

# **PITTSFIELD SCHOOL BOARD**

## **MEETING AGENDA**

5:30 p.m., Thursday, April 1, 2021  
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: March 18, 2021  
March 18, 2021, 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

6. STUDENT REPRESENTATIVE – Oral Report

7. PES REPORT

### Action

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### Information & Discussion

- Attendance
- Summer Programming at PES
- Curriculum
- Assessment
- Spring Assessments
- NEASC Report
- Wednesday Schedule

8. PMHS PRINCIPAL REPORT

### Action

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### Information & Discussion

- DHHS Quarantine Guidelines
- Pandemic Report
- Professional Learning

9. PMHS ASSISTANT PRINCIPAL REPORT

### Action

- Tuition Request

### Information & Discussion

- Student Behavior Update
- Spring Assessments

10. DIRECTOR OF STUDENT SERVICES

Action

- 

Information & Discussion

- No Report

11. SUPERINTENDENT OF SCHOOLS

Action

- 

Information & Discussion

- Tuition Study Committee
- School Board Training
- School District Testing

12. SCHOOL BOARD

Action

- 

Information & Discussion

- 

13. COMMITTEE ASSIGNMENTS

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

14. PUBLIC INPUT

15. PLAN AGENDA FOR NEXT MEETING: April 15, 2021

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

17. ADJOURNMENT

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

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**MINUTES**

Pittsfield School Board Meeting  
March 18, 2021  
Pittsfield Middle High School

**I. CALL TO ORDER**

Members Present: Adam Gauthier, Chairperson  
Justin Clough, Vice Chairperson  
Bea Douglas  
Jessica Drouin  
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  
Members of the Public (some via Zoom)

Interim Superintendent Graziano opened the meeting at 5:30 p.m.

**II. REORGANIZATION OF THE SCHOOL BOARD**

Dr. Graziano stated that the School Board will reorganize. He asked for nominations for chairperson. Mr. Mitchell nominated Ms. Douglas as chair. No one seconded the nomination. Mr. Clough nominated Mr. Gauthier and Ms. Drouin seconded the nomination. The Board unanimously voted to appoint Mr. Gauthier as Chair.

Mr. Gauthier nominated Mr. Clough as vice chairperson and Ms. Drouin seconded the nomination. Ms. Douglas stated that it was not the norm to have a newly elected board member be in the office due to their inexperience. The Board voted for Mr. Clough to become vice chair with Mr. Clough, Ms. Drouin, Mr. Gauthier, and Mr. Mitchell voting in the affirmative and Ms. Douglas opposing.

Mr. Gauthier nominated Mr. Mitchell as secretary and Mr. Clough seconded the nomination. The Board voted for Mr. Mitchell to become secretary with Mr. Clough,

Ms. Douglas, Ms. Drouin, and Mr. Gauthier voting in the affirmative and Mr. Mitchell abstaining from the vote.

### III. AGENDA REVIEW

The following items was added to the agenda:

- Vision Statement (Mr. Clough)
- Mission Statement (Mr. Clough)
- Letter (Dr. Graziano)
- ESSER2 Assurances (Dr. Graziano)
- DHHS Guidance (Mr. Hamilton)

### IV. ACTION ON AMENDED AGENDA

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

### V. APPROVAL OF PREVIOUS MEETING MINUTES

A motion was made by Ms. Douglas and seconded by Mr. Mitchell to approve the minutes of the public meeting on March 4, 2021. Changes include: on page five, paragraph three, omit the last sentence and replace with “A teacher had electioneered in a previous election and Mr. Gauthier took issue with it happening again.”; on page six, paragraph two, change the last sentence to “He stated that the Board should be leading the Board, who leads the superintendent.”; and on page seven, paragraph four, change to “...by Mr. Mitchell, the meeting...” The motion was passed unanimously to approve the minutes as amended.

A motion was made by Ms. Douglas and seconded by Mr. Mitchell to approve the minutes of the non-public session on March 4, 2021. The motion passed unanimously to approve the minutes as written.

### VI. PUBLIC INPUT

Scott Jackson welcomed the new member of the Board and hopes that it will make a difference in the handling of the schools.

Mr. Gauthier read a letter From Leslie Vogt. The letter requested that the Board look for funds to protect teacher positions and look at non-teaching positions. She requested that “every nook and cranny of the budget be looked at one more time.” She suggested that they plan to use every unspent dollar to stock up for next year. Finally, she suggested that the Board look at all supervisory and non-instructional personnel to see if they could be reduced instead of teachers.

Gerard LeDuc stated that the Board should be protecting the teacher positions by cutting administration positions. Mr. LeDuc opined about what the Board should be doing when they go into non-public and made suggestions about sealing minutes.

Heather Elliot asked if an independent audit was done to determine what positions were cut. Mr. Gauthier said it was done in-house by the administration.

Ms. Elliot asked if there are new revisions for the COVID relief package that would provide opportunities for the district. Mr. Gauthier said the Board will be looking into those; the funds have not arrived to the State yet, but more information will be coming from the Governor.

Ms. Elliot asked if steps are being taken to improve education as test scores are not as high as one would expect. Mr. Gauthier stated that he agreed he would like more attention given to the testing. She asked if the district can see the curriculum from other higher performing schools to guide Pittsfield. Mr. Gauthier said that the Board could look into that.

Tracy Hyuck stated she was disturbed to see a letter in the School Board packet from the attorney. She wanted to know why the letter making the request for the response by the attorney was included. Ms. Douglas explained that the Board asked the attorney for advice on several issues, which were addressed in the letter.

## VII. STUDENT REPRESENTATIVE - No report.

## VIII. PES PRINCIPAL

### A. Attendance

Ms. Harvey and Ms. LeMay provided a chart that documented attendance for the past two weeks. Currently, PES has one positive staff and no positive students. Ms. LeMay stated that the average absences are consistent with the previous year at this time.

### B. Plymouth State University Partnership

Ms. Harvey explained that PES will continue their partnership with Plymouth State University. She provided communication from a professor stating accolades for the work being done by teachers, who become competent role models for student teachers.

### C. University of New Hampshire Partnership

Ms. Harvey explained that there is also a partnership with the University of New Hampshire (UNH) Residency for Rural Educators program. There will be three interns this year. These interns have committed to teaching in a rural community after they graduate. The interns are able to participate in PES professional development and PES teachers will be participating in professional development by Ross Green, a leading national expert in social emotional learning through UNH. Ms. Harvey has been asked to serve on a panel at UNH discussing trauma informed practices in schools.

Mr. Clough asked for specific numbers of interns, which Ms. Harvey provided.

## IX. PMHS PRINCIPAL

### A. Prom Committee Presentation

Sarah Carson and Jen Garrett, class advisors, were introduced. Ms. Carson reviewed details of the prom proposal for the junior and senior class. Lewis Driscoll, student, provided further details. On a motion made by Ms. Douglas and seconded by Mr. Clough, the Board unanimously approved the proposal for the prom.

### B. Newsletter

Mr. Hamilton provided the Board a copy of the most recent edition of the district newsletter.

### C. Spring Athletics

Mr. Hamilton reviewed the conditions under which spring athletics would be occurring. Mr. Clough asked if COVID protocols would be followed, to which Mr. Hamilton stated they would be following NHIAA recommendations pertaining to facial masks; he added further details. Ms. Douglas stated that she has been impressed with the previous implementation of guidelines. On motion made by Ms. Douglas and seconded by Mr. Mitchell, the Board approved students' participation in spring sports. Mr. Hamilton thanked the Board for their support.

### D. Spring Conferences

Mr. Hamilton reviewed the plans for spring conferences happening between April 5 and 16, 2021.

### E. Student Attendance

Mr. Hamilton shared attendance data. The average attendance is fairly typical to what it was like prior to COVID-19. The average absences is thirty for in person days and sixty-five for remote days. Consequently, changes are being made to the supports that will be offered on Wednesdays.

F. Department of Health and Human Services Update

Mr. Hamilton stated that there are two changes for quarantine guidelines. One is domestic travel does not require quarantine and will affect what happens after spring break. The second is not requiring a quarantine if there is a case, but social distancing and mask wearing have been implemented. Mr. Hamilton stated that it has been decided that the original guidelines will be followed until the first Board meeting in April, at which time he will have some information for the Board to consider and possibly make changes.

X. PMHS ASSISTANT PRINCIPAL - No report.

XI. DIRECTOR OF STUDENT SERVICES

A. Compliance

Ms. Bickford explained a recent compliance check on ‘significant disproportionality’; the district is in good standing.

B. Extended School Year Services

Ms. Bickford stated that the special education department is beginning to plan for the extended school year program. They will be considering a different approach this year. The program will run from July 19 to August 12, 2021.

C. Senior Trip

Ms. Bickford updated the Board on the details of the senior trip. There is a requirement that there are two adults in each van, but there are only three chaperones. She requested a waiver of the requirement and allow three chaperones. On a motion made by Mr. Mitchell seconded by Ms. Douglas, the Board voted unanimously to waive the requirement of having two adults in the vehicle.

XII. INTERIM SUPERINTENDENT OF SCHOOLS

A. Letter to the School Board

Dr. Graziano read a letter to the Board. The letter encouraged the Board to proceed with their work with kindness, forgiveness, and collaboration.

B. ESSER 2

Dr. Graziano stated that he must attest to the fact that the district is adhering to thirty one assurances in order to accept the ESSER funds. On a motion made by Mr. Gauthier and second by Ms. Douglas, the Board voted unanimously to approve the assurances.

C. 2021-2022 School District Budget

Dr. Graziano reminded the Board of the final school budget, which represents an increase of \$1.85 per thousand to the tax rate. He said that the district will continue to spend wisely and according to the budget.

D. Tuition Study Committee

Dr. Graziano stated that the Tuition Study Committee has been busy working on gathering information relative to tuitioning students outside the district. The Committee is requesting a community forum.

Mr. Gauthier stated that he thought the Board should hear the information from the Committee first. Mr. Clough stated that he thought feedback from the community would be an important step to gather further information. Ms. Douglas stated she thought it might be a good idea to have the Committee present the information that they have gathered.

The Board members were in agreement that a community forum would be a good next step. Dr. Graziano suggested May 11 for the community forum, although the report of the committee would not be completed by that time. Mr. Clough suggested a later start time or a weekend day to accommodate the availability of community members. Mr. Mitchell stated that he thought a Saturday would be a good idea.

Dr. Graziano reiterated that the information taken from the public forum would strengthen the information the Committee gives the Board before the Board makes a decision.

E. Open Negotiations Receiving Students



Dr. Graziano stated that a letter from the Deerfield School Board was received asking if the Pittsfield School Board was interested in opening negotiations to take some of their students.

#### F. School Board Training

Dr. Graziano stated that the New Hampshire School Board Association offers a menu of training opportunities for board members, especially newly elected members. He asked if the Board would be interested in participating in some group training sessions, to which the Board expressed interest. Dr. Graziano agreed to pursue this further.

#### G. Nomination of Teaching Personnel

Dr. Graziano stated that he had a list of personnel to nominate for the following year. He stated that teachers are “sitting on pins and needles” since the budget decision and would appreciate having information. Dr. Graziano suggested that the Board might want to have the discussion in a non-public session. Mr. Clough stated that he did not feel comfortable making the decision until he had a chance to get up to speed. Mr. Mitchell agreed that the next meeting would be better.

### XIII. SCHOOL BOARD

#### A. Vision and Mission Statement

Mr. Clough stated that he has been reviewing the vision and mission statement for the district. He suggested that the vision and mission should be reconsidered given the fiscal situation in which the district finds itself.

Ms. Harvey stated that within the NEASC accreditation process, the vision and mission was reviewed. It is likely that the report from NEASC will address the need to revisit the mission and vision. NEASC requires the articulation of the vision of the graduate. Mr. Hamilton stated that the current vision and mission statement was approved by the Board in the fall of 2020. Mr. Clough stated that he thought the vision and mission may need revision due to the circumstances the district is in.

Mr. Clough asked that the following items be added to the next agenda: 1) measuring achievement; 2) curriculum framework; and district website.

### XIV. COMMITTEE ASSIGNMENTS

Committee assignments were updated:

#### A. Budget Committee - Mr. Clough

- C. Drake Field & Facilities - Mr. Gauthier
- D. Negotiations – Ms. Douglas and Mr. Mitchell
- E. Foss Family Scholarship Foundation – Ms. Drouin

## XV. PUBLIC INPUT

Scott Jackson asked for clarification about the public forum for the Tuition Committee. Mr. Clough explained that the Committee will provide some information and seek input on the work that has been done so far. Dr. Graziano stated that the Committee will not be making a decision, but will be gathering information. Mr. Jackson asked if the public would hear the recommendation of the Committee at the public forum. Dr. Graziano stated that the Committee will not make a recommendation, but will provide information for the Board to make a decision regarding the feasibility of sending students out to another community for high school. Mr. Clough explained that the warrant article was to create a committee to investigate the feasibility of sending students out for high school.

Tracy Hyuck is happy that Mr. Clough brought up the website for discussion at a future meeting. She stated that some of the information is outdated. Ms. Hyuck asked for clarification regarding the letter from Deerfield. She wanted to know how many students they would send; Ms. Douglas stated that the number is not yet known but would be the result of negotiations.

Heather Elliott asked if Mr. Gauthier was on the Tuition Committee; he said that he is not. She stated that the time of the meeting of the Tuition Committee is 4:30 and does not allow for community members to participate. Ms. Douglas explained that the committee is responsible for determining the time of the meeting. Mr. Clough asked if a community member could email Dr. Graziano with questions or input; Dr. Graziano stated that that was possible.

Ms. Elliott stated that there is not an easy way to find the link for School Board meetings. It was stated that it is a recurring meeting, using the same link each week. Mr. Gauthier asked if the link can be posted on the website. Ms. Harvey stated that there would be a higher incident of “zoom bombing” if it was publicized too aggressively. Mr. Gauthier stated the Board would work on providing the link in a better way.

## XVI. NON-PUBLIC SESSION

Mr. Gauthier stated that a discussion by the Board will be necessary relative to personnel.

At 6:56 p.m. a motion was made by Ms. Douglas and seconded by Ms. Drouin to enter into a non-public session under the authority of RSA 91-A:3 (c) to discuss personnel matters. The Board was polled and voted unanimously to enter into a non-public session (Mr. Clough, yes; Ms. Douglas, yes; Ms. Drouin, yes; Mr. Gauthier, yes; Mr. Mitchell, yes).

At 7:50 p.m. a motion was made by Mr Gauthier and seconded by Mr Mitchell to exit from a non-public session. The Board was polled and voted unanimously to exit the non-public session (Mr. Clough, yes; Ms. Douglas, yes; Ms. Drouin, yes; Mr. Gauthier; Mr. Mitchell, yes).

#### XVII. PUBLIC SESSION

On a motion made by Mr. Gauthier and seconded by Mr. Mitchell the Board voted unanimously to approve the Interim Superintendent's Nomination list.

#### XVII. NEXT MEETING

The next meeting of the Board is scheduled for Thursday, April 1, 2021 at 5:30 p.m. in the Pittsfield Middle High School Lecture Hall.

#### XVIII. ADJOURNMENT

On a motion made by Ms. Drouin and seconded by Mr. Mitchell , the meeting was adjourned at 8:01 p.m.

Respectfully submitted,

Tobi Gray Chassie  
Recording Secretary (via Zoom)

## **PITTSFIELD SCHOOL BOARD**

### **Non-Public Session Minutes**

March 18, 2021

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

Motion: On a motion by Ms. Douglas and seconded by Ms. Drouin, the Board voted unanimously to enter into a non-public session under the authority of RSA 91-A:3 II (c).

Specific Statutory Reason for Nonpublic Session: RSA 91-A:3 II (c) to discuss personnel matters.

<u>Roll call:</u> Vote to enter non public session:	Mr. Clough	yes
	Ms. Douglas	yes
	Ms. Drouin	yes
	Mr. Gauthier	yes
	Mr. Mitchell	yes

Time Nonpublic Session Entered: 6:56 p.m.

Other Persons Present: Interim Superintendent John Graziano

Description of Matters Discussed:

The Interim Superintendent and Administrators reviewed the Nomination list.

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

Public Session Reconvened: 7:50 p.m.

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

Minutes Recorded By: John Graziano, Interim Superintendent

**Pittsfield School District**

**To:** Pittsfield School Board

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

**Subject:** Board Meeting – April 1, 2021

**Date:** March 25, 2021

**ACTION**

None at this time.

**INFORMATION**

1. Attendance: The following chart shows attendance at PES for the last two weeks. As a reminder, the state targets our average daily attendance rate to be 90%. 10% of PES is 26 students.

	March 15	March 16	March 17	March 18	March 19
Total Absences	19	15	51	22	18
# on Quarantine	0	0	REMOTE	2	2
	March 22	March 23	March 24	March 25	
Total Absences	18	18	46	47	
# on Quarantine	5	7	REMOTE	28	

NOTE: PES currently only has 1 positive student and 0 positive staff members.

2. Summer Programming at PES: As Jess Bickford shared at a previous meeting, we are working on creating a plan for summer learning and have come up with the following parameters:
- Dates:
    - i. July 19th- August 5th; 3 weeks
  - Schedule:
    - i. Morning camp (enrichment) to include ESY goals; 8-11:30
    - ii. Lunch 11:30-12
    - iii. Afternoon tutoring (ESY or Title I); 12:00-1:00
  - Provide:

- i. Breakfast
  - ii. Lunch
  - iii. Transportation
- Where:
  - i. On campus; outside whenever possible
  - ii. Field trips(bus)
  - iii. Walking trips

We have enlisted the help of two teacher leaders to help plan and organize our program. The funding for this program will be split between Title I, ESY and ESSER.

3. Curriculum: As you read in the NEASC report we prepared for the Collaborative Conference, we are working through the goal of articulating our curriculum on our common template. This template has all of the elements required by NEASC, and incorporates the criteria of Universal Design of Learning. This allows us to ensure we are making the curriculum goals as clear and accessible as possible. The Curriculum Table of Content is linked on the PES website so you can review the competencies, units, and year at a glance. You may notice that most math lessons will reference Eureka; it is the main resource teachers are using for Mathematics instruction at PES to support students meeting the competencies. It is not a formally adopted curriculum because we don't require teachers to teach all lessons; we want them to have the professional ability to modify pacing to meet the students' needs. We chose Eureka since it meets expectations on Edreports (see below).

The instructional materials for Eureka Grades K-2 meet the expectations for focus and coherence in Gateway 1. All grades meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade, and all grades meet the expectations for coherence as they have a sequence of topics that is consistent with the logical structure of mathematics. In Gateway 2, all grades meet the expectations for rigor and balance, and all grades partially meet the expectations for practice-content connections. In Gateway 3, all grades meet the expectations for instructional supports and usability. The instructional materials show strengths by being well designed and taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the Standards, and supporting teachers in differentiating instruction for diverse learners within and across grades.

The instructional materials for Eureka Grades 3-5 meet the expectations for focus and coherence in Gateway 1. All grades meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade, and all grades meet the expectations for coherence as they have a sequence of topics that is consistent with the logical structure of mathematics. In Gateway 2, all grades meet the expectations for rigor and balance, and all grades partially meet the expectations for practice-content connections. In Gateway 3, all grades meet the expectations for instructional supports and usability. The instructional materials show strengths by being well designed and taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the Standards, and supporting teachers in differentiating instruction for diverse learners within and across grades.

You may start to see reference to Wit and Wisdom for ELA. This is our new resource to support meeting the ELA competencies. Below is part of the Edreport that helped us identify this resource. We began some pilot work in 2019-2020, so it's been slow switching due to COVID; but all grades K-8 have access to the materials to support meeting competencies.

Wit and Wisdom grades K-2 fully meet the expectations of the indicators for Gateways 1, 2, and 3. Engaging and high quality texts are appropriately rigorous and incorporate multimedia options alongside printed texts. The program includes opportunities to apply reading, writing, speaking, and listening skills across a variety of tasks designed to grow students' literacy skills over the course of the year while providing options to differentiate for time where appropriate. The materials across provide ample opportunities for students to build knowledge through content-rich, integrated reading, writing, speaking, listening, and language experiences. Students are supported in growing knowledge and vocabulary as they practice and apply skills in new texts and tasks. The materials include comprehensive instruction in writing, building research skills, and supporting students' developing independent reading.

Wit and Wisdom grades 3-5 fully meet the expectations of the indicators for Gateways 1, 2, and 3. Engaging and high quality texts are appropriately rigorous and incorporate multimedia options alongside printed texts. The program includes opportunities to apply reading, writing, speaking, and listening skills across a variety of tasks designed to grow students' literacy skills over the course of the year while providing options to differentiate for time where appropriate. The materials across provide ample opportunities for students to build knowledge through content-rich, integrated reading, writing, speaking, listening, and language experiences. Students are supported in growing knowledge and vocabulary as they practice and apply skills in new texts and tasks. The materials include comprehensive instruction in writing, building research skills, and supporting students' developing independent reading.

Note: The K-2 materials reviewed do not include a formal foundational skills component and instead recommend pairing the materials with a high-quality foundational skills program. The 3-5 materials provide some foundational skills instruction through their language, vocabulary, and writing instruction, and fluency practice. However, they do not include extensive phonics instruction.

In order to meet the phonics instruction at the tier 1 level, we use Foundations (K-3) and Heggerty (K-1) for phonemic awareness. We also purchased Geodes which are books that align to Foundations to support early readers. Kathy has presented on these programs before and can again if desired. Again, from Edreports (note grade 3 was added after the review):

The Foundations Kindergarten, Grade 1, and Grade 2 materials reviewed partially meet the criteria for alignment to standards and research-based practices for foundational skills instruction. The instructional materials use a synthetic approach to phonics. Materials include a scope and sequence that clearly delineates an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence; however, the materials include a general scope and sequence with few details for phonological awareness. Materials provide limited instructional support for general concepts of print. Materials provide limited phonological awareness modeling, practice, and review before phonics instruction begins. Materials partially meet the criteria that materials emphasize phonics instruction through systematic and repeated modeling. There are frequent opportunities for students to decode and encode words, including common and newly-taught sound and spelling patterns and to review previously taught grade-level phonics. Materials include limited systematic instruction of high-frequency words and practice opportunities of high-frequency words to develop automaticity. Students have opportunities to read and write high-frequency words in tasks (sentences); however, students are not given opportunities to read sentences independently or without prior teacher modeling. Materials include some instructional opportunities for systematic, evidence-based, explicit instruction in fluency. Explicit instruction addresses expression and phrasing, but does not model for students how to read with appropriate rate and accuracy. Materials do not provide opportunities for students to practice using confirmation or self-correction of errors. Decodable texts are limited and do not consistently align to the program's scope and sequence for phonics and high-frequency words. The teacher reads the sentences, passages, or Chart Stories, and students echo read.

This year we have begun to work on articulating Science, Social Studies and Social Emotional Learning at PES. For Science, we are aligned to the New Hampshire State Competencies. We use Mystery Science to provide the teachers with resources. For Social Studies, we are using the PMHS competencies which are aligned to the C3 framework. Wit and Wisdom does have some science and social studies topics in the program to support background knowledge, but we are building most of these units from scratch. For Social Emotional Learning, the board adopted Choose Love PreK-12 in June of 2019 after Scarlett Lewis had come to speak. We are meeting SEL competencies with Choose Love and Responsive Classroom.

4. Assessment: When looking at the Curriculum Table of Contents and units you will also see the alignment to our local assessments. In the last six years we have shifted our assessment practices, so we thought a review would be helpful.

In addition to those classroom assessments, we have two other district assessments of note. PES students are assessed by a Developmental Reading Assessment to check their reading comprehension and fluency when reading a real text. PES students are also assessed with the NWEA MAP assessment. In normal years, first through fifth grade would be assessed three times



a year in ELA and Mathematics. Kindergarten would be assessed twice a year. This year, Kindergarten will assess in the spring. Grades first through five will have at least two testing points.

For state level accountability, we were a PACE school until 2018. This means we were part of the pilot of using performance assessments for state level accountability. It's a great program, however it required significant staff support that we just couldn't maintain. It also means that assessment scores released are not truly comparable to schools which were not PACE (except for 5th, 8th and 11th which were double assessed each PACE year). So in the 2018-2019 school year we switched back to the New Hampshire State Assessment (NHSAS) which is what most other districts in the state use. This is the first year that everyone in NH will be assessed with NHSAS since the PACE pilot started since it was paused this year. We really only have one NHSAS test under our belts. We did the interim assessments this fall as directed. Assessed teams reviewed that data and adjusted instruction and pacing accordingly; but it's hard to tell what was COVID slide and what was a curriculum issue. So we continue to focus on each student and their individual needs.

5. Spring Assessments: Speaking of assessments, it's that time of year. The spring assessment letter is attached that will be going home to students grades 3-5 to inform them of upcoming state assessments. Most students will be taking the NHSAS. We have one PES student completing the DLM (Dynamic Learning Maps; alternative assessment).
6. NEASC Report: We will have the Collaborative Conference report for you at the meeting. We will add it to the second meeting in April for discussion/presentation and a draft for sharing with the wider school district community.
7. Wednesday Schedule: PES is looking at bringing students in on Wednesday. We are working through the logistics and what the timeline would look like. Currently, we think we can do a half day and still meet the requirements for professional time. We should be able to present an update at the meeting and let you know how feasible it is for a partial day.



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

Dear families:

Each year, students in grades 3 through 8 participate in the New Hampshire Statewide Assessment System (NH SAS). The United States Department of Education has mandated spring assessments for everyone. This assessment will help our teachers prioritize resources and supports, while ensuring that all students have equitable access to instruction.

This spring, your child will take the following assessments:

Assessment	Grade Level	Content	Testing Window
NH SAS Assessment	3-4	English Language Arts and Mathematics	May 10th- 14th 17th and 18th make ups
NH SAS Assessment	5th	English Language Arts, Mathematics and Science	May 10th-18th 20th and 21st make ups

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), Section 1111(b)(2) and New Hampshire law, RSA 193-C:6 requires each school district in the State to implement a set of high-quality academic assessments that includes, at a minimum, assessments in mathematics, reading/language arts and science to be administered in each of grades 3-8 and not less than once during grades 10-12; and in science not less than once during grades 3-5, grades 6-9, and grades 10-12. Furthermore, ESSA sections 1111(b)(2)(B) require State assessments to be the “same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State,” and provide for the participation in such assessments to all students.

State assessments are an important part of a student’s core educational program. They provide an evaluation of student mastery of content and skills in various academic areas, serve as one tool for measuring the degree to which students are on track to graduate high school and be college- and career-ready, and help inform future instruction in the classroom. Along with student work on classroom assignments, projects, essays, and local assessments, state assessment results give teachers and you, the parents, important information about where students are on their path toward academic success. If you choose to exempt your student from the state assessment (permitted in RSA 193-C:6), you must submit a form to the school the student attends. Please contact Pam Miller in the Main Office to receive a copy of the exemption form. Please understand that if you choose to exempt your student from the assessment, no scores or summary of individual student performance, based on the statewide assessment, will be provided to you or your student.

Student results for the NH SAS (reading/writing, mathematics and science) are generally available within 10 days upon the student completing the test. Pittsfield School District will send a student’s Individual Score Report home as soon as possible after receiving results.

Parents may access training tests for the NH SAS by going to the portal at <https://nh.portal.airast.org/training-tests.stml>.

Your child's classroom teacher will confirm the dates of testing later this spring when they are scheduled. If you have any questions related to this assessment administration, you may contact me. Thank you for supporting your student and encouraging him/her to do his/her best during this assessment administration.

Sincerely,

Danielle Harvey  
[dh Harvey@pittsfieldnhschools.org](mailto:dh Harvey@pittsfieldnhschools.org)  
603-435-6701 ex 1103

## **Pittsfield School District**

**To:** Pittsfield School Board  
**From:** Derek Hamilton, PMHS Principal  
**Subject:** Board Meeting – April 1, 2021  
**Date:** March 25, 2021

### **INFORMATION**

1. DHHS Quarantine Guidelines. I've enclosed a copy of the Department of Health and Human Services (DHHS) Health Alert that outlines the updated guidance for travel and quarantine due to exposure. The two key points from the recent guidance are highlighted below:
  - Domestic travel within the U.S. no longer requires quarantine upon return to NH (regardless of COVID-19 vaccination status), this includes domestic travel to U.S. territories. People who travel internationally or on a cruise ship are still required upon arrival to NH, unless diagnosed with SARS-CoV-2 infection in the prior 90 days or fully vaccinated against COVID-19.
  - NH DPHS will not recommend quarantine for students or staff if a COVID-19 exposure occurs in the classroom setting where students and staff are seated and spaced at least 3 feet apart with consistent and correct face mask use. This guidance applies only to controlled and monitored educational classroom settings (including K-12 schools, colleges, and universities). In other settings, NH DPHS will continue to recommend quarantine for persons within 6 feet of someone with COVID-19 for a cumulative time of 10 minutes or longer during the person's infectious period, regardless of mask use.

Our district-wide Steering Committee met this past week to review and discuss these guidelines. The team supports these guidelines and we've implemented both practices right away. We will continue to proactively encourage mitigation procedures (social distancing, wearing masks, and staying home with any symptoms). Additionally, in regards to quarantine due to exposure, the team will continue to operate with discretion and judgement of "controlled and monitored" educational settings when conducting a contact trace.

2. Pandemic Report. This hasn't been a topic on recent reports, but given the uptick in cases in the school district, I'm including it this week. As of now, we've had three confirmed positive cases within a four-day span (March 21-24), which has led to a total of 29 students in quarantine, 4 staff members in quarantine, and 4 students needing to work remotely due to staff quarantine. We are closely monitoring these cases and reinforcing our mitigation procedures with students and staff.

Also, the latest data from the Department of Health and Human Services is that there has been a 13% increase (March 18-24) in cases state-wide from the previous 7-day period. During that time period, the state-wide positivity rate is 4.3%. There have been 11 new cases in Pittsfield over last 14 days and the cumulative antigen and PCR positivity rate is 9.5% over the last 7 days (which is considered high). Positivity rates in the surrounding area, from Pembroke to Epping, are among the highest in the state.

3. Professional Learning. Every Wednesday our school staff is engaged in professional learning activities for 90 minutes. Common topics throughout the year have included best practices for online learning and preparation for our NEASC Collaborative Conference, but our themes have centered around two areas:
- Learning Targets – throughout the school year the Additional Targeted Support (ATS) Team, made up of 5-8 grade regular education and Special Education teachers, paraprofessionals, and administration, has been working WestEd (a technical assistance provider focused on continuous improvement) to use standards-based learning targets to drive student learning in the classroom. Recently, the ATS team completed a series of four professional learning sessions to support teachers and leaders in crafting standards-based learning targets and planning instruction and assessment to use learning targets. Team members are now participating in coaching sessions with a WestEd instructional coach that includes a pre-conference, observation, and post conference to assist with the application of learning targets. Additionally, our leadership team (including teacher leaders and administrators) are meeting with the instructional coach to create a shared framework that a) defines learning targets; b) provides guidance on how to craft standards-based learning targets; and c) describes high-leverage instructional and assessment practices to use learning targets in the classroom. I've enclosed a document explaining the use of learning targets in more detail.
  - Universal Design for Learning (UDL) – for the past two years we have been working toward the goal of having all units, in all classes, aligned to the UDL framework by June of 2021. The UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. Our UDL work is guided by a district-wide team, made of teachers and administrators, that supports teachers with the alignment of units to the UDL framework. A focus of this year's work has been addressing student barriers to learning. By anticipating and addressing barriers upfront, teachers are able to design flexible lessons and learning environments. I've enclosed two exemplar units to give you a better understanding of the UDL framework and the design of unit plans.

Also, with spring assessments coming up in April/May (see Mrs. Brown's report for more details), we will be using some of our professional learning time in May to analyze the NWEA, NHSAS, and SAT results.

# THIS IS AN OFFICIAL NH DHHS HEALTH ALERT

Distributed by the NH Health Alert Network  
[Health.Alert@nh.gov](mailto:Health.Alert@nh.gov)  
March 17, 2021 Time 1630 (4:30 PM EDT)  
NH-HAN 20210317



## Coronavirus Disease 2019 (COVID-19) Outbreak, Update # 38

### *Updated Travel Guidance*

### *Quarantine Guidance for Schools*

#### KEY POINTS and RECOMMENDATIONS:

##### Updated NH Travel Guidance:

- New Hampshire has updated COVID-19 [Travel Guidance](#) and [Employer Travel, Screening, and Exclusion Guidance](#).
  - The State's Reopening [Universal Guidelines](#) have similarly been updated
  - Domestic travel within the U.S. no longer requires quarantine upon return to NH (regardless of COVID-19 vaccination status), this includes domestic travel to U.S. territories
  - People who travel internationally or on a cruise ship are still required to quarantine upon arrival to NH, unless diagnosed with SARS-CoV-2 infection in the prior 90 days or fully vaccinated against COVID-19
  - Everyone who chooses to travel, regardless of vaccination status or prior immunity, should wear a [well-fitted, multi-layered face mask](#), physically distance (i.e., maintain at least 6 feet from other people), avoid large groups and gatherings, frequently sanitize hands, and self-monitor for symptoms
  - Persons required to quarantine after international travel or travel on a cruise ship can choose to end quarantine after 7 days if
    - The person is asymptomatic, and
    - Has a negative SARS-CoV-2 PCR-based test performed on a respiratory specimen that is collected on days 6-7 of quarantine
  - Even though a person may not be required to quarantine after travel, providers should still recommend they seek testing for asymptomatic SARS-CoV-2 infection 3-5 days after travel, per CDC guidance on [travel during the COVID-19 pandemic](#) (applies for both domestic and international travel)

##### Educational Setting Quarantine Guidance Change:

- Under the Governor's [Executive Order #85](#), all NH schools must now offer in-person learning at least 2 days per week.
- All schools must still follow the current NH [Grades K-12 Back-to-School Guidance](#).
  - New Hampshire allows for a minimum of 3 feet of physical distancing between students in the classroom with a recommendation to maximize physical distancing to the extent possible
  - Face mask use continues to be strongly recommended in all educational settings (including classrooms), especially if students are seated within 3-6 feet of each other

- When face masks are taken off (e.g., when eating lunch), students and staff should be spaced at least 6 feet apart
- If wind instruments and singing are involved in a classroom activity, the NH [arts & music education guidance](#) still applies, and students and staff should be separated by the recommended 8-10 feet of physical distance
- Emerging evidence during the COVID-19 pandemic (see CDC [Science Brief](#) and NH DPHS [Considerations for Transitioning Between School Instructional Models](#)), and NH's experience with contact tracing in schools, continues to show schools are low-risk for spreading COVID-19.
- A [new study published](#) in the journal *Clinical Infectious Diseases* is the first to show that in the setting of universal face mask use in classrooms, COVID-19 infection rates were equivalent for schools that implemented either a minimum of 3 feet or 6 feet of physical distancing.
- Therefore, NH DPHS will not recommend quarantine for students or staff if a COVID-19 exposure occurs in the classroom setting where students and staff are seated and spaced at least 3 feet apart with consistent and correct face mask use.
  - This guidance applies only to controlled and monitored educational classroom settings (including K-12 schools, colleges, and universities)
  - In other settings, NH DPHS will continue to recommend quarantine for persons within 6 feet of someone with COVID-19 for a cumulative time of 10 minutes or longer during the person's infectious period, regardless of mask use

### Weekly Partner Calls For:

- **Long-term care facilities and congregate living settings** every Wednesday from 11:45 am – 1:00 pm, in partnership with the NH Healthcare Association (NHHCA):
  - Zoom link: <https://zoom.us/j/511075725>
  - Call-in phone number: (929) 205-6099
  - Meeting ID: 511 075 725
  - Password: 092020
- **Educational and childcare partners** every Wednesday from 3:30 – 4:30 pm:
  - Zoom link: <https://nh-dhhs.zoom.us/j/98062195081>
  - Call-in phone number: (646) 558-8656
  - Meeting ID: 980 6219 5081
  - Password: 197445
- **Healthcare providers and other public health partners** every Thursday from 12:00 – 1:00 pm; these calls focus on new science, medical, and vaccine updates:
  - Zoom link: <https://zoom.us/s/94841259025>
  - Call-in phone number: (646) 558-8656
  - Meeting ID: 948 4125 9025
  - Password: 003270

# THIS IS AN OFFICIAL NH DHHS HEALTH ALERT

- For any questions regarding this notification, please call the NH DHHS, DPHS, Bureau of Infectious Disease Control at (603) 271-4496 during business hours (8:00 a.m. – 4:30 p.m.).
- If you are calling after hours or on the weekend, please call the New Hampshire Hospital switchboard at (603) 271-5300 and request the Public Health Professional on-call.
- To change your contact information in the NH Health Alert Network, please send an email to [DHHS.Health.Alert@dhhs.nh.gov](mailto:DHHS.Health.Alert@dhhs.nh.gov).

Status: Actual  
Message Type: Alert  
Severity: Moderate  
Sensitivity: Not Sensitive  
Message Identifier: NH-HAN 20210317 COVID-19, Update 38  
Delivery Time: 12 hours  
Acknowledgement: No  
Distribution Method: Email, Fax  
Distributed to: Physicians, Physician Assistants, Practice Managers, Infection Control Practitioners, Infectious Disease Specialists, Community Health Centers, Hospitals, Hospital CEOs, Hospital Emergency Departments, EMS, Nurses, NHHA, Pharmacists, Laboratory Response Network, Manchester Health Department, Nashua Health Department, Public Health Networks, DHHS Outbreak Team, DPHS Investigation Team, DPHS Management Team, Northeast State Epidemiologists, Zoonotic Alert Team, Health Officers, Deputy Health Officers, MRC, NH Schools, EWIDS, Dialysis & Transplant Clinics, STD Clinics, Immunization Practices, Travel Centers, Influenza Sentinels, Urgent Care Centers, Ambulatory Surgical Centers, Walk-in Clinics, Poison Center, Alcohol and Other Drug Treatment Centers, Long-Term Care Facilities, Community Mental Health Centers, Health Departments, Internal Medicine, Occupational Health, Gastroenterology, Schools and Daycare Providers, Regional Public Health Networks, Environmental Services, Family Planning Programs, Department of Corrections, Home Care Providers, Local and State Partners, Area Agencies

From: Benjamin P. Chan, MD, MPH, State Epidemiologist  
Originating Agency: NH Department of Health and Human Services, Division of Public Health Services

**Attachments:** None





## LEARNING TARGETS IN EXPEDITIONARY LEARNING SCHOOLS

### INTRODUCTION

Expeditionary Learning Schools believes the purpose of assessment is to **engage, support, and hold students accountable for rigorous learning**. Crafting and using learning targets with students is central to these aims because learning targets drive all areas of assessment: assessment **for** learning, assessment **of** learning, and communication of results.

Assessment **for** learning is defined as assessment actions that help students *at the outset* of learning and *during* the process of learning. Learning targets serve assessment for learning purposes by clearly framing curricular goals, guiding instructional choices, and focusing critique and revision. The intentional use of assessment for learning strategies involves students in the assessment process and therefore increases student ownership of learning.

Learning targets also guide the creation of sound assessments **of** learning – assessments given *after* learning has occurred. Well-crafted targets help teachers choose appropriate assessment methods based on target type, and each portion of an assessment of learning is linked to specific targets to help students understand precisely what is being assessed.

Finally, we use learning targets to provide structure for the communication of student progress. For instance, students are much more likely to reach specific expectations for a product if the learning targets are provided at the outset, the steps of the task outlined, and a scoring rubric created where each criterion is aligned with a learning target. On a larger scale, learning targets are used to structure student-led conferences, portfolios, and report cards.

### SOURCES OF LEARNING TARGETS

Learning targets can be developed from a variety of starting places, and a single learning target is often influenced by several sources. The following sources serve as starting places for creating learning targets:

- ◆ Local, state, or national standards
- ◆ School or district curriculum maps and skills continua
- ◆ Reading, writing, math or other program materials
- ◆ School-developed character traits and “Habits of Learning”
- ◆ Guiding questions of learning expeditions
- ◆ Skills and understandings associated with the product or performance medium

### ATTRIBUTES OF LEARNING TARGETS

Learning targets, standards, and unit objectives are all versions of goal statements. What’s the difference? Learning targets are different from other versions of goal statements because they have the following attributes. Targets are:

- Student-friendly
- Specific, often referring to the particular context of a lesson, project, or investigation
- Clear about the intended *learning* (not doing) that is able to be assessed

They can also be distinguished from standards and unit objectives in how they are used. Learning targets are made public, shared with students early in the learning process, and regularly used to help each student track his or her progress toward the attainment of the targets. Learning targets are used to support student learning

and are referred to often in the ongoing life of a classroom. Even the most well-written goals, if not shared with students and actively used in the classroom, contribute little to engaging, supporting, and holding students accountable for their learning.

**CRAFTING QUALITY TARGETS**

Crafting quality learning targets requires delving more deeply into the three main attributes listed above.

***Student-friendly language***

As noted above, learning targets are almost always linked to and derived from standards. Sometimes, standards serve directly as clear learning targets, but they often need to be “deconstructed” to describe the intended learning in language that is student-friendly.

Since learning targets are written with the learner as the intended audience, they start with the stem “I can...”. Beyond this stem, learning targets for younger students look different than learning targets for older students. Targets for younger students will be less complex in content and language.

Science targets for younger students	Science targets for older students
<ul style="list-style-type: none"><li>• I can sort butterflies from moths.</li><li>• I can describe the differences between living and non-living things.</li><li>• I can act out how ants interact with each other within their habitat.</li></ul>	<ul style="list-style-type: none"><li>• I can name the atomic properties of carbon.</li><li>• I can explain why carbon sits where it does in the periodic table.</li><li>• I can explain the role of genetic mutation in fruit fly reproduction.</li></ul>

Incorporating discipline-specific vocabulary that students may not know at the outset of an investigation or expedition does not deem a target “unfriendly” as long as understanding is built quickly and intentionally once the target is introduced.

***Specific, contextualized language***

Expeditionary Learning places a strong focus on teaching in-depth content, organized into Investigations (case studies of an historical, social or scientific issue or event used as a window into broader concepts of a discipline). This focus emphasizes the need for learning targets to be contextually specific, which is often not the case in the standards from which they are derived. Contextualizing learning targets reinforces that our work as teachers is never done; there is always room for students to become sharper, more sophisticated, and able to apply learning to different content or contexts.

For example, take the process of inferring. The target “I can infer” is too all-purpose and vague: Infer about what? The student may be able to infer when it comes to reading simple narratives, but be back to square one when it comes to inferring about data from a science experiment. Learning targets are more helpful to students when they are specific about the context and about which aspect of the thinking process should be a focus. For example, “I can use scientific data to make inferences about the best growing conditions for plants” is contextualized and specific. Additional examples follow.

Standard	Learning Target
Students know and understand the characteristics and structures of living things, the processes of life, and how living things interact with each other and their environment.	I can explain each phase of the life cycle of a dragonfly.
Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from	I can analyze how the Battles of Lexington and Concord served as a catalyst for the American Revolution.



different spheres of human activity, the importance of ideas, individual choices, actions, and character.	
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Note that learning targets have varying levels of specificity and contextualization; the more short-term a supporting target is, the more likely it is to be specific and contextualized. For instance, using one of the examples from above, the long-term learning target may be that students can explain the life cycle of an insect. Then, specific investigations on the dragonfly, bee, and ant would reflect students being able to describe the life cycles for each insect before creating a generalization.

### ***Clarity about intended learning***

Quality targets communicate to students what knowledge, reasoning, or skill is expected of them. How the target will be assessed is sometimes communicated as part of the target, but even when it is not, teachers should know and communicate to students up front how they will demonstrate their progress. Following is an example of how a target representing common pitfalls in lack of clarity can be improved.

*I can create a piece of work that looks beautiful and teaches someone about the most important things about an ant habitat.* The emphasis in this target as written is not on what the student is learning about ant habitats. To avoid emphasizing what a student will do, the main verb needs to be carefully selected to emphasize what the student is to learn: *I can identify the features of an ant's habitat. I can explain how the ant's habitat provides for the basic needs of an ant.* Once the intended learning is clear, a method of assessment can be chosen, and issues of craftsmanship can be dealt with in other targets associated with product creation.

## **TYPES OF LEARNING TARGETS**

### ***Long-term and Supporting Targets***

Learning targets can describe the intended learning over a long period of time, such as an investigation or expedition. Or, they can describe shorter term goals for a lesson or a particular project. When learning targets are written to express the intended learning over a long period of time, we refer to those targets as *long-term learning targets*. When a target describes the intended learning for a short period of time, we refer to them as *supporting learning targets*, as they are often one step toward attaining one or more of the long-term learning targets. Teachers' time and situations with their students varies greatly; there is no pat answer for how many long-term and supporting targets one should have.

It is helpful to explain to students how *supporting targets* connect to the *long-term targets* (e.g., how a learning target for the day's lesson plan connects to a key learning target for the investigation. Connecting supporting targets to long-term targets is one way to make learning targets live in the classroom and to engage students in the assessment process.

Long-term target	Supporting targets
I can use the properties of similar triangles to find heights and distances that cannot be measured directly.	<ul style="list-style-type: none"> <li>I can determine whether two triangles are or are not similar.</li> <li>I can look at pictures of similar triangles and match their corresponding sides.</li> <li>I can compute the scale factor for two similar triangles.</li> <li>When given two similar triangles, I can find the length of any side.</li> <li>I can create diagrams of similar triangles to find the height of tall objects such as our school building, the flagpole, a tall tree, etc.</li> </ul>

I can explain the role the land and landscape played in fostering migration of white Americans.	<ul style="list-style-type: none"> <li>I can describe the geography and landscape of the Colorado in the late 1800s and early 1900s.</li> <li>I can describe the types and locations of mining resources that drew people to Ute land in Colorado.</li> </ul>
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### ***Knowledge, Reasoning, and Skill Targets***

Learning targets can be categorized by looking at the cognitive process they demand of students.

Discriminating among different types of learning targets becomes particularly important as teachers begin to design assessments that best match the different types of targets. The verb in the learning target is often the key to categorizing targets into their various types.

Target Type	Explanation	Sample Verbs
Knowledge	Knowledge, facts, concepts to be learned outright or retrieved using reference materials	Explain, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select
Reasoning	Thinking proficiencies - using knowledge to solve a problem, make a decision, plan, etc.	Analyze, compare/contrast, synthesize, classify, infer, evaluate
Skills	Behavioral demonstrations where the doing is what is important; using knowledge and reasoning to perform skillfully	Observe, listen, perform, do, conduct, read, speak, assemble, operate, use, demonstrate, measure, model, collect, dramatize

### ***Character and Craftsmanship Targets***

In Expeditionary Learning schools, teachers also craft and use targets specifically related to character and craftsmanship. Craftsmanship targets help students better understand a particular medium and are often associated with arts or technology. These craftsmanship targets are from a middle school expedition on wolves:

- I can apply the elements of color, shape, and line in my wolf illustration to correctly convey how a wolf looks.*
- I can select and use tools and techniques that enhance a viewer's understanding of how a wolf looks.*

Character targets name what is expected of students related to performance character (traits that enable students to perform to their potential) and relational character (traits that enable students to work well with others). In a middle school expedition focused on healthy choices, two character targets for the investigation on obesity and eating disorders are:

- I can use feedback to improve my sustainable nutrition plan. (Performance)*
- I can care for my classmates by using language that helps, not hurts. (Relational)*

### **CONCLUDING THOUGHTS**

Learning targets form the foundation for all areas of assessment: assessment **for** learning, assessment **of** learning, and communicating results. The importance of crafting quality learning targets can not be underestimated; they play an integral role in using assessment to ***engage, support, and hold students accountable for rigorous learning.***

Name of Unit: Holocaust: Night

UDL Unit Grade / Course: English 9/10 Words Without Borders

Timeframe: 45 days

Created by: Sarah Carson

**Summary:** Students will: understand the features of the survivor memoir genre, as well as why someone might want to write a survivor memoir, examine in-depth what the experience of a concentration camp was like for individual people and how it affected their lives (and the lives of their children) after they were liberated, follow a particular theme through a work of literature in order to write an expanded essay about it, and participate in a Socratic Seminar to discuss controversial historical topics.

**COMPETENCY 1:** Literary Text Analysis

Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.

**COMPETENCY 2:** Informational Text Analysis

Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.

**COMPETENCY 3:** Explanatory Writing

Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

**COMPETENCY 5:** Speaking and Listening

Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

**Essential/Guiding Questions:**

- Memory: How do survivors remember the Holocaust years later? How does the next generation remember it? How do we remember it?
- Identity: How did the camps change people's identities? How were people different after they came out of the camps?

## RATIONALE

### **Check:**

- *Does this unit have to come after another?*
- *Should it run at a certain time to connect with another course unit?*

Rationale for placement: This unit should fit in the year where a 45 day period (or so) is not interrupted by a major vacation/break or possible school cancellations that coincide with those breaks. It is a longer unit compared to others.

Background skills and knowledge to activate: RACE writing strategy, note taking and annotation skills.

## EVIDENCE

Links to competency rubrics: [Linked Above](#)

## BARRIERS

### **Check:**

- *Are there barriers in the context (location, grouping, noise level), presentation (oral, written) or activities (writing, speaking, planning)?*

What will stop student learning?

- Reading requires intense concentration
- Subject matter may be sensitive
- Writing and analysis in high school require greater skill levels
- Pace of instruction requires a consistent attendance rate
- Socratic Seminar requirement can be intimidating
- Availability of assistive technology (IDEA)

## VARIABILITY

Engagement	Representation	Action and Expression
<i>How will students be engaged?</i>	<i>How will material be presented?</i>	What options for student evidence are there?



What options for engagement will address the anticipated barriers?	What option for representation will address the anticipated barriers?	What options for action and expression will address the anticipated barriers?
<ul style="list-style-type: none"> <li>• Choice is given in regards to the theme they choose to follow throughout the reading</li> <li>• Allow students to read aloud to increase invested interest</li> <li>• Choice in nonfiction materials (ie survivor memoirs)</li> <li>• Sensitive information will be addressed prior to the delivery of material</li> <li>• Background knowledge will be built heavily in the first few lessons</li> <li>• Coloring, doodling, etc is allowed during read aloud time if beneficial</li> <li>• Alternative seating available</li> <li>• Relate to war on terrorism of today (not understanding what war is like when it's not on the homefront)</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom will house all materials</li> <li>• Notes are taken together in class allowing students to use methods that suit them best (ie paper or computer)</li> <li>• Multiple forms of resources are provided for summatives and fomatives</li> <li>• Audio book will be available</li> <li>• Text-to-speech available as needed</li> <li>• Various videos and activities are placed throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Written requirements are scaffolded with graphic organizers and activities</li> <li>• Guided reading questions provided and reviewed in class</li> <li>• Verbal expression is allowed for parts of the formatives and summatives</li> <li>• Small groups are provided for the seminar</li> </ul>

Now pull in the **Engagement**, **Representation**, & **Action and Expression** to write the key learning experiences. Include instructional strategies and assessment practices.

<b>Check:</b> <ul style="list-style-type: none"> <li>• <i>Is your goal clear and specific?</i></li> <li>• <i>Are the means flexible?</i></li> <li>• <i>If not, how can you scaffold?</i></li> <li>• <i>Where will the goal be posted?</i></li> <li>• <i>How will students revisit the goal throughout the lesson?</i></li> </ul>		
Learning Target	Learning Experiences	Formatives & Summatives
Background Information	<p><b>Experiences</b>            WWII timeline of events - students must make a list of facts they <i>didn't</i> know as they watch the video. Class discussion to follow.</p> <p><b>Resources</b>  <a href="#">WWII Video</a></p>	
Background Information  Book and Author Introduction	<p><b>Experiences</b>            Introduce the book <i>Night</i> by Elie Wiesel. Read the preface and forward as a class. Students will watch videos of survivors and learn about deniers. Class discussion to follow.</p> <p><b>Resources</b>            Survivor <a href="#">video</a>            Elie Wiesel at <a href="#">Auschwitz</a>            What is a denier? <a href="#">Doc</a>            David Irving <a href="#">Interview</a></p>	
Reading and Comprehension	<p><b>Experiences</b>            Read chapters 1-3 taking notes that relate to the essential</p>	Formative



	<p>questions and fill out guided reading worksheet.</p> <p><b>Resources</b> Guided Reading <a href="#">Doc</a> <a href="#">Audiobook</a></p>	<a href="https://docs.google.com/document/d/1rVcchKnaAJlovxksCXSNSqrMyjt2YTF8FBllokR5jBg/edit">https://docs.google.com/document/d/1rVcchKnaAJlovxksCXSNSqrMyjt2YTF8FBllokR5jBg/edit</a>
Essay Focus Question	<p><b>Experiences</b> Students choose from 3 essay questions to focus on for the rest of the book. They will start finding evidence this lesson.</p> <p><b>Resources</b> Assignment <a href="#">Doc</a></p>	Formative
Another Perspective	<p><b>Experiences</b> Students will read articles from SS officers to see how they felt during this time. They will write RACE responses.</p> <p><b>Resources</b> <a href="#">Article 1</a> <a href="#">Article 2</a></p>	Formative
Reading and Comprehension	<p><b>Experiences</b> Students will read chapters 4-6 taking notes that relate to the essential questions, their essay topic, and fill out guided reading worksheet.</p> <p><b>Resources</b> Guided Reading <a href="#">Doc</a></p>	
Essay Focus: Gathering Evidence	<p><b>Experiences</b> Students should build on their original essay question by gathering evidence/quotes to support their theme from chapters 4-6.</p> <p><b>Resources</b> <a href="#">Worksheet</a></p>	<p>Formative</p> <p><a href="https://docs.google.com/document/d/1dNLSQzskkNcUm1-DI4Z1xDYvFz0j6mjKkYYCOKa73BA/edit">https://docs.google.com/document/d/1dNLSQzskkNcUm1-DI4Z1xDYvFz0j6mjKkYYCOKa73BA/edit</a></p>

Reading: Survivor Accounts	<p><b>Experiences</b> Students will choose a survivor to read about from The Holocaust Survivor Memoirs Program. They will RACE write a summary to be used in their seminar.</p> <p><b>Resources</b> <a href="#">Website</a></p>	Formative
Reading and Comprehension	<p><b>Experiences</b> Students will read chapters 7-9 taking notes that relate to the essential questions, their essay topic, and fill out guided reading worksheet.</p> <p><b>Resources</b> Guided Reading <a href="#">Doc</a></p>	<p>Formative</p> <p><a href="https://docs.google.com/document/d/1Z5Qsu_hzGdEQplU5CkFEknc8nRmAlysQ6OEnPv-jAj4/edit">https://docs.google.com/document/d/1Z5Qsu_hzGdEQplU5CkFEknc8nRmAlysQ6OEnPv-jAj4/edit</a></p>
Essay Focus: Gathering Evidence	<p><b>Experiences</b> Students should build on their original essay question by gathering evidence/quotes to support their theme from chapters 7-9.</p> <p><b>Resources</b> <a href="#">Worksheet</a></p>	
Author's Intent	<p><b>Experiences</b> Students will watch the Oprah interview with the author including a tour of Auschwitz. They will answer questions about what they have learned.</p> <p><b>Resources</b> <a href="#">Questions</a> <a href="#">Oprah Interview</a></p>	<p>Formative</p> <p>(see questions)</p>
Movie	<p><b>Experiences</b> Students will watch the movie <i>Denial</i> to see the argument</p>	<p>Formative</p> <p><a href="https://docs.google.c">https://docs.google.c</a></p>

	posed against the Holocaust.  <b>Resources</b> Denial Movie (DVD on shelf)	<a href="https://www.google.com/document/d/1DhWgbMCYKi6H31MM0gY-YggWG7dvYb-u-mtn1-hO5C0/edit">om/document/d/1DhWgbMCYKi6H31MM0gY-YggWG7dvYb-u-mtn1-hO5C0/edit</a>
Essay	Essay writing for their chosen theme. Upload to No Red Ink for feedback.  <b>Resources</b> <a href="#">Graphic Organizer 1</a> <a href="#">Graphic Organizer 2</a>	Formative - Graphic Organizer  Formative - No Red Ink upload & revisions  Summative - Essay
Socratic Seminar	Participate in a Socratic Seminar.  Students will participate in a seminar that focuses on all aspects of the Holocaust - the book, other survivors, SS interviews, and the movie.	Summative

Vocabulary:
<a href="#">Link</a>

After the unit...

### TEACHER REFLECTION

Positives, Deltas & Recommendations
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Name of Unit: Alchemy

UDL Grade Unit/ Course and Unit: Chemistry Unit 1

Timeframe:

Created by: Kathleen Vassallo

**Summary:** By the end of this unit, students will understand how to work through the science process and what matter is composed of. Students will be able to independently design, carry out, and report a scientific experiment. They will be able to define, measure and identify matter. They will be able to correctly use the language of chemistry and decode the information contained in the periodic table. Students will be able to explain, with evidence how new substances with new properties are made and what holds substances together.

**Competency 1.** Students will understand that people continually revise their understanding of their world by generating testable questions or defining problems, planning and conducting investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research processes and conclusions.

**Competency 2.** Students will understand that the properties of matter and their interactions are a result of the structure of matter, and the elemental nature of matter is reflected on the periodic table.

**Competency 3.** Students will demonstrate the ability to analyze the relationship among energy, chemical bonds, and chemical reactions.

**Essential/Guiding Questions:**

- How can we use scientific process to explain the natural world?
- What information does the periodic table reveal about the elements?
- Is it possible to turn other substances into gold?

**RATIONALE**

**Check:**

- *Does this unit have to come after another?*
- *Should it run at a certain time to connect with another course unit?*

Rationale for placement: This is the first unit in Chemistry. Unit 1 - Alchemy reinforces topics from the Physical Science course and builds on those concepts. Science Process is used with more detail and analysis, looking at the because behind a hypothesis and building to replicable procedures. Students practice with tools needed to conduct experiments and safety is emphasized. Content focuses on matter, periodic table patterns, and patterns in bonding.

Background skills and knowledge to activate:

- Science Process
- Ability to take basic measurements (length, width, weight/mass, temperature)
- Knowledge of metric system and how to convert
- Basic mathematical calculations (e.g. add, subtract, averaging)
- Basic safety
- Categories of Matter
- Atom
- Periodic Table
- Ions
- Ionic Compounds
- Covalent Compounds

## EVIDENCE

[Competency 1](#)

[Competency 2](#)

[Competency 3](#)

## BARRIERS

**Check:**

- Are there barriers in the context (location, grouping, noise level), presentation (oral, written) or activities (writing, speaking, planning)?

**What will stop student learning?**

- High school Chemistry requires a basic grasp of the Physical Science competencies.
- Vocabulary in upper level science requires greater skill levels
- Recognizing patterns in Chemistry requires greater skill levels
- High school science/lab classes require a consistent attendance rate
- Microscopic structures may be challenging to visualize and model
- Multi-step process can be intimidating
- Writing and analysis in upper level science require greater skill levels
- High school science/lab classes require a consistent attendance rate
- Noise level when working collaboratively can be distracting
- Assistive technology availability (IDEA)
- Topics may not interest all students

**VARIABILITY**

<b>Engagement</b> <i>How will students be engaged?</i>	<b>Representation</b> <i>What can students do to represent their knowledge?</i>	<b>Action and Expression</b> <i>What options for student evidence are there?</i>
<b>Check:</b> <ul style="list-style-type: none"> <li>• Do these options address the anticipated barriers?</li> <li>• Are there options for choice, relevancy, and minimizing distractions?</li> <li>• Options for balancing perceived demands and resources?</li> <li>• Options for mastery-oriented feedback? Self-Collaboration? Self-</li> </ul>	<b>Check:</b> <ul style="list-style-type: none"> <li>• Do these options address the anticipated barriers?</li> <li>• Are there options for audio/visual/display of info?</li> <li>• Are there options to access language, math, and symbols?</li> <li>• Are there options to build background knowledge and highlight key patterns?</li> </ul>	<b>Check:</b> <ul style="list-style-type: none"> <li>• Do these options address the anticipated barriers?</li> <li>• Are there options for physical action?</li> <li>• Are there options for multiple communication tools?</li> <li>• Are there options for varying levels of support?</li> <li>• Are there options for goal setting, strategy development, and</li> </ul>

<i>reflection?</i>		<i>self-monitoring?</i> <ul style="list-style-type: none"> <li>• What will “success” look like?</li> <li>• Have you offered multiple means for students to demonstrate success?</li> <li>• Does the assessment directly measure realization of the goal?</li> <li>• Do you have options for both formative and summative ?</li> </ul>
What options for engagement will address the anticipated barriers?	What option for representation will address the anticipated barriers?	What options for action and expression will address the anticipated barriers?
<p>Living by Chemistry supports by using the 5Es model</p> <ul style="list-style-type: none"> <li>• Engage: provides opportunity to bring in previous knowledge of a topic with ChemCatalyst at beginning of each lesson</li> <li>• Explore: provides opportunity for collaborative work toward specific goal</li> <li>• Explain/Elaborate: provides for discussion</li> <li>• Evaluate: provides a check-in for reflection and progress</li> </ul> <p>Google Classroom</p>	<p>Living by Chemistry supports by using the 5Es model</p> <ul style="list-style-type: none"> <li>• Engage: provides opportunity to bring in previous knowledge of a topic with ChemCatalyst at beginning of each lesson</li> <li>• Explore: provides opportunity for inquiry, hands on, games, activities, activity sheets, graphic organizers, labs</li> <li>• Explain/Elaborate: provides for powerpoint, answer key, auditory information, google classroom posts,</li> </ul>	<p>Living by Chemistry supports by using the 5Es model</p> <ul style="list-style-type: none"> <li>• Engage: provides key questions and goals at the beginning of each chapter/lesson, powerpoint and supports available on google classroom, menu provided for some chapters</li> <li>• Explore: provides sharing, self assessment, and peer review, access to google classroom and menu supports</li> <li>• Explain/Elaborate: provides sharing, self</li> </ul>

<ul style="list-style-type: none"> <li>Goals</li> <li>Multiple resources</li> <li>Differentiation</li> </ul>	<p>vocabulary lists, connecting concepts, discoveries, pattern identification</p> <ul style="list-style-type: none"> <li>Evaluate: provides a check-in for reflection and progress</li> </ul> <p>Media</p> <ul style="list-style-type: none"> <li>Text</li> <li>PowerPoint</li> <li>Videos</li> <li>Activities</li> <li>Activity sheets</li> </ul> <p>Background</p> <ul style="list-style-type: none"> <li>Connect to Physical Science</li> </ul>	<p>assessment, and peer review</p> <ul style="list-style-type: none"> <li>Evaluate: provides a check-in for reflection and progress</li> </ul> <p>Interactive activities</p> <ul style="list-style-type: none"> <li>Lab</li> </ul> <p>Differentiated formatives</p> <ul style="list-style-type: none"> <li>Lab</li> <li>Group work</li> <li>Graphic Organizers</li> </ul> <p>Choice for group and individualized exploration</p>
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Now pull in the **Engagement**, **Representation**, & **Action and Expression** to write the key learning experiences. Include instructional strategies and assessment practices.

<b>Check:</b> <ul style="list-style-type: none"> <li><i>Is your goal clear and specific?</i></li> <li><i>Are the means flexible?</i></li> <li><i>If not, how can you scaffold?</i></li> <li><i>Where will the goal be posted?</i></li> <li><i>How will students revisit the goal throughout the lesson?</i></li> </ul>		
<b>Learning Target</b>	<b>Learning Experiences</b>	<b>Formatives &amp; Summatives</b>
Competency 1 and 2 - Students will	<p><b>Experiences</b></p> <p>Introduction to Science Process</p>	Chalk and Vinegar Lab



<p>be able to follow scientific process by designing, carrying out, and reporting on an experiment. They will be able to define and measure matter</p>	<ul style="list-style-type: none"> <li>• Penny Drop/Soapy Penny Drop Lab</li> <li>• Cooling Rate of Hot Water Lab</li> <li>• Glass vs Foam Lab</li> </ul> <p>Chapter 1      Defining Matter</p> <ul style="list-style-type: none"> <li>• What's the Matter</li> <li>• Mass/Volume/Density</li> </ul> <p>Resources <i>Living by Chemistry</i> text, student materials, teaching materials</p> <p>Science Process material</p> <p><a href="#">Chapter 1</a></p>	<p>Separation Anxiety</p> <p>Chapter 1 FA</p> <p>Composition of Pennies Lab</p>
<p>Competency 1 and 2 - Students will be able to track matter using chemical formulas, explain the conservation of matter and predict properties based on the patterns of the Periodic Table</p>	<p>Experiences</p> <p>Chapter 2      Basic Building Materials</p> <ul style="list-style-type: none"> <li>• Chemical Formulas</li> <li>• The Copper Cycle</li> <li>• Properties of Elements</li> <li>• Creating a Table</li> </ul> <p>Resources <i>Living by Chemistry</i> text, student materials, teaching materials</p> <p><a href="#">Chapter 2</a></p>	<p>Chapter 2 FA</p> <p>Patterns of the Periodic Table</p>
<p>Competency 2 - Students will understand how atoms are different from each other and be able to</p>	<p>Experiences</p> <p>Chapter 3      A World of Particles</p> <ul style="list-style-type: none"> <li>• Atom Models</li> <li>• Isotopes</li> <li>• Nuclear Quest</li> <li>• Formation of Elements</li> </ul>	<p>Nuclear Quest Chapter 3 FA</p> <p>Radioactivity Lab</p>

explain how elements are formed	<p>Resources</p> <p><i>Living by Chemistry</i> text, student materials, teaching materials</p> <p><a href="#">Chapter 3</a></p> <p><a href="#">Chapter 3 Menu</a></p>	
Competency 1, 2, and 3 - Students will understand how electrons are arranged in an atom and be able to explain how ionic compounds are formed	<p>Experiences</p> <p>Chapter 4     Moving Electrons</p> <ul style="list-style-type: none"> <li>• Flame Tests</li> <li>• Ions</li> <li>• Salty Eights</li> <li>• Polyatomic Ions</li> <li>• Transition Metals</li> <li>• Electron Configurations</li> </ul> <p>Resources</p> <p><i>Living by Chemistry</i> text, student materials, teaching materials</p> <p><a href="#">Chapter 4</a></p>	<p>Chapter 4 FA</p> <p>Ionic Compounds</p>
Competency 1 and 2 - Students will be able to explain the four basic types of bonds between atoms and how this contributes to a substance's properties	<p>Experiences</p> <p>Chapter 5     Building With Matter</p> <ul style="list-style-type: none"> <li>• Classifying Substances</li> <li>• Electron Glue</li> </ul> <p>Resources</p> <p><i>Living by Chemistry</i> text, student materials, teaching materials</p> <p><a href="#">Chapter 5</a></p>	<p>You Light Up My Life</p> <p>Properties of Ionic and Covalent Substances Lab</p> <p>Pottery Problem</p>

Vocabulary:

Law of Conservation of Matter/Mass

Atomic Mass

Atomic Mass Units (amu)

Atomic Number

Average Atomic Mass

Mass Number

Group

Period

Main Group Elements

Transition Metals

Alkali Metals

Alkaline Earth Metals

Halogens

Noble Gas

Metal

Nonmetal

Metalloid

Model

Isotope

Radioactive

Nuclear Reaction

Radioactive Decay

Alpha Decay

Beta Decay

Gamma Decay

Beta Particle

Half-Life

Fission

Fusion

Chain Reaction

Valence Shell

Valence electron

Ion

Cation

Anion

Ionic Compound

Rule of Zero Charge

Polyatomic Ion

Electron Configuration  
Ionic Bonding  
Molecular Covalent Bonding  
Network Covalent Bonding  
Metallic Bonding  
Molecule  
Formula Unit

After the unit...

### TEACHER REFLECTION

Positives, Deltas & Recommendations:

Wondering about placement of Patterns in the Periodic Table. More extensive than in the text, but important competency. Topics spread out in book...Electronegativity in Unit 2, topics through Chapters 3 and 4 in Unit 1. Maybe do in Unit 2? Maybe teach through topics and do after Chapter 4? Would put close to Pottery Problem.

## **Pittsfield School District**

**To:** Pittsfield School Board  
**From:** Melissa Brown, PMHS Assistant Principal  
**Subject:** Board Meeting – April 1, 2021  
**Date:** March 25, 2021

### **ACTION**

1. Tuition Request. A PMHS student is interested in studying Animal Science. Concord Regional Technical Center (CRTC) does not offer an Animal Science program. The Community Technology Center (CTC) Director, Samantha Tukey in Dover notified us that the NH regulations state that students have access to any CTC if the one their school has contracted with does not offer a certain program. The CTC Director stated that instead of paying Concord for a student's tuition, Pittsfield would pay Dover. The district is responsible for the district charge which was estimated at \$796.23. The remainder of the tuition is covered by the state.

### **INFORMATION**

1. Student Behavior Update. The following is an overview of the number of behavioral referrals for the past few years in the months of February and March that were processed.
  - In February 2021, there were .75 referrals each day; in March of 2021 there were .5 referrals per day
  - In February of 2020, there were five or more referrals per day; in March of 2020 there were three referrals each day (there were ten on-site school days due to COVID-19)
  - In February 2018-2019, there were 10 referrals per day; in March there were five referrals each day
  - In February 2017-2018, there were five referrals a day; in March there were 3.5 per day

We are taking a process-based behavior management approach. By truly taking the time to process the behavior, identify the cause and/or motivation, and develop a plan is imperative in helping students to learn how to make better decisions in the future. We identify and address students' misbehavior in person and without a referral. Some examples include disruption, disrespect, out of area, defiance, and inappropriate language. If these behaviors are written up as a minor offense, we have follow-up

conversations with students usually taking them out of the classroom for small amounts of time to discuss strategies as to how they can improve their behavior. Students also have the option to pursue the Restorative Justice Committee.

Continued and/or major misbehavior is immediately written up and addressed. Some examples include bullying, harassment, abusive language, repeated offenses of being out of their assigned area, and technology violations. All referrals result in conferences with students where problem behaviors are addressed and analyzed to avoid repeating the misbehavior. Students are made aware that any patterns in misbehavior will lead to greater consequences. We are extremely mindful and intentional to uphold student behavior to a high standard.

Additional data for the 2020-2021 school year:

- Out of school suspensions =16
- Total number of referrals =110
- Number of substantiated bullying investigations =3

## 2. Spring Assessments.

### **Scholastic Aptitude Test (SAT):**

Juniors will be taking the SAT with essay on Tuesday, April 13 with make-up days scheduled for April 14 and 15. The following information was obtained from the NH Department of Education website. *The New Hampshire Department of Education received approval to replace the 11th grade Smarter Balanced statewide assessment with College Board's SAT in the spring of 2016. This plan is an important step in the Department's commitment to reduce the amount of time spent on statewide standardized testing for public high school students and ensure that all students are prepared to succeed in college and careers.* The SAT is also an entrance exam used by most colleges and universities to make admissions decisions.

The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. Students taking the SAT are encouraged to practice on Khan Academy. Khan Academy offers instructional videos, practice exercises, and a learning dashboard that affords students to study at their own pace in and outside of school.

### **NH Statewide Assessment System (NHSAS):**

The following information was found on the NH Department of Education website. *New Hampshire students participate in the NH SAS, the general statewide assessment, for English language arts (ELA), mathematics and science in the following grades and content areas:*

- *Grades 3-8 students are assessed in English language arts and mathematics*

- *Grades 5, 8 and 11 students are assessed in science*

**Northwest Evaluation Association (NWEA):**

The following information was directly obtained from NWEA's website. *NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are trusted by educators in more than 9,500 schools, districts, and education agencies in 145 countries.* NWEA is not required by the state, it serves as our academic student progress monitoring.

Information regarding the dates of administration of the NHSAS and NWEA assessments will be shared at the board meeting.

## INTERIM SUPERINTENDENT BOARD REPORT

A.  
TUITION STUDY COMMITTEE

B.  
SCHOOL BOARD TRAINING

C.  
SCHOOL DISTRICT TESTING