



SCHOOL ADMINISTRATIVE UNIT #51

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New Hampshire 03263

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PITTSFIELD SCHOOL BOARD

MEETING AGENDA

5:30 PM Thursday, December 16, 2021

PMHS Media Center

Pittsfield Middle High School

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES FROM November 18, 2021 & December 2, 2021
5. PUBLIC INPUT
6. STUDENT REPRESENTATIVE
7. DIRECTOR OF STUDENT SERVICES
 - Action Items
 - Information & Discussion
 - Special Education Paraeducators
8. PMHS PRINCIPAL
 - Action Items
 - Information & Discussion
 - School Newsletter
 - UDL & Curriculum Review
9. INTERIM SUPERINTENDENT OF SCHOOLS Information & Discussion
10. SCHOOL BOARD
 - Information & Discussion
 - Action Items
 - Curriculum
11. COMMITTEE ASSIGNMENTS
 - BUDGET COMMITTEE - Mr. Clough
 - DRAKE FIELD & FACILITIES - Mr. Gauthier
 - NEGOTIATIONS - Ms. Goggin & Mr. Gauthier
 - FOSS FAMILY SCHOLARSHIP - Ms. Rider
12. PLAN AGENDA FOR NEXT MEETING
13. PUBLIC INPUT
14. NON-PUBLIC SESSION - RSA 91-A 3 (a) the dismissal, promotion, or compensation of the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which the request shall be granted. (b)The hiring of any public employee. (c) Matters which, if discussed in

public, would likely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or a waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. - Negotiations

15. ADJOURNMENT

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

MINUTES

Pittsfield School Board Work Session
November 18, 2021
Pittsfield Middle High School

Members Present: Justin Clough, Vice Chairperson
Sandra Adams
Molly Goggin
Diane Rider (entered the meeting at 5:34)

Others Present: Bryan Lane, Interim Superintendent
Derek Hamilton, Principal, PMHS
Michael Wiley, Principal, PES
Members of the Public

Mr. Clough facilitated the work session to begin to develop the district vision and mission statement. Mr. Clough began by reading the current vision and mission statement. He provided the Board with a definition of vision and mission. Mr. Clough provided the Board with some vision examples from Disney, Google, Instagram, and Nike and an example of a mission from the US Navy.

Mr. Lane stated that usually a district vision and mission is written collaboratively by the entire school community, including parents, students, teachers, and administration. He recognized the desire of the Board to want to have a highly aspirational vision and mission. Mr. Lane suggested that as the Board develops a mission and vision, they invite other stakeholders to participate.

Mr. Clough suggested creating a survey to be used to elicit feedback from students. Mr. Lane explained that survey information exists from the NEASC work that has been done; this information may be helpful.

Ms. Goggin stated that the forum scheduled for this Saturday is a beginning point of creating a new vision and mission. She stated that she is concerned that the Board will take over driving the process when the NEASC process is already underway.

Ms. Bickford explained that the current vision and mission was created by multiple stakeholders over the period of one year about four years ago.

Mr. Clough stated his concern that some of the data in the NEASC report is ten years old. Mr. Lane clarified by saying that the survey data is recent. Ms. Bickford stated that the NEASC process takes place over a ten-year period, but is updated intermittently.

Mr. Clough stated that a main concern for him is that the administration needs to have a vision and mission statement that drives their work.

Ms. Coggin reiterated her concern that the Board not be the driving force behind the mission and vision.

Ms. Rider stated that she believes there should be more emphasis on the individual child. Mr. Lane explained that the “picture the graduate” exercise that is taking place on Saturday is exactly that - an emphasis on the graduate. Ms. Rider stated that she thinks the current vision and mission is stifling to a graduate and that they need something that speaks to beyond their career in school.

Mr. Clough stated he hopes that there is a good turn-out at the event on Saturday. He opined that the vision and mission is the way in which the school creates the vision of the graduate that is identified in the “picture the graduate” activity scheduled on Saturday.

Mr. Wiley stated that as he onboarded into his position as principal it became evident that the community does not support education in Pittsfield. He spoke of the people, such as Mr. Hamilton, who have worked here for a long time and are dedicated to working to improve the education in Pittsfield. Mr. Wiley suggested that education in Pittsfield needs to be rebranded and celebrated.

Ms. Rider stated that the work is not meant to be a criticism of the past but an effort to move forward. She emphasized that the work of education is to catapult students into a future of lifelong learning.

Mr. Clough stated that he is not being critical of the work done previously, but feels that a message needs to be sent about the good things that are happening in the district.

Mr. Lane stated that the vision of the graduate does need to include what happens to the student after graduation. He agreed that the positive marketing of the school is a priority. He pointed out that the role of the Board is more critical in an environment where there is a frequent turnover in staff.

Ms. Goggin stated she is uncomfortable with comparing an education system to a business. She agreed with Ms. Rider relative to looking at the vision and mission from the perspective of an individual student. She stated that the driver should be “Is this good for kids?”; the driver should not be a brand or a product.

Mr. Clough clarified that although a school should not be run like a business, there are some practices that can be utilized.

Ms. Rider stated that she agrees with considering what is good for kids, but would add “in the long run”.

Mr. Lane suggested the book, “The Fifth Discipline” by Peter Senge and suggested that his work might be helpful.

The work session ended at 7:06 p.m.

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

MINUTES

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

I. CALL TO ORDER

Members Present: Justin Clough, Vice Chairperson
Sandra Adams
Molly Goggin
Diane Rider (entered the meeting at 5:34)

Others Present: Bryan Lane, Interim Superintendent
Jessica Bickford, Director of Student Services
Derek Hamilton, Principal, PMHS
Michael Wiley, Principal, PES
Members of the Public

Vice Chairperson Clough opened the meeting at 5:30 p.m.

II. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Mr. Clough. He welcomed the newest member, Sandra Adams, to the Board.

III. AGENDA REVIEW

No items were added or deleted from the agenda.

IV. APPROVAL OF PREVIOUS MEETING MINUTES

The November 18, 2021 minutes were considered by the Board. On a motion made by Mr. Clough and seconded by Ms. Goggin to approve the minutes as written. Mr. Clough and Ms. Goggin voted in the affirmative and Ms. Adams abstained from the vote.

V. PUBLIC INPUT

Dan Schroth explained that he researched the carbon footprint of transportation if students were sent to another district for high school.

Mr. Schroth commented on the quality of education and opined that it is about the effort that a student puts into the process.

Mr. Schroth asked the Board to consider the nutritional value of food that is, in his opinion, affected by carbon emissions.

Ryan Rafferty asked if there is a procedure for parents signing their students out from school. He explained a specific situation. Mr. Wiley explained the process and what had happened in the particular situation that Mr. Rafferty relayed. Ms. Adams and Ms. Goggin provided background information.

Clayton Wood read an email from Jamie Koladish, which asked that the Board follow through on forming a sub-committee relative to curriculum development and articulation.

Jennifer Codispoti asked the Board if their meetings could be provided via Zoom to increase attendance and participation at meetings. Mr. Clough said he would investigate the possibility.

VI. STUDENT REPRESENTATIVE

Matthew Swenson explained that Site Council members met with other students to elicit feedback about dress code. On November 22, 2021 Site Council will convene to discuss further dress code policies. Ms. Goggin agreed to send Mr. Swenson some information.

VII. INTERIM SUPERINTENDENT OF SCHOOLS

A. PRESENTATION

Dan Schroth was invited by the Board to conduct a presentation on "Ethics". Mr. Schroth provided the Board with information regarding substance misuse.

VIII. COMMITTEE ASSIGNMENTS

A. Budget Committee Representative - Mr. Clough

B. Drake Field and Facilities - Mr. Gauthier

In the absence of Mr. Gauthier, Mr. Hamilton explained that participation in a Drake Field committee ended about five years ago when participation declined. Only Mr. Hamilton and Mr. Darrah were attending so the committee did not continue as a standing meeting.

C. Negotiating Team - Ms. Goggin & Mr. Gauthier

D. Foss Family Scholarship - Ms. Rider

IX. NEXT MEETING

The next meeting of the Board is scheduled for Thursday, December 2, 2021 at 5:30 p.m. in the Pittsfield Middle High School Media Center.

X. PUBLIC INPUT

Dan Schroth stated that the Board will continue to be on solid Constitutional grounds if you mandate something for the betterment of the community.

Ryan Rafferty, in reference to the letter sent to parents on November 18, 2021 relative to COVID-19, he asked if PES and PMHS were always tied together in decisions made. Mr. Lane stated that the protocol is a district-wide protocol, due to transportation and other ways in which the two populations come together. Mr. Rafferty opined that the Positive PCR rate is irrelevant and explained the reasons why he believes that; he stated he does not think that rate should be considered in making decisions.

XI. ADJOURNMENT

On a motion made by Ms. Goggin and seconded by Ms. Rider to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 6:04 p.m.

Respectfully submitted,

Tobi Gray Chassie
Recording Secretary

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

MINUTES

Pittsfield School Board Meeting
December 2, 2021
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Adam Gauthier, Chairperson
Justin Clough, Vice Chairperson
Sandra Adams
Molly Goggin
Diane Rider

Others Present: Bryan Lane, Interim Superintendent
Derek Hamilton, Principal, PMHS
Kathy LeMay, Assistant Principal, PES
Michael Wiley, Principal, PES
Members of the Public

Vice Chairperson Clough opened the meeting at 5:40 p.m.

Mr. Gauthier took a roll call of Board Members and administrators present.

II. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Mr. Clough.

III. AGENDA REVIEW

The following items were added:

- At-home COVID-19 students (Mr. Gauthier)
- Curriculum Committee (Ms. Rider)
- Health Services Update (Mr. Hamilton)

IV. ACTION ON AMENDED AGENDA

On a motion made by Mr. Clough and seconded by Ms. Rider, the Board approved the amended agenda (Sandra Adams, yes; Justin Clough, yes; Adam Gauthier, yes; Molly Goggin, yes; Diane Rider, yes).

V. APPROVAL OF PREVIOUS MEETING MINUTES

The November 18, 2021 minutes were considered by the Board. It was decided that the minutes would be tabled until the next meeting so that clarification regarding the work session could be made.

VI. PUBLIC INPUT - None

VII. STUDENT REPRESENTATIVE

Matthew Swenson was unable to attend the meeting. A written update was provided and reviewed by Mr. Gauthier. Mr. Gauthier stated that a dress code policy is being considered for revision by the Site Council. Mr. Hamilton stated that the Site Council will begin the discussion on December 8, 2021, input will be sought from students, and potential consideration will be asked of the Board in January. Mr. Clough asked that if any adjustments are made, that care is taken to be sure that other areas of the Student/Family Handbook that are affected are modified.

VIII. PES PRINCIPAL

A. Staffing Update

Mr. Wiley informed the Board that PES is currently advertising for a Library Media / Technology Specialist position, three first grade regular education paraeducators, and substitute teacher positions.

B. Professional Development

Mr. Wiley reported that Consultants Mike Anderson, Kathy Collins, and Susan Shapiro will be working with staff in December.

C. Curriculum Review

Ms. LeMay distributed a document to the Board that outlined the timeline for curriculum review; she provided an explanation of the document. Mr. Clough asked if an accelerated rate of implementation will be considered. Ms. LeMay agreed that steps will be expedited as possible. Discussion ensued regarding the work that is projected over the next year relative to the development of curriculum.

D. Calendar of Upcoming Events

Mr. Wiley provided the Board with a list of upcoming events in December. Mr. Gauthier informed the Board that Breakfast with Santa will take place on Saturday, December 4, 2021.

IX. PMHS PRINCIPAL

A. Junior-Senior Prom

Jennifer Massey, junior class advisor was present with Keegan Ryan and Felix Munoz to explain the plans for the junior-senior prom. On a motion made by Mr. Gauthier and seconded by Ms. Goggin, the Board approved the plans for the junior-senior prom at Del-Lea on May 16, 2022 (Sandra Adams, yes; Justin Clough, yes; Adam Gauthier, yes; Molly Goggin, yes; Diane Rider, yes).

B. Health Services Updates

A vaccination clinic has been planned for December 17, 2021 and will include elementary and high school students and staff, as well as members of the community.

Mr. Hamilton explained that plans are forthcoming to provide on-site testing for COVID-19 with parent/guardian permission when symptoms are apparent. There are home testing kits available, but training will need to be implemented before use. Mr. Gauthier raised the concern of using the results of a home test. Mr. Clough suggested using the on-site testing to verify negative results. Mr. Hamilton stated that other schools are accepting home tests; their practices will be investigated and considered for implementation.

C. English Curriculum

Mr. Hamilton provided the Board with syllabi from five English courses. Each syllabus includes a brief course description, course competencies, summative assessments, student expectations, and course evaluation and assessment practices. These syllabi are provided to students and families at the beginning of the year. Mr. Hamilton showed the Board the website where the syllabi can be found for all courses. Discussion ensued regarding the choice of materials and the right of parents to ask that alternative materials be offered to students when the issue is brought to their attention.

D. I Am College Bound, I Applied

On Friday, November 19, 2021, fifteen seniors participated in the New Hampshire Higher Education Assistance Foundation's I Am College Bound, I Applied event. On Wednesday, December 6, 2021, a Financial Aid Night is planned for families. Mr. Clough questioned the possibility of the military being invited to provide financial aid information to students and families; he pointed out that there are many opportunities available.

E. School Approval Facility Review

According to Mr. Hamilton, the NH Department of Education will be reviewing PMHS on Monday, December 6, 2021. This review takes place approximately every three years.

F. School Mission and Vision

Mr. Hamilton provided the Board with information outlining the process that the school district followed to create the current mission and vision. He explained the work that has been done, although interrupted by COVID-19, to use the current vision and mission to update the logic model and develop a subsequent work plan to ensure continuous improvement and a commitment to success. It was the consensus of the School Board that the administration continues the work in progress with the logic model and work plans.

G. Vision of the Graduate

Mr. Hamilton reported that on Saturday, November 20, 2021, the school district held a community forum to begin gathering input on the Vision of the Graduate, a component of New England Association of Schools and Colleges accreditation process. A second forum will be scheduled in the spring in order to share the plan that comes from the work done on Saturday. Mr. Hamilton explained that there was a "parking lot" of concerns listed that will be revisited at a later date.

X. INTERIM SUPERINTENDENT OF SCHOOLS

A. COVID-19 Status

Mr. Lane informed the Board that the district remains in yellow status, which means that masks are required. He reviewed the six indicators used to make this decision: absenteeism, positive PCR testing, number of cases in Pittsfield, regional transmission rate, cluster identified in school, and suspicion of transmission in school.

B. Budget

Mr. Lane stated that the budget and revenue numbers have been sent to the Budget Committee. The new revenue estimates have been verified by the State of New Hampshire. There is a \$327,971 increase over the current year.

C. Plowing

Mr. Lane has contacted the Pittsfield Highway Department and K & B Excavation who handles plowing of the school district parking lots. Inclement weather procedures such as delays and cancellations will be communicated to families using the phone and email along with WMUR Channel 9 in Manchester. The district will not be using Blizzard Bags or moving to remote learning during days that school is cancelled due to weather, according to Mr. Lane.

D. Team Design

Mr. Lane informed the Board that he has reached out to Team Design in regard to the cost to create an evaluation of the ability to move elementary students to the middle high school. Team Design has requested copies of the blueprints, which will be provided.

E. Superintendent Search

Mr. Lane informed the Board that Portsmouth and Merrimack School Districts are searching for superintendents. He reminded the Board that a \$5,000 deposit has been paid to the NH School Board Association (NHSBA) to assist in the process of searching for a superintendent. The additional \$5,000 required cost has been budgeted. Mr. Gauthier stated that work should proceed and that NHSBA be used to assist in the process. Ms. Goggin stated agreement in utilizing NHSBA to assist in the process. Susan Bradley explained the process that is used by the Bryan Group in association with the NHSBA, with a heavy emphasis on community involvement. Mr. Bryan agreed to notify Mr. Barrett Christina, executive director of NHSBA, to let him know the Board would like to proceed.

XI. SCHOOL BOARD

A. Curriculum Committee

Ms. Rider reiterated her suggestion of having a curriculum committee within the district. She suggested the curriculum committee would be utilized to review book ordering processes. Discussion ensued regarding the existing policies and procedures in place to monitor curriculum and book selection. Mr. Lane reassured the Board that the administration will bring book ordering plans to them in advance of purchasing. Ms. Goggin suggested the Board review the policies that are in place governing curriculum review at a future meeting.

XII. COMMITTEE ASSIGNMENTS

A. Budget Committee Representative - Mr. Clough

B. Drake Field and Facilities - Mr. Gauthier

Mr. Hamilton stated that the Drake Field Committee was revitalized in 2013. A number of projects were reviewed at that time. Once those projects were completed, the committee diminished with only Mr. Hamilton and Mr. Darrah involved; meetings were discontinued.

Mr. Gauthier stated that he is concerned about being a part of a committee that does not meet. Mr. Hamilton explained that when there are major projects, such as the pavilion, information is brought to the Board. Mr. Gauthier asked to be informed of work being done at Drake Field so that he can answer questions adequately when brought up by the public.

C. Negotiating Team - Ms. Goggin & Mr. Gauthier

Mr. Gauthier stated that more information will be available at the next meeting.

D. Foss Family Scholarship - Ms. Rider

XIII. NEXT MEETING

The next meeting of the Board is scheduled for Thursday, December 16, 2021 at 5:30 p.m. in the Pittsfield Middle High School Media Center.

XIV. PUBLIC INPUT

Clayton Wood stated that he thinks there are problems with the curriculum. He stated that he would like there to be a curriculum committee and he would like to have parents involved in reviewing the books. Mr. Wood opined that parents should be able to see the curriculum throughout the grades. He explained that parents want to be involved.

Mr. Wood thanked the Board for their quick action on searching for the new superintendent. He suggested the Board pay Mr. Lane to search for the new superintendent, instead of the NH School Boards Association.

XV. ADJOURNMENT

On a motion made by Mr. Clough and seconded by Ms. Rider to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 6:04 p.m. (Sandra Adams, yes; Justin Clough, yes; Adam Gauthier, yes; Molly Goggin, yes; Diane Rider, yes).

Respectfully submitted,

Tobi Gray Chassie
Recording Secretary

Pittsfield School District

To: Pittsfield School Board

From: Jess Bickford

Subject: Board Meeting – December 16, 2021

Date: December 16, 2021

INFORMATION

1. Special Education Paraeducators:

Some students at the Pittsfield School District have special education paraeducators prescribed in their Individual Education Programs (IEPs) by the IEP team. Paraeducators, also known as rehabilitative assistants, are adults who are hired to either behaviorally or instructionally support some students with disabilities (not every child with a disability needs a paraeducator). Paraeducators at Pittsfield also cover duties in the buildings, such as: recess, lunch, arrival, dismissal, or other duties as assigned. Paraeducators serve in positions for which a special education teacher or our Board Certified Behavioral Analyst (BCBA) are their supervisor. The main role of paraeducators are responsibility for reinforcing academic skills, delivering accommodations, social/ behavioral redirection, cuing, and/or prompting. Paraeducators are only assigned to classes based on individual student IEP needs and as determined by the special education teacher and BCBA.

There are three main different types of paraeducators hired at Pittsfield School District. The first is a Paraeducator I. This position is the minimum qualifications needed to be hired as a paraeducator in the District. A Paraeducator I has at least a high school diploma, and has the desire and skill to work with youth with disabilities. They carry out the above mentioned tasks and duties based on individual student needs and IEPs.

Paraeducator II is a professional that has at least an associates degree, equivalent college credits, or has a certification from the New Hampshire Department of Education (NHDOE) that states they have their Paraeducator II license. Similarly, to the Paraeducator I, they carry out the above mentioned services and duties as directed and based on IEPs. All paraeducators in the elementary school have to be Paraeducator II certified, or be in the process of being certified.

Registered Behavior Technicians (RBTs), are also another type of paraeducator we hire. RBTs are prescribed by an IEP team and work with some students that have Applied Behavior Analysis (ABA) programs. These programs are designed by the BCBA with support from special educators for some of our students that have autism spectrum disabilities or other significant behavioral and/or academic needs.

Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton & Melissa Brown, PMHS Administration
Subject: Board Meeting – December 16, 2021
Date: December 9, 2021

INFORMATION

1. School Newsletter. I have enclosed a copy of this month's newsletter. The highlights are the Student Council's Spirit Month, the NHHEAF Financial Aid Night for Seniors, and next steps with the Vision of the Graduate.
2. UDL & Curriculum Review. The Center for Applied Special Technology (CAST) is a nonprofit education research and development organization that created the Universal Design for Learning (UDL) framework and UDL guidelines to make learning more inclusive. The enclosed document provides an overview of the UDL guidelines; engagement, representation, and action and expression. Since 2016 we have been using the UDL framework to articulate our curriculum and to guide the development of our instruction and assessment practices. I have enclosed an example of a PMHS unit of study that is aligned to the UDL framework. The Curriculum Table of Contents that I shared with you at the last Board meeting (and is also accessible on the school website) provides links to several course documents including the units of study for each course. The following table outlines our progress to date with curriculum articulation:

Status*	Middle School (6-8) 25 Courses	High School (9-12) 54 Courses
Written and Reviewed	69 Units (53%)	131 Units (65%)
Written – Pending Review	46 Units (36%)	51 Units (25%)
Need to be Written	14 Units (11%)	20 Units (10%)

*On the Curriculum Table of Contents, this is highlighted in green, yellow, or red.

Each unit that is written and reviewed has been validated by grade span teams, department teams, and/or cross-curricular teams using the enclosed *Validation Protocol*. The protocol calls for participants to check that the necessary elements (competencies, essential/guiding questions, etc.) are in place, and to review and provide feedback on the variations (engagement, representation, and action and expression), and to review and provide feedback on the learning activities (formative and summative assessments). This year we have also started to use the enclosed *Tuning Protocol* within grade span teams to review student work in order to determine the learning experience and/or the assessment effectiveness. Our curriculum and assessments are in a constant state of review and improvement.

As of now, 90% of our curriculum has been written and reviewed or is written and pending review in the last 5 years to meet the NEASC Foundational Element 2.2 (written curriculum).



PMHS NEWSLETTER



Spirit Month

The Student Council has organized a wide variety of school activities over the month of December to build class camaraderie and school spirit. The activities include dress days (twin day, dress like your favorite teacher, etc.), trivia, drawing contests, Ham on the Lam, and Penny Wars. Spirit Month culminates with Spirit Day on Tuesday, December 21, with an advisory challenge, school-wide activities, and a Talent Show (keep an eye out for the YouTube link). Each activity is an opportunity for students to earn points for their class. Each advisory group is also participating in our school-wide Secret Santa. Every Friday between now and the Holiday Break, advisory groups will be doing an act of kindness for their Secret Santa.



Financial Aid Night for Seniors

The NHHEAF Network is hosting a Financial Aid Night for seniors and their families on Wednesday, December 8, at 6:00 p.m. A representative from NHHEAF will share a virtual presentation about what financial aid is, how to apply for it, and how to manage college costs that are not covered by financial aid. Students and families can register in advance for the Zoom webinar. To sign-up, please see the link in your email. If you have any questions, please feel free to reach out to Lisa English at lenglish@pittsfieldnhschools.org.

IMPORTANT DATES

School Board Meeting
PMHS Library
December 2, 2021, 5:30 PM

NHHEAF Financial Aid Night
PMHS Library
December 8, 2021, 6:00 PM

School Picture Re-takes
PMHS Lecture Hall
December 9, 2021

Good to Great Team Meeting
PMHS Library
December 14, 2021, 4:30-6:00 PM

School Board Meeting
PMHS Library
December 16, 2021, 5:30 PM

Holiday Break - No School
PES/PMHS
December 22, 2021 - January 2, 2022

The district calendar is available at:
www.pittsfieldnhschools.org

Meet Mrs. Korzyniowski

Anne Korzyniowski grew up in Sonoma County in Northern California. She has a Bachelor of Arts in Creative Writing, a master's degree in English, and most recently a New Hampshire English Education certification for grades 6 to 12. Prior to coming to Pittsfield, Mrs. Korzyniowski was an English teacher (and a Humanities teacher) in two local charter schools. She was also an English Professor at Southern New Hampshire University over a decade ago. Today, Mrs. Korzyniowski is learning new ways to teach an inquiry based English curriculum to inspire young minds!

Vision of the Graduate: Next Steps

The Pittsfield School District held a community forum and gathered survey feedback last month to start articulating the Vision of the Graduate, a component of the NEASC accreditation process. The next step is to synthesize the feedback into a one or two-page document that articulates the identified skills and understandings. Following the Holiday Break, we will hold another forum in January to ensure we heard participants correctly and to give others the opportunity to provide feedback. We also have information and brief surveys available for people to fill out at school events.

Browne Center Trip



Ninth and tenth grade students recently attended the UNH Browne Center to participate in experiential activities that foster individual and team growth.

HEALTH SERVICES CORNER

Mask Requirements

In accordance with the revised school status protocol approved by the School Board, Pittsfield schools will continue to be in the *yellow status* (masks required). The Superintendent of Schools will continue to monitor state and local data and advise of any change to school status.

COVID-19 Vaccinations

The Capital Area Health Network will be hosting a COVID-19 vaccination clinic on Friday, December 17, at PES and PMHS for all students five and older. If you are interested in your child receiving a vaccine shot at school, please complete the brief survey enclosed in your email. Consent forms will be sent home the week of December 6.

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

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

Check: <ul style="list-style-type: none"> • <i>Is your goal clear and specific?</i> • <i>Are the means flexible?</i> • <i>If not, how can you scaffold?</i> • <i>Where will the goal be posted?</i> • <i>How will students revisit the goal throughout the lesson?</i> 		
Learning Target	Learning Experiences	Formatives & Summatives
Background Information	<p>Experiences 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>Resources WWII Video</p>	
Background Information Book and Author Introduction	<p>Experiences 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>Resources Survivor video Elie Wiesel at Auschwitz What is a denier? Doc David Irving Interview</p>	
Reading and Comprehension	<p>Experiences Read chapters 1-3 taking notes that relate to the essential</p>	Formative

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

Reading: Survivor Accounts	<p>Experiences 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>Resources Website</p>	Formative
Reading and Comprehension	<p>Experiences 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>Resources Guided Reading Doc</p>	<p>Formative</p> <p>https://docs.google.com/document/d/1Z5Qsu_hzGdEQplU5CkFEknc8nRmAlysQ6OEnPv-jAj4/edit</p>
Essay Focus: Gathering Evidence	<p>Experiences Students should build on their original essay question by gathering evidence/quotes to support their theme from chapters 7-9.</p> <p>Resources Worksheet</p>	
Author's Intent	<p>Experiences 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>Resources Questions Oprah Interview</p>	<p>Formative</p> <p>(see questions)</p>
Movie	<p>Experiences Students will watch the movie <i>Denial</i> to see the argument</p>	<p>Formative</p> <p>https://docs.google.c</p>

	posed against the Holocaust. Resources Denial Movie (DVD on shelf)	om/document/d/1DhWqbMCYKi6H31MM0gY-YgqWG7dvYb-u-mtn1-hO5C0/edit
Essay	Essay writing for their chosen theme. Upload to No Red Ink for feedback. Resources Graphic Organizer 1 Graphic Organizer 2	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:
Link

After the unit...

TEACHER REFLECTION

Positives, Deltas & Recommendations

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for Self Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

UDL Student Work Tuning Protocol

1. **Introduction** (4 minutes)

- Facilitator briefly introduces protocol goal - to determine the learning experience and/or the assessment effectiveness toward the learning target
- Facilitator briefly introduces guidelines and schedule for protocol implementation
- Participants briefly introduce themselves (if necessary)

2. **Presentation** (10 minutes) - The presenter has an opportunity to share the context for the student work; participants are silent; **NO** questions are entertained at this time.

- Information about the course and course progress as it relates to the body of student work
- Student learning targets, and experiences within the UDL Unit that pertain to this body of student work
- Assignment or prompt that generated the student work
- Samples of student work — photocopies of work, video clips, etc. — with student names removed
- Evaluation format — scoring rubric and/or assessment criteria, etc.

3. **Clarifying Presentation Questions** (3 minutes)

- Participants have an opportunity to ask “clarifying” questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student work. Clarifying questions are matters of “fact.”
- The facilitator should be sure to limit the questions to those that are “clarifying,” judging which questions more properly belong in the warm/cool feedback section.

4. **Examination of Student Work Samples** (12 minutes)

- Participants look closely at the work, taking notes.
 - Does student work reflect learning targets?
 - Was there a barrier that was missed in the unit?
 - (if so) How can we provide variability for the unnamed barrier?
- Presenter is silent; participants do this work silently.

5. **Clarifying Student Work Questions** (5 minutes)

- Participants have an opportunity to ask “clarifying” questions in order to get information that they feel would help them to understand the student work. Clarifying questions are matters of “fact.”
- The facilitator should be sure to limit the questions to those that are “clarifying,” judging which questions more properly belong in the warm/cool feedback section.

6. **Pause to reflect on warm feedback** (1 minute)

- Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session.
- Presenter is silent; participants do this work silently.

7. **Warm Feedback** (3 minutes)

- Participants share warm feedback with each other while the presenter is silent. Warm feedback may include comments about how the work presented seems to meet the desired goals.

8. **Pause to reflect on effectiveness of work** (2 minutes)

- Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session.
- Presenter is silent; participants do this work silently.

9. Effectiveness Feedback (10 minutes)

- Participants share feedback with each other while the presenter is silent. Feedback may include possible “disconnects,” gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.
 - *Does student work reflect learning targets?*
 - *Was there a barrier that was missed in the unit?*
 - *(if so) How can we provide variability for the unnamed barrier?*
- The facilitator may need to remind participants of the presenter’s focusing question, which should be posted for all to see.
- Presenter is silent and takes notes.

8. Reflection (5 minutes)

- Presenter speaks to those comments/questions he or she chooses while participants are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.
- Facilitator may intervene to focus, clarify, etc.

9. Debrief (5 minutes)

- Facilitator-led discussion of this tuning experience

UDL Unit Validation Protocol

Presenter (5 minutes) - context, grade level, course, any details about this unit that would help us with validation?

Reading and Clarifying Questions (8-10 minutes)

Round of Warm Feedback (3 minutes)

Round of validation feedback (5-8 minutes) All initial sections completed, & Rationale section:

Check:

- *Summary?*
- *Competencies?*
- *Essential/Guiding Questions?*
- *Does this unit have to come after another?*
- *Should it run at a certain time to connect with another course unit?*
- *Background knowledge?*

Round on Barriers (10-12 minutes)

Check:

Anticipate barriers in the assessments, instructional strategies, materials and environment.

** In what ways might the materials be a barrier to learning ?*

**In what ways might the instructional strategies be a barrier to learning?*

**In what ways might the learning environment be a barrier to learning?*

Round on Variations (10-12 minutes)

Engagement <i>How will students be engaged?</i>	Representation <i>How will teachers present the content?</i>	Action and Expression <i>What options for student evidence are there?</i>
Check: <ul style="list-style-type: none">• <i>Do these options address the anticipated barriers?</i>• <i>Are there options for choice, relevancy, and minimizing distractions?</i>• <i>Options for balancing perceived demands and resources?</i>• <i>Options for mastery-oriented</i>	Check: <ul style="list-style-type: none">• <i>Do these options address the anticipated barriers?</i>• <i>Are there options for audio/visual/display of info?</i>• <i>Are there options to access language, math, and symbols?</i>• <i>Are there options to build background knowledge and highlight</i>	Check: <ul style="list-style-type: none">• <i>Do these options address the anticipated barriers?</i>• <i>Are there options for physical action?</i>• <i>Are there options for multiple communication tools?</i>• <i>Are there options for varying levels of support?</i>• <i>Are there options for goal setting, strategy development, and self-monitoring?</i>• <i>What will “success” look like?</i>• <i>Have you offered multiple means for</i>

<i>feedback?</i> <i>Collaboration? Self-reflection?</i>	<i>key patterns?</i>	<i>students to demonstrate success?</i> <ul style="list-style-type: none"> • <i>Does the assessment directly measure realization of the goal?</i> • <i>Do you have options for both formative and summative ?</i>
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?

Round on Learning Activities, Formatives, Summatives (5-7 minutes)

Check:

- *Is the learning target clear and specific?*
- *Are the learning experiences bridging the formative and summative back to learning target?*
 - *Are the learning experiences universal or differentiated?*
 - *If not, how can you scaffold?*
- *How will the learning targets be communicated and revisited throughout the lessons?*

Presenter Response (5 minutes)

Process Debrief (5 minutes)

Pluses & Deltas?



**SCHOOL ADMINISTRATIVE
UNIT #51**

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Pittsfield, New Hampshire 03263
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Fax (603) 435-5331

**SUPERINTENDENT'S REPORT
December 16, 2021**

COVID 19 statistics still are trending toward a negative direction. For the past two weeks have surpassed the threshold for requiring masks. The indicators average as follows:

Category	Statistic	Threshold to require masks
Student absenteeism	15%	12%
Pittsfield PCR Testing	19%	10%
Number of new in 14 days	68	42
Clusters in school	Yes	Yes
Area Transmission Rate	Substantial	Substantial
In school transmission	Yes	Yes

The Christmas and New Year's holidays both fall on a Saturday this year. This is paid holiday for full year staff. The District will recognize the paid holiday on Friday December 24 and Friday December 31. All buildings will be close on those days. Coaches who wish to continue with practices will be allowed entry into the building with their teams.

I have been in contact with Harriman Team Design in regard to the possibility of a study to determine the viability of the elementary school moving into the middle/high school building. Harriman has the blue prints they needed from prior experiences with the District. I am waiting for them to get back to me with a proposal.

In consulting with Derek Hamilton, parents who are attending basketball games will need to wear masks as long as we are in the current status. Players will be required to do this as well, just as they were last year. Visiting teams and parents will be informed of the protocol and be expected to adhere to our protocol.

I am meeting with the Budget Committee on Wednesday December 15. The Budget Committee chair will be forwarding a set of inquiries from the Committee for the administration and we will come to them with our responses.

We have received a letter of resignation from Lisa Gauthier, the Districts' social worker. Her last day will be Friday December 17. The position has been posted. This position is funded through the Foss Family Foundation and a grant.

The EAP and the Board negotiation committee have come to a tentative agreement. Both the Board and union membership should be voting on the proposal by December 15.

Pittsfield School District

CURRICULUM DEVELOPMENT

The Board will encourage and support the professional staff in its efforts to investigate new curriculum ideas, develop and improve programs, and evaluate results.

The superintendent will provide leadership for curriculum development for the school district. The superintendent will cause to be set up curriculum teams for the study of curriculum improvements, including selection of new instructional materials, as found necessary and desirable.

The Board will make final decisions on curriculum change. The superintendent will submit to the Board recommendations developed by curriculum teams and the professional staff. The Board, in reviewing and evaluating curriculum recommendations, may solicit community input. Recommendations will be submitted to the Board for its consideration and approval.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum teams. It is expected that all teachers will make contributions to curriculum development.

Adopted: March 10, 1980 (as Policy IF)
Amended: October 2, 2014
Reviewed: September 20, 2018

Pittsfield School District

CURRICULUM ADOPTION

It is the policy of the Board that no basic course of study shall be eliminated or new courses added without approval of the Board, nor shall any significant or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration so that Board members may have the opportunity to review the proposed program.

Adopted:	March 10, 1982 (as Policy IFD)
Reading:	July 22, 2010
Revised:	August 23, 2010
Reviewed:	October 2, 2014
Reviewed:	September 20, 2018

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Pittsfield School District

WORLD LANGUAGES PROGRAM

It is the policy of the Board to provide students with opportunities to explore a broad range of academic fields. In keeping with the developmental needs of students, a world language program will be offered to students in middle school and high school.

Adopted: October 2, 2014

Amended: September 20, 2018

Pittsfield School District

INSTRUCTIONAL MATERIALS

The Board is responsible for all instructional materials used in the district. All instructional materials will be selected based on their ability to provide quality learning experiences for students in which they:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American Society; and
7. Match the appropriate skill and developmental levels of students.

Administrators and teachers may select instructional materials from a variety of media including but not limited to books, online/internet materials, equipment, newspapers, other media, and instructional technologies. Selection of such materials should be made only after a determination that such materials are age appropriate, provide quality learning experiences, and fit within the district's educational goals and philosophies.

Each school shall provide instructional resources, including those available online or through interlibrary loan, which provide instruction in:

1. Accessing information efficiently and effectively;
2. Evaluating information and sources critically and competently;
3. Citing sources and not plagiarizing;
4. Using information accurately and creatively;
5. Pursuing information related to personal interests;

6. Appreciating literature and other creative expressions of information;
7. Striving for excellence in information-seeking and knowledge generation;
8. Recognizing the importance of information to a democratic society;
9. Practicing ethical behavior in regard to information and information technology;
and
10. Participating effectively in groups to pursue and generate information.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science, and social studies shall be reviewed at intervals not exceeding five years. All instructional materials must be sequential and must be compatible with previous and future offerings.

Instructional resources maintained by the district shall be catalogued and classified in accordance with applicable Department of Education rules and should be managed under policies and procedures designed to maximize their use.

Instructional Resources Plan. The superintendent is directed to prepare, maintain, and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instructional resources necessary to support the needs of the user population and the approved curriculum. The plan shall conform to applicable Department of Education requirements (Ed 306.08 (a) (4) and (b)) and should be presented to the School Board every three years for periodic review.

Reading: December 10, 2009
Adopted: January 7, 2010
Reviewed: October 16, 2014
Amended: October 4, 2018

Pittsfield School District

SUPPLEMENTAL MATERIALS SELECTION

Purpose. The Board believes that movies, videos, and other audiovisual materials can be important tools in the education process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parent participation in the education process, and fostering community values.

Policy. It is the policy of the Board to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance. The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director, and/or performer, and critical acclaim of the work itself.

Administrator's Authorization. At least five days prior to the showing, the teacher/instructor/advisor/coach shall submit to the dean of instruction, in writing, the following information on the particular movie or video that is intended to be shown to students:

1. Title and brief description;
2. Purpose for showing the movie or video;
3. Course objective(s) and/or curriculum standard that is to be supported through the viewing of the movie or video;
4. Proposed date(s) of viewing;
5. When and how parents will be notified or, if necessary, grant consent;
6. Audience rating (G, PG, PG-13).

Approval is required prior to showing.

Age Appropriate Movies and Videos.

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Elementary School (PS-6) Level: Only G rated movies or videos may be shown or assigned. Parents must be notified that a movie or video will be shown in class.

Middle School (7-8) Level: Only G rated movies or videos may be shown or assigned. Parents must be notified that a movie or video will be shown in class.

High School (9-12) Level: Only G, PG, and PG-13 rated movies or videos may be shown or assigned. Any movie with a PG-13 rating to be shown at the high school level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

At the high school level, the Board acknowledges that occasions may arise when a movie or video that does not meet the rating standard does meet other criteria regarding purpose and educational relevance. In such cases, the dean of instruction may approve the viewing, in whole or in part, of such a movie or video provided that parents provide written consent for viewing and that an option that will not penalize students in any way be provided for students whose parents do not provide consent.

Copyright. All District employees must comply with federal copyright laws, as well as publisher licensing agreements. A rented or privately owned movie or video may only be shown in a classroom provided “fair use” exceptions are satisfied:

1. The movie or video is shown in the course of face-to-face teaching activities; and
2. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives.

Reading: December 10, 2009
Adopted: January 21, 2010
Reviewed: October 2, 2014
Amended: November 20, 2014
Reviewed: October 18, 2018

Pittsfield School District

ASSESSMENT OF EDUCATIONAL PROGRAMS

The superintendent will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the school district and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Definitions. For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

Course Level Competency: the expected content, concepts, and skills to be mastered in a course.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning.

Mastery: a student presenting sufficient evidence of attainment of the required competencies.

Selection of Assessment Instruments. The selection process will include input from the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected will provide an authentic evaluation of student learning outcomes through multiple formative and summative assessment instruments including, but not limited to, teacher observation of project-based learning, including off-site learning projects; competency-based assessment; rubrics; and teacher-designed quizzes and tests. Additional instruments may include written examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of the student's best works.

Administration and Use of Assessment Instruments. The assessment program will include an approximate schedule for when common assessment tools will be administered to students. The schedule will be distributed to staff and the Board before the start of each school year. Teachers will not be bound by this schedule and may still administer tests, quizzes, and other assessment tools as they deem necessary.

The dean of instruction will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results, and testing dates, as well as other pertinent requirements. Readiness

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assessment shall be administered to all children entering kindergarten. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Assessment Results. Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Interpretation of Assessment Instruments. The superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet the personalized needs of students, and to monitor progress.

The superintendent will provide an ongoing evaluation of the assessment program and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance. Throughout, the focus of the district's assessment program will be of and for student learning.

Evaluation of Assessment Instruments. The superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the district is making towards the attainment of its educational goals.

Reading: April 16, 2009
Adopted: May 7, 2009
Amended: December 4, 2014
Reviewed: October 18, 2018

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Pittsfield School District

LIBRARY MATERIALS SELECTION AND ADOPTION

Materials for school classrooms and school libraries shall be recommended by the appropriate professional personnel. The final decision on purchases shall rest with the school administration.

Adopted: November 2, 1983
Amended: November 6, 2014
Reviewed: October 4, 2018

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Pittsfield School District

ANALYSIS AND ASSESSMENT OF INSTRUCTIONAL RESOURCES

The superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. The superintendent will, from time to time, report to the Board on the progress the district is making toward the attainment of its educational goals and improving student performance.

Reading: September 17, 2009
Adopted: October 1, 2009
Reviewed: December 4, 2014
Amended: October 18, 2018

December 6, 2021


Dear Board Members,

I am respectfully submitting this letter of resignation as District Social worker for the Pittsfield School District. While I have enjoyed my time here getting to know the families and the students of this district, it is time for me to move on. There has been a shift that has taken place that is not one that I would like to be a part of. While there are some within the district that have welcomed me with open arms, there has been more that have not. This has made it very difficult for me to be effective in my position. I have been in this district for almost two years and have had three constant supports, two of whom are no longer here. My direct supervisor, Melissa Brown has been a constant support for me and honestly has been the reason that I have continued to stay for as long as I have. If I could have a supervisor like her wherever I go, I would be truly thankful as she is the heart and soul of the middle high school and respected by her students.

My work ethic and philosophy have been challenged during my time here and this is something that I cannot tolerate. There are issues within this district among administration and staff that are concerning and they are not changing, nor do I see them changing in the foreseeable future.

I am thankful for the opportunity that the Foss Foundation has given me and will be forever grateful. There are needs in this community among the families and students and over the past year and a half I have done my best to meet those needs, but one person is not enough to be able to accomplish this. I have struggled with this decision for quite some time, but feel that this is the right decision for me. I will miss the students more than I can say and wish them all the very best. I will carry them with me always.

Thank you,


Lisa Gauthier, LICSW