in fall).

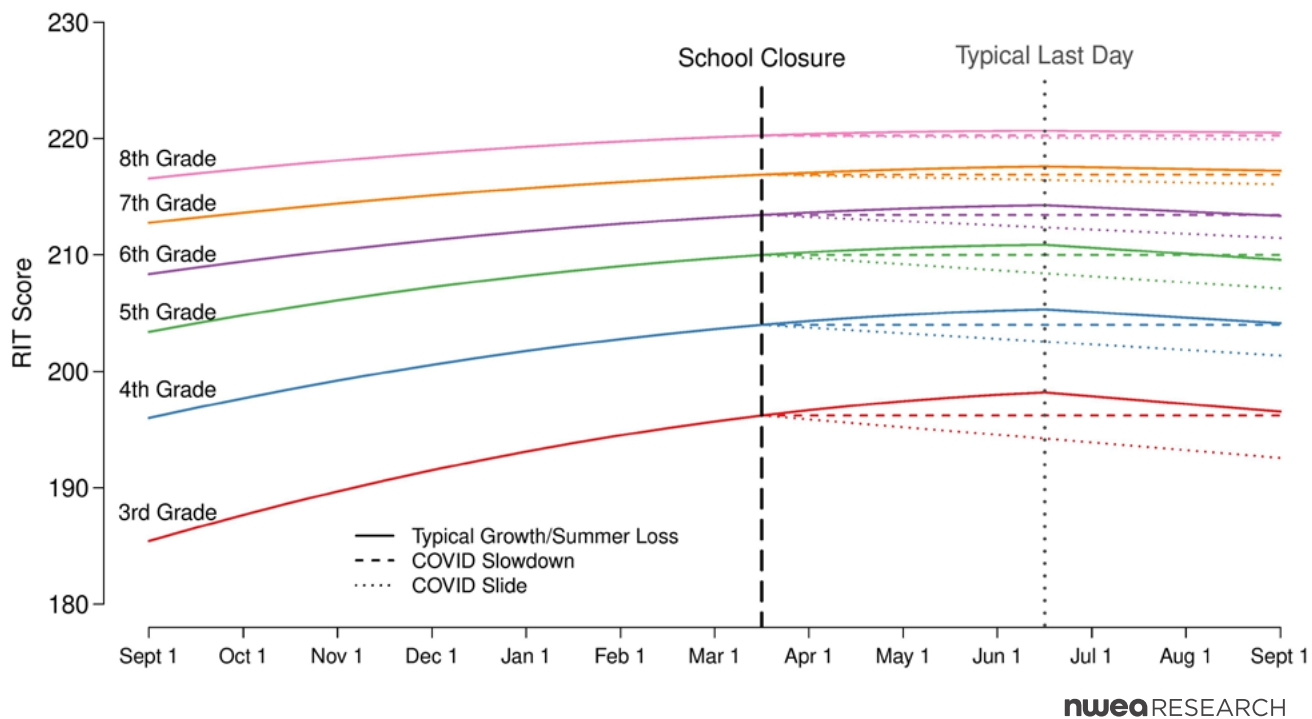
## Projections suggest major academic impacts from COVID closures for students, especially in mathematics

We estimate COVID-19 projections of the average academic growth trajectory by grade and for mathematics (Figure 1) and reading (Figure 2). In a typical year (shown as solid lines), average academic growth varies across the academic year (shown as the curved lines seen in some grades) and generally declines from the last day of school through the summer, with steeper declines in mathematics than in reading. The average within-year growth follows a quadratic trajectory across the 2017–2018 student sample<sup>x</sup>, while the dashed line shows projected trajectories under a COVID slowdown, and dotted lines show projected trajectories under a COVID slide. Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.

**Figure 1. Mathematics forecast**



**Figure 2. Reading forecast**





While the projections are based on growth rates calculated from actual data and extend results seen in seasonal learning studies, the school closures caused by COVID-19 have additional aspects of trauma to students, loss of resources, and loss of opportunity to learn that go well beyond a traditional summer break for many families. In other words, children from more affluent communities are more likely to come from families with financial resources, stable employment, and flexible work from home and childcare arrangements that allow them to weather this storm more easily than families who are renting their housing, working in low-pay fields that are hardest hit by the economic impacts, and experiencing higher rates of food insecurity, family instability, and other shocks from this disruption.

Nevertheless, these preliminary forecasts parallel many education leaders' fears: missing school for a prolonged period will likely have major impacts on student achievement come fall 2020. The COVID-19 crisis is a call to action for practitioners and policy makers alike. Once schools are back in session, we must be prepared to support students, many of whom will likely be behind academically.

## RECOMMENDATIONS

**Policymakers, educators, families, and communities should further their work to provide support, especially in mathematics, to students while school is disrupted.**

The projections in this study and lessons from seasonal learning research present us with a moral imperative: to help students succeed academically, we must provide resources and support to families during and after this disruption, especially in mathematics, which often show the steepest losses over summers and time outside of school. This does not suggest reading support is not important: research consistently finds that income-based reading gaps can grow over summers. Making sure all students and families have access to appropriate, engaging mathematics and reading materials, instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators can address more nuanced instructional challenges like differentiation, accessibility, and special education needs.

**To guide curriculum and instruction to support students, educators will need data.**

Educators will need data to guide curriculum and instruction in support of students, especially to target resources and attention for communities most impacted by COVID-19 school closures. Accurate, valid, and reliable assessment data can provide valuable information in times of disruption and uncertainty. However, it may not be realistic to expect that teachers, school leaders, and families will focus their attention on assessment data during this crisis or in our transitions to distance learning and back. Over the past week, academics and policy influencers have publicly discussed the downfalls of using summative data from this spring for accountability purposes, and at this point, nearly all states have applied for or been granted federal assessment waivers for summative tests. However, losing these data may make the challenge of understanding and addressing the disruption of the COVID-19 crisis that is occurring for our students, and especially for those who are historically underserved,

*Continued on next page*

## RECOMMENDATIONS (CONT.)

more difficult. Now is the time to explore and discuss what comes next. Most agree that we need valid and reliable formative and interim data to guide curriculum and instruction but determining when and how to collect and interpret these data in our rapidly changing context will be complicated. Moving forward we should work collaboratively across stakeholder groups to determine how to best collect and interpret data that will help us mitigate the potential COVID slowdown or slide.

### **Researchers, policymakers, and schools should work together to understand potential policies and practices for recovery.**

Summer slide data gives a starting point for the analysis of the impact of school closures on student learning, the complete answer needs to be found in research from an established longitudinal database and working in collaboration with schools to identify their specific circumstances. Schools, families, and communities are working in countless ways to support their children academically during this crisis, experimenting with online learning, homeschooling, exploring extending the school year and/or providing additional supports when school resumes, among other examples. Collaborative and timely research will enable patterns of loss to be identified that can be generalized to the larger population of schools throughout the United States and define potential policy for our schools' recovery that can be expanded throughout the United States in a timely manner.

1. Child Trends provides some resources on supporting children and their emotional well-being during the pandemic: <https://www.childtrends.org/research-topic/covid-19> and <https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>

- i. Map: Coronavirus and school closures. *Education Week*. <https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html>. Accessed 3/27/2020.
- ii. von Hippel, P. T. (2019). Is summer learning loss real? *Education Next*. Retrieved from <https://www.educationnext.org/is-summer-learning-loss-real-how-i-lost-faith-education-research-results/>
- iii. Alexander, K. (2019). Summer Learning Loss Sure is Real. Retrieved from <https://www.educationnext.org/summer-learning-loss-sure-is-real-response/>
- iv. Quinn, D., & Polikoff, M. (2017). *Summer learning loss: What is it, and what can we do about it*. Washington, DC: Brookings Institution. Retrieved from <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>
- v. Kuhfeld, M., Condrón, D., & Downey, D. (2019). When does inequality grow? A seasonal analysis of racial/ethnic disparities in learning in kindergarten through eighth grade. (The Collaborative for Student Growth at NWEA Working Paper). <https://www.nwea.org/resource-library/research/when-does-inequality-grow-3>
- vi. von Hippel, P. T., & Hamrock, C. (2019). Do test score gaps grow before, during, or between the school years? Measurement artifacts and what we can know in spite of them. *Sociological Science*, 6, 43–80.
- vii. Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66 (3), 227–268.
- viii. Alexander, K.L., Entwisle, D.R., & Olson, L.S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72 (2), 167–180.
- ix. von Hippel, P. T., Workman, J., & Downey, D. B. (2018). Inequality in reading and math skills forms mainly before kindergarten: A replication, and partial correction, of “Are schools the great equalizer?” *Sociology of Education*, 91(4), 323–357.
- x. Kuhfeld, M., & Soland, J. (2020). The learning curve: Revisiting the assumption of linear growth across the school year. (EdWorkingPaper: 20-214). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/bvg0-8g17>
- xi. Huffman, K. (2020, March 27). Homeschooling during the coronavirus will set back a generation of children. *Washington Post*. [https://www.washingtonpost.com/outlook/coronavirus-homeschooling-will-hurt-students-badly/2020/03/27/f639882a-6f62-11ea-b148-e4ce3fbd85b5\\_story.html](https://www.washingtonpost.com/outlook/coronavirus-homeschooling-will-hurt-students-badly/2020/03/27/f639882a-6f62-11ea-b148-e4ce3fbd85b5_story.html)

Details on the methodology behind these projections can be found in:

Kuhfeld, M., & Tarasawa, B. (2020). *Technical Appendix for The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*. NWEA.

#### **Suggested citation:**

Kuhfeld, M. & Tarasawa, B. (2020). *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*. NWEA.

## ABOUT THE AUTHORS

Dr. Megan Kuhfeld is a Research Scientist II for the Collaborative for Student Growth at NWEA. Her research seeks to understand students' trajectories of academic and social-emotional learning (SEL) and the school and neighborhood influences that promote optimal growth. Kuhfeld completed a doctorate in Quantitative Methods in Education and a masters' degree in statistics from the University of California, Los Angeles (UCLA).



Dr. Beth Tarasawa is the executive vice president of research at NWEA where she leads the research teams at NWEA, the Center for School & Student Progress and the Collaborative for Student Growth. Tarasawa's research focuses on issues related to educational equity, particularly those concerning social class, race, and linguistic diversity. She earned her PhD and MA in the sociology of education with a concentration in education policy at Emory University.



## ABOUT THE COLLABORATIVE FOR STUDENT GROWTH

The Collaborative for Student Growth at NWEA® is devoted to transforming education research through advancements in assessment, growth measurement, and the availability of longitudinal data. The work of our researchers spans a range of educational measurement and policy issues including achievement gaps, assessment engagement, social-emotional learning, and innovations in how we measure student learning. Core to our mission is partnering with researchers from universities, think tanks, grant-funding agencies, and other stakeholders to expand the insights drawn from our student growth database—one of the most extensive in the world.



NWEA is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://nwea.org) to find out how NWEA can partner with you to help all kids learn.

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MAY20 | KAP5122

## **Pittsfield School District**

**To:** Pittsfield School Board  
**From:** Derek Hamilton, PMHS Principal  
**Subject:** Board Meeting – October 1, 2020  
**Date:** September 25, 2020

### **ACTION**

1. Oil Tank Spill Buckets. Earlier this month we had our annual inspection of the oil tanks at the elementary and middle high school. The spill buckets in both tanks failed inspection and have to be replaced. We have received two quotes to date and are seeking a third quote. I'll provide copies of the quotes and more information at the Board meeting.

### **INFORMATION**

1. Budget Development. Our teachers and staff have been organizing budgets for the 2021-2022 school year. Our humanities and STEM departments met the past two Monday's (September 14/21) to determine their budget needs and finalize budget requests. Additionally, our athletics, guidance, health, maintenance, and technology departments are finalizing their budgets for administrative and SAU review.
2. Outdoor Classroom. We would like to share a special thank you to the Suncook Valley Rotary Club and Mr. Gauthier for the use of the Rotary tent. The tent is being used as an outdoor classroom and meeting space at PMHS this fall. Classes started meeting there this past week and teachers are also planning to use it as a meeting location with families.
3. School Communication. As I mentioned at the last Board meeting, teachers at PMHS are using ClassTag as its family communication platform. I'll share a few examples of ClassTag rooms at the Board meeting. Additionally, PMHS is regularly sharing updates with families through School Messenger, the school website, and the district newsletter (a copy of the latest edition is enclosed). We are also making an effort to regularly post updates and information on the school district Facebook page.
4. School District Steering Committee. At our District Leadership Team (DLT) meeting this past week we finalized the role of the DLT and a newly established Steering Committee to oversee the school district's reopening plan. The DLT, which meets monthly, will continue to review and make recommendations to reopening policies, procedures, and practices. The Steering Committee will meet in emergency situations, primarily to recommend any change in school status to the Superintendent of Schools. The Steering Committee will be composed of two administrators (one from each building), two teachers (one from each building), a school nurse, a member of the Guidance Department, and a member of the Maintenance Department. Team members and the meeting schedule will be determined in the coming weeks.



# DISTRICT NEWSLETTER



## Superintendent's Note

Please let me introduce myself, I'm John Graziano. Most students call me Dr. G. I am honored to serve as your Interim Superintendent of Schools.

My first impression of Pittsfield is very positive. I see families walking, riding bikes, and going fishing. I see students engaged in their learning supported by teachers, staff, administrators, and School Board Members who care about them. I see a community that is active and involved.

I was born in Brockton, Massachusetts. I grew up in the small town of Holbrook which had 3 schools. I came from a large family. My sister had Down's Syndrome. She graduated from high school and held a job for 30 years. My sister was my hero and inspiration. My kids are educators!

Twenty-five years of my life has been spent living in New Hampshire, working in small, rural communities serving as a teacher, coach, school psychologist, principal, and Superintendent of Schools.

Thank you for the opportunity to serve students and community in Pittsfield. I am happy to be here!

Dr. John Graziano

Interim Superintendent of Schools

Pittsfield School District

## IMPORTANT DATES

**School Board Meeting**  
PMHS Media Center  
October 1, 2020 5:30 PM

**End of Segment #1**  
PES/PMHS  
October 8, 2020

**No School: Teacher Workshop Day**  
PES/PMHS  
October 9, 2020

**No School: Columbus Day**  
PES/PMHS  
October 12, 2020

PES School Picture Day – B Students  
PES  
October 13, 2020

**School Day SAT**  
PMHS  
October 14, 2020

PES School Picture Day – A Students  
PES  
October 15, 2020

**School Board Meeting**  
PMHS Media Center  
October 15, 5:30 PM

PMHS School Picture Retake Day  
PMHS  
October 19, 2020

**The district calendar is available at:**  
[www.pittsfieldnhschools.org](http://www.pittsfieldnhschools.org)

## Meet Mr. Ramos

Ariel Ramos is from Chiquinquirá, Colombia and grew up in the capital of Bogotá. He graduated from la Universidad Pedagógica Nacional with a Bachelors in Foreign Language Education with a specialization in English, Spanish and French. In 2019, he graduated with a Master's degree in Hispanic Studies from the University of Kentucky where he also taught Spanish. Ariel recently moved to New Hampshire where he taught Spanish as an adjunct professor at the University of New Hampshire. When he is not teaching, Mr. Ramos enjoys the outdoors especially hiking, camping and fishing. He also loves traveling and learning new languages and cultures. He is looking forward to teaching Spanish language and culture as well as working with students and staff at Pittsfield Middle High School as the new World Language teacher.

## Special Education Update

Governor Sununu issued an executive order (#48) that directed schools to hold a meeting for all students that receive special education this fall. Our special education teachers will assume that you would like to have this meeting unless you have told us to postpone or decline the meeting.

The goal of this meeting is to review how remote learning went for your student this past spring, and if they were able to receive the services as stated in the IEP. If they did not, we will determine a plan for moving forward this school year to make sure they make adequate progress and get the services they need to succeed.

If you would like a meeting and haven't had one scheduled yet or if you ever have any questions about your student's IEP or the special education process, please feel free to contact your student's case manager or myself, the Director of Student Services at [jbickford@pittsfieldnhschools.org](mailto:jbickford@pittsfieldnhschools.org) or 603-435-6701, ex: 1111.

Jessica Bickford

Director of Student Services

Pittsfield School District

## HEALTH SERVICES CORNER

### Health Screenings

A friendly reminder to families to continue assessing their child(ren) before sending them to school. Any student who is sick or not feeling well is advised to stay home. Symptoms to look for include fever, respiratory symptoms (runny nose, sore throat, or cough) and muscle aches or chills.

### Health & Hygiene Practice

Families are encouraged to practice proper hand washing procedures and/or using an alcohol based hand sanitizer.

### Masks

All students (PK-12) attending hybrid learning have a variety of face coverings available to them at school including disposable masks, reusable masks, and a variety of face shields.

## INTERIM SUPERINTENDENT OF SCHOOLS

A.

### DRAFT BUDGET DEVELOPMENT TIMELINE 2020- 2021 SCHOOL YEAR

The timeline has been shared with counsel and reviewed by the Budget Committee Chair. The Wednesday December, 2nd wording has been revised to reflect "presenting and discussing the proposed budget with the Budget Committee". The Tuesday January, 12 and Tuesday January, 19 dates have been changed to January, 14 Budget Committee Public Hearing and January, 15 as a snow date.

B.

### GOOD TO GREAT TEAM

The GTGT will be meeting on October, 13th.

C.

### TUITIONING PITTSFIELD HIGH SCHOOL STUDENTS

The committee is being assembled and will have its introductory meeting prior to the School Boards October, 1st meeting.

D.

### MIKE W. GIFT

Please consider inviting Mike to your next meeting to present him with a gift recognizing his service as a long-time board member and former chair.

E.

### SCHOOL BOARD COMMUNICATION

John Tobin, board chair of the N.H. SCHOOL FUNDING FAIRNESS PROJECT has written to thank the Pittsfield School District for its support over the years. The Interim Superintendent will report back to the School Board information pertaining to the debate on Thursday September, 24th regarding the constitutionality of the current school funding system. The debate will be heard by the New Hampshire Supreme Court.



Pittsfield School District

Budget Development Timeline 2020 2021 School Year

DRAFT

**Thurs Sept 3rd**

**School Board budget development direction provided to School Administration**

**Thurs Sept 24**

**Administrators submit budget proposal to SAU office**

**Thurs Oct 15**

**Presentation of draft budget to School Board**

**Thurs Nov 5**

**Draft budget finalized by School Board**

**Tue Nov 24**

**Budget books / electronic documents available to Budget Committee**

**Wed Dec 2**

**Presenting and discussing proposed budget with Budget Committee**

**Thurs Jan 14**

**Budget Committee Public Hearing**

**Fri Jan 15**

**Budget Committee Public Hearing Snow Date**

**Mon Jan 25**

**Post warrant, budget, and default budget**

**Wed Feb 3**

**First Session Deliberative**

**Thurs Feb 4**

**First Session Deliberative Snow Date**

**Tue Mar 2**

**Annual Report with final budget and ballot questions made available to voters**

**Tue Mar 9**

**Annual meeting official balloting (2d session) town and school election day**

**October 1, 2020**

# CONCORD MONITOR

(<https://www.concordmonitor.com>)

Opinion > Columns (/Opinion/Columns/)

## My Turn: Key moment arrives in the quest for fair school funding and equitable property taxes

By [JOHN TOBIN \(/byline?byline=By.JOHN TOBIN\)](#)

For the Monitor

Published: 9/22/2020 6:00:03 AM

Although largely unheeded in the shadow of COVID-19 and the 2020 election, two simultaneous efforts to resolve New Hampshire's longstanding school funding and property tax inequities have moved forward during the spring and summer. Both will reach crucial turning points in the coming weeks.

On Thursday, Sept. 24, the constitutionality of the current school funding system will be debated before the New Hampshire Supreme Court. And, after months of research and discussion, the Commission to Study School Funding created by the Legislature last year is in the midst of preparing its recommendations for long-term reform of the current funding formula and the property taxes used to pay for it.

In March 2019, the Contoocook Valley School District (ConVal) and three other nearby districts filed suit challenging the constitutionality of the state's school funding formula, which provides a base annual grant of \$3,709 per student, even though the actual costs school districts incur average \$16,000 per student. Because the state fails to meet its funding obligations, local taxpayers must make up the difference, at disproportionate tax rates that violate the state constitution. In June 2019, the superior court held that the current funding formula was irrational and unconstitutional and it directed the Legislature to fix it. The state appealed that ruling and the case will be argued this week.





— . . . . . READ MORE >>

As the result of extensive and genuine grassroots pressure, the Legislature last year reversed the school funding cuts that had been in place since 2016 and provided a one-year increase in the state's school funding effort. It also created an independent commission to study the school funding system and recommend long-term solutions that would create a more equitable and realistic funding formula. The commission is slated to issue its recommendations for further legislation by December 1, about the same time as we might expect a ruling from the Supreme Court in the ConVal case.

To inform its deliberations and, in particular, to perform detailed statistical assessments of New Hampshire's school funding system, the commission hired a national research firm, the American Institutes for Research (AIR). Last week, AIR provided a draft report. The report's first key finding bluntly summarized the present system's disparate impact: "The state's current system is inequitable from both student and taxpayer perspectives. The districts serving the highest proportion of students who are economically disadvantaged spend less, on average, compared with districts serving the fewest such students. Moreover, the districts with the least property wealth per student impose the highest local education tax rates to be able to fund their children's education."

The draft report also compared educational outcomes across districts. AIR found that districts with higher percentages of economically disadvantaged students, students in special education, and students who are English-language learners (ELs) also perform worse, on average, compared with districts with fewer of these students. As a result, the report concluded that districts serving such students require more spending per student to achieve a common desired level of student outcomes.

The rest of AIR's report tackles two questions that flow from this data: how to construct a funding formula that addresses the differing needs of school districts and how to fulfill the state's obligation to pay for this funding. The commission has not yet determined how fully, if at all, it will endorse the report's answers to these questions, but the proposals are clearly worthy of thorough consideration by the commission, as well as discussion and debate by New Hampshire voters and taxpayers.

The report proposes a new focus for the funding formula, based on measurable student outcomes instead of the current reliance on inputs (the costs of the various components of a public school system). Because our state's average test scores are higher than those in many other states, the researchers determined that achieving a New Hampshire average test score is a valid indicator for the delivery of the opportunity for a constitutionally adequate education to every student.

The researchers created a "weighted" formula that allocates funding to districts according to the costs facing each district, including the extra costs of the needy students who are present in higher proportions in many property-poor districts. This formula would more adequately fund high-need districts and aims to improve student outcomes in those districts over time. All school districts would receive state support, but the amounts would be tailored to the differing needs of the students in each district.

In prior cases, the N.H. Supreme Court has said that the state had a duty to pay for the cost of “adequacy” in every district, while explicitly recognizing that this might mean different levels of funding from district to district, depending on each district’s needs. The draft report’s proposed formula would meet the state’s core obligation to fund a constitutionally adequate education to all students wherever they live, while targeting extra aid where it is needed.

The report’s revenue proposal focuses entirely on property taxes as the source of the predominant portion of state funding for education. No change in the other existing sources of state funding and no other form of taxation are contemplated in the report, consistent with the substance of discussions among commission members to date.


The report suggests that the state could more equitably fund education through a statewide property tax that pools revenue centrally and distributes it according to the formula. The report notes that this could be paired with a mandatory minimum local property tax, at uniform levels set by the state. Through this funding scheme, districts with lower capacity to raise revenue would receive more funds from the state, thereby adjusting for disparities in local capacity. The commission has discussed at length the need for enhanced state-funded property tax relief for low-income homeowners, but has not yet adopted any specific approach to achieve this goal.

With a Supreme Court decision and a final commission report coming soon, the public debate about school funding and the next Legislature’s responsibilities will likely become clearer and more intense. In the meantime, as the election nears, we have the opportunity to ask legislative and gubernatorial candidates where they stand on this issue and to urge them to finally resolve this problem fairly and comprehensively.

(John Tobin is board chair of the N.H. School Funding Fairness Project (NHSFFP), which is sponsoring five candidate forums across the state in the next month on the issue of school funding and property taxes. Anyone wishing to attend a forum or to learn more about school funding can visit NHSFFP’s website, [www.fairfunding.nh.org](http://www.fairfunding.nh.org).)

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