



## SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1 Pittsfield,

New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

### **PITTSFIELD SCHOOL BOARD**

#### MEETING AGENDA

5:30 PM Thursday, December 2, 2021

PMHS Media Center

Pittsfield Middle High School

Join Zoom Meeting

<https://us04web.zoom.us/j/78233104135?pwd=S3h1V1lxZjFJcXRlQ1ZwaVpuRHI5Zz09>

Meeting ID: 782 3310 4135

Passcode: jc55Xa

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES FROM
5. PUBLIC INPUT
6. STUDENT REPRESENTATIVE
7. PES PRINCIPAL

November 18, 2021

#### Action Items

##### Information & Discussion

- Staffing Update
- Professional Development
- Curriculum Review

8. PMHS PRINCIPAL

#### Action Items

##### Information & Discussion

- English Curriculum
- Junior-Senior Prom
- I Am College Bound, I Applied
- School Approval Facility Review
- School Mission and Vision
- Vision of the Graduate

9. INTERIM SUPERINTENDENT OF SCHOOLS

Information & Discussion

10. SCHOOL BOARD

Information & Discussion

Action Items

11. COMMITTEE ASSIGNMENTS

BUDGET COMMITTEE - Mr. Clough

DRAKE FIELD & FACILITIES - Mr. Gauthier

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

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15. ADJOURNMENT

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

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**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.

## XI. 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.

## XIII. 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

XIV. 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.

XV. 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.

XIV. 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

**Pittsfield School District**

**To:** Pittsfield School Board

**From:** PES Administration, Mike Wiley and Kathy LeMay

**Subject:** Board Meeting – December 2nd, 2021

**Date:** November 29, 2021

**ACTION**

**1.**

**INFORMATION**

1. Staffing Update:
  - a. PES is currently advertising for a Library Media/Technology Specialist position, 3 first grade regular education paraeducator positions and substitute teacher positions.
2. Professional Development:
  - a. 12/1 Mike Anderson - Collegial Collaboration
  - b. 12/6 Mike Anderson/Kathy Collins - Reading/writing workshop Lab classrooms.
  - c. 12/13 Susan Shapiro(CAST) - UDL Units - Overview and Next Steps
3. Curriculum Review
  - d. At tonight's meeting, we will share our plan for a curriculum review cycle. It will begin this winter and be ready for implementation, starting with Literacy in the spring of 2022. (Documents to be handed out at the meeting)

**Calendar of Upcoming Events:**

- a. December 4, 2021 Breakfast with Santa (PTO)
- b. December 20, 2021 Mad with Plaid
- c. December 21, 2021 Ugly Sweater Day
- d. 12/22/21 - 1/3/22 Winter Vacation

## **Pittsfield School District**

**To:** Pittsfield School Board  
**From:** Derek Hamilton & Melissa Brown, PMHS Administration  
**Subject:** Board Meeting – December 2, 2021  
**Date:** November 26, 2021

### **INFORMATION**

1. English Curriculum. I have enclosed the syllabus for the English courses listed below. Each course syllabus includes a brief course description, course competencies, summative assessments, student expectations, and course evaluation and assessment practices. These syllabi are provided annually to students and families at the beginning of each course.

- MS English – Power of Language
- English 9/10 – The Struggle is Real
- English 9/10 – World Literature
- English 11 – American Literature
- English 12

We also offer dual enrollment English 11 and 12 for high school and college credit but those classes do not follow the same format. Additionally, as requested, I have enclosed a list of books that classes have read, or are planning to read, this school year. Books of study align to the curriculum above but may vary each year based on the instructor or student interests.

2. Junior-Senior Prom. Members of the Class of 2023 and their class advisers will be joining us at the Board meeting to seek approval for the Junior-Senior Prom. The class is planning to hold the Prom at the Dell Lea in Chichester on Friday, May 6. The class will provide handouts and further information at the Board meeting.
3. I Am College Bound, I Applied. On Friday, November 19, we had 15 seniors participate in the New Hampshire Higher Education Assistance Foundation's (NHHEAF) I Am College Bound, I Applied event. Participating students received support from PMHS staff members and college counselors while navigating the college admission process. Colleges and universities across the state of New Hampshire waived application fees for students who submitted applications during the event. On Wednesday, December 8, the NHHEAF Network is hosting a Financial Aid Night for seniors and families at PMHS. This informational session will provide an overview of financial aid, how to apply for it, and managing college costs.
4. School Approval Facility Review. To ensure that schools meet the minimum standards for public school approval, as outlined in Ed 306, the Department of Education (DOE) has selected PMHS for a review on Monday, December 6. These reviews generally occur every three years. I have enclosed a copy of the notification letter we received from the DOE. The documents necessary to complete the review have been provided to the DOE. I will share the outcomes of the review in my January report.



5. School Mission and Vision. As a follow-up to the Board's work session on November 18, the following information outlines the last process that the school district followed to revise its mission and vision. This process began in September of 2017 for two reasons; 1) it had been five years since the last revision of the mission and vision; and 2) the Nellie Mae Educational Foundation grant funding was coming to an end.
- November 2017: A district planning meeting composed of faculty, administration, a school board member, community members, and consultants from the Education Development Center and Brandeis University-Center for Youth and Communities Heller School for Social Policy and Management. The purpose of the planning meeting was to analyze where we are as a district and school/community, where we want to go, and the next steps in revising our mission and vision and logic model.
  - March 26-27: Two School Board approved early release days for the full district, which includes PES/PMHS faculty, staff, related service providers, administration, SAU office personnel PMHS/PES office personnel, and custodial staff, community, and Education Development Center (EDC) and Brandeis University consultants to begin work on reviewing and revising the district's mission and vision.
  - April 2018: Students in each advisory 7-12 reviewed the district's mission and vision and provided feedback and input.
  - April 2018: two evening community work sessions were facilitated by the superintendent for community members and school board members to review the district's Mission and Vision and provided feedback and input into the revision process. Each meeting was attended by the Brandeis University consultant.
  - May 2018: PES Student Council engaged in a *Future's Protocol* – what would the best school look like; what does the school look like now; how would we get to become the best school?
  - August 2018: Brandeis University consultant provided training to district personnel on the process of developing a new distinct logic model.
  - October 2018-January 2019: Three more early release days for the full PES/PMHS district and community to analyze and revise the district's Mission and Vision and proposed district logic model (based on NEASC Standards).
  - April 2019: Revised district's Mission and Vision and proposed district's logic model (aligned with NEASC standards) were presented and shared with DLT.
  - May 2019: Revised district's Mission and Vision and proposed district's logic model (aligned with NEASC standards) were presented and shared with full PES/PMHS faculty and staff during an Early Release day.
  - June 2019: Revised district's Mission and Vision and proposed district's logic model (aligned with NEASC standards) were presented and shared with the School Board.
6. Vision of the Graduate. On Saturday, November 20, the school district held a community forum to begin gathering input from the community on the Vision of the Graduate, a component of the NEASC accreditation process. We used an *Affinity Mapping* protocol to guide the work. Participants wrote skills and understandings of graduates, grouped and categorized the skills and understandings, and following a gallery walk, each participant identified their priority skills and understandings. We also shared a survey with families to gather additional feedback. Following the Thanksgiving Break we will create a plan to build those skills and understandings, determine what adjustments to curriculum or programs may be needed, and identify ways to assess and report student progress. We will hold another community forum in the spring to share this plan and gather additional feedback.



# Middle School Language Arts - Power of Language

Teacher: Ms. Foote Semester(s): Full Year

Email: efoote@pittsfieldnhschools.org Phone: (603) 435-6701 ext 4119

## Pittsfield School District Logic Model Focus Areas:

- Ensuring Student Ownership for Learning
- Raising Student Achievement: Core Knowledge & Skills for Post-Secondary Readiness & Success
- Developing Work Study Skills & Civic Responsibility & Social-Emotional Learning
- Developing Systems and Infrastructure Support for Student Centered Learning
- Engaging with the Community

**Course Description:** In this course we will focus upon reading, writing, grammar, and speaking/listening. Students will read literary and informational texts. Students will write for a variety of purposes and audiences. Students will also be doing individual and group projects.

Students are able to demonstrate competency in a way that works for them. Below, the course assessments are listed to give you an idea of the summative opportunities that will be provided within the course for students to demonstrate competency.

Course Competencies	Summative Assessments
<b>Competency 1</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.	Summative Unit Tests, Essays and Projects on topics such as... <ul style="list-style-type: none"> <li>• Short Stories</li> <li>• Whole Class, Small Group, and Independent Novel Studies</li> <li>• Poetry</li> </ul>
<b>Competency 2</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.	Summative Unit Tests, Essays and Projects on topics such as... <ul style="list-style-type: none"> <li>• Research</li> <li>• Articles</li> <li>• Historical background information to support Novel Studies</li> <li>• Nonfiction texts to support Novel Studies</li> </ul>
<b>Competency 3</b> Students will demonstrate the ability to write effectively for a variety of purposes and audiences.	Summative Unit Essays on topics such as... <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Argument</li> <li>• Research</li> <li>• Informative Topics</li> </ul>
<b>Competency 4</b> Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.	Summative Unit Tests, Essays, and Projects on topics such as... <ul style="list-style-type: none"> <li>• Spelling, Capitalization, and Punctuation</li> <li>• Sentence Structure</li> <li>• Varying Writing Genre Styles</li> </ul>
<b>Competency 5</b> Students will demonstrate the ability to listen and view critically and to speak purposefully and effectively.	Summative Unit Essays and Projects including... <ul style="list-style-type: none"> <li>• Research</li> <li>• Socratic Seminars</li> <li>• Literary Analysis</li> </ul>

## **Student Expectations:**

### **SCHOOL-WIDE NORMS**

#### **Responsibility**

- We take responsibility for ourselves, our environment, and each other.
- We take responsibility for welcoming others and communicating challenges.
- We take responsibility for nurturing academic and social growth as a community.

#### **Courage**

- We show courage by advocating for ourselves and others.
- We show courage by standing up for what is right.

#### **Respect**

- We model respect by practicing common courtesy and modesty.
- We model respect by treating each other how we want to be treated.

#### **Diversity**

- We value the diversity of people and cultures and help everyone feel comfortable being themselves.
- We value the diversity of opinions and perspectives while allowing every voice to be heard.

#### **Middle School Classroom Expectations**

- Students are expected to arrive to class on time and need to be prepared
- Students are expected to be respectful to all staff, students, and property
- Students are expected to be actively engaged

#### **Reminders**

- No electronics (other than school issued devices)
- No sharing of food/ drinks
- Respect the hat policy (no hoods or distracting hats)

## **Course Evaluation & Assessment Practices:**

Summative assessments are the scores that accurately reflect student performance. These assessments may include but are not limited to “Celebrations of Knowledge” (tests), projects, essays, and literary or informational text analysis that are connected to competency or indicator statements.

### **ASSESSMENTS:**

The **summative assessments** listed above are scored to accurately reflect student performance and are connected to course competencies. All summative assessments will include a rubric on a four-point scale that aligns to the competencies of the course.

**Student progress towards meeting expectations in a course competency will be evaluated by averaging together multiple summative assessments connected to that specific course competency above.**

**Formative Assessments** such as in-class work, homework, and classroom discussions will be included in progress reporting but will not be factored into final grade calculations. Prior to administering each summative assessment, students must show evidence that they are prepared for the assessment.

The teacher will communicate student progress through PowerSchool. Progress reports will be mailed home quarterly and will include comments regarding student progress. Additionally, if a student is off pace or struggling to meet expectations, the teacher will make contact with the parent/guardian by email, phone call, or set up a conference in a timely manner.

**MISSING AND LATE WORK:**

If a student does not turn in an assignment or produce evidence of learning on course pace, the student will receive an NE. Once the score is assigned as an NE, one of three steps may take place:

- The student and teacher meet to develop a plan to make-up the missing or late work. The plan may be informal or formal at the discretion of the teacher.
- The student may show evidence of knowledge or skills using an assessment from another course or activity.
- When a student is off pace, the teacher may require evidence of learning prior to attempting any summative assessment.

An NE in place of an assignment score indicates that a student is not showing progress or approaching expectations. The NE will be replaced with the competency score that the student earns after completing the steps required by the teacher.

**REASSESSMENT OPPORTUNITY:**

A reassessment opportunity is available for students who turn in an assessment by the due date and score a 2.5 or higher. Students must reassess if they score below a 2.5 on an assessment.

- The student is expected to meet with the teacher to create a reassessment plan.
- The teacher may require additional assignments or evidence of learning prior to reassessing.
- When the reassessment plan is completed, and the score earned is between 2.5 and 4, the new score replaces the old score.
- A reassessment score should never result in a lower score.

**Supplies: All students will need an independent reading book, and pens/pencils.**

**Please feel free to contact me with any questions or concerns, my email is listed above.**

After reading the syllabus above, please fill in the section below, and return only the section below to Ms. Foote. Please keep the rest of the syllabus for your reference as the year progresses.

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As signified by our signatures, we have received and read the Middle School ELA - Power of Language course outline and Year-at-a-Glance.

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Student Name (Please Print)

Date

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Parent Signature

Date

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Preferred Parent Email for Teacher Contact

## English 7-12 Books of Study

*Please note that the list below does not include poetry, non-fiction works, and short stories.*

- I. Middle School English
  - A. Grade 7
    - 1. Castle Diary
    - 2. The Midwife's Apprentice
    - 3. Code Talker
    - 4. Farewell to Manzanar
    - 5. Fever 1793
    - 6. An American Plague
  - B. Grade 8
    - 1. The Crossover
    - 2. All Quiet on the Western Front (Lit Circle)
    - 3. Private Peaceful (Lit Circle)
    - 4. After the Dancing Days (Lit Circle)
    - 5. Lord of the Nutcracker Men (Lit Circle)
    - 6. A Midsummer Night's Dream
    - 7. Claudette Colvin: Twice Toward Justice
- II. English 9/10
  - A. The Struggle Is Real
    - 1. Fahrenheit 451
    - 2. Metamorphosis
    - 3. The Turn of the Screw
    - 4. The House on Mango Street
  - B. World Literature
    - 1. The Canterbury Tales
    - 2. Maus: A Survivor's Tale
    - 3. My Father Bleeds History
    - 4. Romeo and Juliet
- III. English 11
  - A. The Crucible
  - B. The Adventures of Huckleberry Finn
  - C. The Great Gatsby
- IV. English Composition (Dual Enrollment)
  - A. A Brave New World
  - B. Frankenstein
  - C. Oedipus the King
  - D. The Stranger

V. English 12

- A. The Glass Castle
- B. Into the Wild
- C. Literature Circles
  - 1. Hey, Kiddo
  - 2. The Hate U Give
  - 3. Speak
  - 4. The Secret Life of Bees
  - 5. Life of Pi

VI. English 12 (Dual Enrollment)

- A. 1984
- B. To Kill a Mockingbird
- C. Hamlet
- D. The Book Thief



# English 9/10

## The Struggle is Real

Teacher: Mrs. Korzyniowski Semester(s): Semesters 1 & 2

Email: akorzyniowski@pittsfieldnhschools.org Phone: 435-6701 x4227

### Pittsfield School District Logic Model Focus Areas:

- Ensuring Student Ownership for Learning
- Raising Student Achievement: Core Knowledge & Skills for Post-Secondary Readiness & Success
- Developing Work Study Skills & Civic Responsibility & Social-Emotional Learning
- Developing Systems and Infrastructure Support for Student Centered Learning
- Engaging with the Community

### Course Description:

This course explores literature of social protest, stories that push the limits of contemporary values and stretch the difference between right and wrong, and books that twist your definition of good and evil or even reality itself. The course will focus on conflict - internal (man vs self) and external (man vs society). This will require extensive reading, vocabulary study, regular composition writing, synthesis of various texts, and an in-depth focus on the analysis of literature. There will be increased emphasis on effective communication, presentation skills, and the use of technology.

Students are able to demonstrate competency in a way that works for them. Below, the course assessments are listed to give you an idea of the summative opportunities that will be provided within the course for students to demonstrate competency.

Course Competencies	Summative Assessments
C1: Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.	Assessed in Semesters 1 and 2
C2: Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.	Assessed in Semesters 1 and 2
C3: Student will demonstrate the ability to write effectively for a variety of purposes and audiences.	Assessed in Semesters 1 and 2
C4: Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.	Assessed in Semesters 1 and 2

C5: Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.	Assessed in Semesters 1 and 2
C6: Students will engage in research/inquiry to investigate topics and to analyze, integrate and present information.	Assessed in Semesters 1 and 2

#### **Student Expectations:**

Students are expected to follow the PMHS Norms in the classroom, which include showing respect to peers and staff, participating in group and independent activities, and using technology appropriately.

Students are expected to have access to and use the school-assigned email and Google Drive. Many assignments will be available on the Google Drive, so it is important that each student can access these websites.

Students are expected to be in class on time, be prepared for class, and be attentive in class.

#### **Course Evaluation & Assessment Practices:**

Formative assessments should be completed throughout the unit to provide evidence that students are prepared for the summative assessment. While they will not be counted in the final grade calculation, they may be included in progress reporting. If formative assessments are not completed (and alternative evidence is not submitted), students will not be able to begin the summative assessment for the unit.

Each of the units will have a single assessment connected to one or more course competencies that reflects the students' knowledge, ability, and skill. Each summative assessment will be clearly explained at the beginning of the unit and students will be given an assignment description and rubric.

#### **Additional Notes:**

If students need additional help, please feel free to set up a time to meet with me at a mutually-convenient time or during Content Focus Block.

As signified by our signatures, we have received and read the course outline for English 9/10.

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Student Signature

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Date

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Parent Signature

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Date





# English 9/10

## World Literature

Teacher: Mrs. Korzyniowski Semester(s): Semesters 1 & 2

Email: akorzyniowski@pittsfieldnhschools.org Phone: 435-6701 x4227

### Pittsfield School District Logic Model Focus Areas:

Ensuring Student Ownership for Learning  
 Raising Student Achievement: Core Knowledge & Skills for Post-Secondary Readiness & Success  
 Developing Work Study Skills & Civic Responsibility & Social-Emotional Learning  
 Developing Systems and Infrastructure Support for Student Centered Learning  
 Engaging with the Community

### Course Description:

This course explores literature from around the globe. With a wide variety of texts, students are given opportunities to explore and respond to multiple genres from various global, historical, and social contexts. As we examine world literature from medieval times to modern day, we will consider the context that shaped these novels, poems, graphic texts, and plays. This will require extensive reading, vocabulary study, regular composition writing, synthesis of various texts, and an in-depth focus on the analysis of literature. There will be increased emphasis on effective communication, presentation skills, and the use of technology.

Students are able to demonstrate competency in a way that works for them. Below, the course assessments are listed to give you an idea of the summative opportunities that will be provided within the course for students to demonstrate competency.

Course Competencies	Summative Assessments
C1: Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.	Assessed in Semesters 1 and 2 <ul style="list-style-type: none"> <li>A variety of processes, both interactive and independently driven will assess student knowledge.</li> </ul>
C2: Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.	Assessed in Semesters 1 and 2 <ul style="list-style-type: none"> <li>Direct analysis of historical and informational text of the time period related to the text being studied.</li> </ul>
C3: Student will demonstrate the ability to write effectively for a variety of purposes and audiences.	Assessed in Semesters 1 and 2 <ul style="list-style-type: none"> <li>There will be at least one literary analysis essay, and one narrative essay.</li> </ul>
C4: Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.	Assessed in Semesters 1 and 2 <ul style="list-style-type: none"> <li>Course content will develop and reinforce solid conventions through practice and reinforcement.</li> </ul>
C5: Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.	Assessed in Semesters 1 and 2 <ul style="list-style-type: none"> <li>We will practice Socratic Seminar techniques, hone our presentation skills and interface with our fellow class members consistently!</li> </ul>

C6: Students will engage in research/inquiry to investigate topics and to analyze, integrate and present information.	Assessed in Semesters 1 and 2 <ul style="list-style-type: none"> <li>There will be one sustained research project as well as shorter research opportunities.</li> </ul>
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### **Student Expectations:**

Students are expected to follow the PMHS Norms in the classroom, which include showing respect to peers and staff, participating in group and independent activities, and using technology appropriately.

Students are expected to have access to and use the school-assigned email, Google Classroom and Google Drive. Most assignments will be available in Google classroom, so it is important that each student can access these websites.

Students are expected to be in class on time, be prepared for class, and be attentive in class.

Students are expected to keep cell phones away unless they are given permission to use them.

### **Course Evaluation & Assessment Practices:**

Formative assessments should be completed throughout the units to provide evidence that students are prepared for the summative assessment. While they may not be counted in the final grade calculation, they will be included in progress reporting. If formative assessments are not completed (and alternative evidence is not submitted), students will not be able to begin the summative assessment for the unit. Completing coursework is essential for student learning.

Each of the units will have a single assessment connected to one or more course competencies that reflects the students' knowledge, ability, and skill. Each summative assessment will be clearly explained at the beginning of the unit and students will be given an assignment description and rubric.

### **Additional Notes:**

- Students will be expected to complete reading and homework assignments outside of class.
- Cell phone use is not permitted in class unless expressed permission is granted.

As signified by our signatures, we have received and read the course outline for English 9/10.

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Student Signature

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Date

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Parent Signature

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Date



## American Literature - English 11

Teacher: Sarah Carson Semester(s): Semesters 1 & 2  
Email: scarson@pittsfieldnhschools.org Phone: (603) 435-6701 x4218

### Pittsfield School District Logic Model Focus Areas:

- Ensuring Student Ownership for Learning
- Raising Student Achievement: Core Knowledge & Skills for Post-Secondary Readiness & Success
- Developing Work Study Skills & Civic Responsibility & Social-Emotional Learning
- Developing Systems and Infrastructure Support for Student Centered Learning
- Engaging with the Community

### Course Description:

“For what it’s worth: it’s never too late or, in my case, too early to be whoever you want to be. There’s no time limit, stop whenever you want. You can change or stay the same, there are no rules to this thing. We can make the best or the worst of it. I hope you make the best of it. And I hope you see things that startle you. I hope you feel things you never felt before. I hope you meet people with a different point of view. I hope you live a life you’re proud of. If you find that you’re not, I hope you have the courage to start all over again.”

**-F. Scott Fitzgerald**

### YEAR-LONG ESSENTIAL QUESTIONS:

1. To what extent is the American Dream a reality?
2. To what extent are foundational American literary voices still heard?
3. What does it mean to be figuratively “American”?
4. How has the American Dream changed over time?

Consider these our essential questions for the year; and to answer them, we will use literature, art, and documents from colonial to modern times. We will ask questions and draw conclusions about how and why our American culture and identity have changed over time. We will define what it means to be human and, by extension, American. We will work with American History to make connections because in order to understand what was written and why it was written, you must understand what was happening in the world. Culture is affected by the political, religious, and economic events of the time in which it exists.

Students are able to demonstrate competency using a variety of assessment tools throughout the year.

Course Competencies	Summative Assessments
<b>Competency 1:</b> Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts: <i>novels, poetry, and short stories</i>	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● Native Americans</li> <li>● The Puritans</li> <li>● Romantic Writers</li> <li>● The Realists</li> <li>● Modernism</li> </ul>
<b>Competency 2:</b> Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts: <i>essays, research articles, and journals</i> .	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● Revolutionary Writers</li> <li>● The Realists</li> <li>● Modernism</li> </ul>
<b>Competency 3:</b> Student will demonstrate the ability to write effectively for a variety of purposes and audiences.	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● Native Americans</li> <li>● The Puritans</li> <li>● Romantic Writers</li> <li>● The Realists</li> <li>● Modernism</li> </ul>
<b>Competency 4:</b> Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● All units</li> </ul>
<b>Competency 5:</b> Student will demonstrate the ability to listen and view critically, and to speak purposefully and effectively.	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● Native Americans</li> <li>● Revolutionary Writers</li> <li>● Romantic Writers</li> <li>● Modernism</li> </ul>
<b>Competency 6:</b> Students will engage in research/inquiry to investigate topics and to analyze, integrate and present information.	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● The Puritans</li> <li>● The Realists</li> <li>● Modernism</li> </ul>

### Student Expectations:

Classroom expectations will be developed as a class, but **all students are expected to consistently follow the school norms.**

Students are expected to have access to and use the school-assigned email and Google Drive. Many projects and assignments will be available in Google Classroom, so it is important that each student can access these websites.

## **Course Evaluation & Assessment Practices:**

All competencies have multiple assignments attached. All competencies will be assessed during both semesters. Final competency scores are based only on Summatives. This does not excuse students from Formative Assessments, as the purpose is to build skills and knowledge before the Summative, as well as to gauge whether the student is prepared to take the Summative.

This class focuses both on the process, (the activity of planning to write, doing research, reading a variety of materials, working on drafts, revising, and the amount of effort you put into the process of your written work), and on the product (the final product, the paper/project/exam that you submit). Both are equally important in the process of learning to write well and read closely. Project-based units are also common learning and assessment practices for this course. Projects occur in formative steps, resulting in a final Summative grade.

Late assignments will be accepted up to one (1) week after the deadline. Otherwise, you will have to wait until the next assessment to improve corresponding competencies.

## **Classroom Policies**

Plan ahead for excused absences and arrange to have your work submitted to me on the due date. Students who are tardy, dismissed, or attending a field trip must submit assignments before dismissal or upon arrival to school, or your work will be considered late. All assignments will be submitted through Google Classroom.

## **Attendance**

Active participation and daily attendance are an integral component of this class. We will spend a great deal of time discussing the readings and your writing. Each person's contribution really does make a difference; and, if some are absent or disengaged from the discussion, the rest of us are impacted. In addition, when you are absent, it is almost impossible to replicate what goes on during a class, and you miss important information and instruction. \*Please arrive on time to class and prepared to learn.

## **Classroom Behavior**

Students who disrupt class or show disrespect to the teacher, peers, or school property will be sternly disciplined. Failure to abide by the school/classroom policies will result in one or more of the following:

- Discussion of incident with student after class
- Seat reassignment
- Referral to Student Support Specialist
- Teacher detention (24-hour notice)
- Parent notification of continued classroom disruptions
- Referral to administrator

## **Extra Help**

I am available during Content Block and by appointment.

## **Academic Dishonesty**

Please review the PMHS policy on plagiarism. What's the bottom line? Produce original material, or accurately cite borrowed material.

## **Mobile/Electronic Devices**

Please put away cell phones and other electronic devices at the beginning of class. They are a distraction to you and to others. You will be notified of acceptable use times, such as while writing, when you may listen to music. Should your device become an issue, it will remain on my desk during class and a call home will be made.

Lastly... I am excited to work with you this year and to see your growth in reading, writing, speaking, and listening. I have high expectations for you, and I know that this is going to be a great year.

**English 11: American Literature**

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**(Return this signed page to Mrs. Carson)**

**\*As signified by our signatures, we have received and read the course outline for English 11.\***

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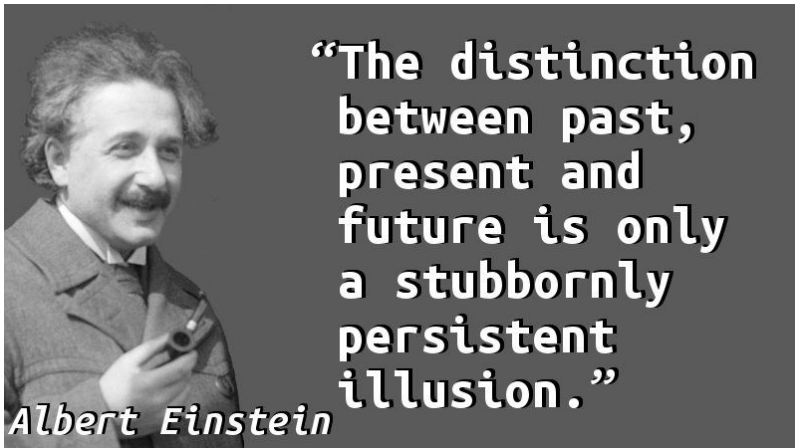
(Parent/Guardian Signature)	(Date)	(Student Signature)	(Date)
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Teacher: Sarah Carson Semester(s): Semesters 1 & 2  
Email: scarson@pittsfieldnhschools.org Phone: (603) 435-6701 x4218

### Pittsfield School District Logic Model Focus Areas:

- Ensuring Student Ownership for Learning
- Raising Student Achievement: Core Knowledge & Skills for Post-Secondary Readiness & Success
- Developing Work Study Skills & Civic Responsibility & Social-Emotional Learning
- Developing Systems and Infrastructure Support for Student Centered Learning
- Engaging with the Community

### Course Description:



In this course, students will explore the past, present, and future. Students will read works from the past to analyze how literature affected culture. They will explore their present as they write an essay about their lives. Students will explore their future when they research their chosen career path after graduation. This course encompasses student interest while introducing them to new ways to read and write.

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<b>Competency 1:</b> Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts: <i>novels, poetry and short stories</i>	Assessed in Semesters 1 & 2 <ul style="list-style-type: none"> <li>● The Glass Castle</li> <li>● Literature Circles</li> <li>● Make Your Mark</li> </ul>
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-----  
(Return this signed page to Mrs. Carson)

**\*As signified by our signatures, we have received and read the course outline for English 12.\***

\_\_\_\_\_  
(Parent/Guardian Signature)                      (Date)      (Student Signature)                      (Date)



**Frank Edelblut**  
Commissioner

**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

November 9, 2021

Principal Derek Hamilton  
Pittsfield High School  
23 Oneida St.  
Pittsfield, NH, 03263-3403

Subject: School Approval Facility Review for School Year 2021-2022

Dear Principal Derek Hamilton:

Pursuant to RSA 186:8, II, the Department of Education (DOE) is responsible for ensuring schools meet the minimum standards for public school approval, as outlined in Ed 306. This verification process is completed through school approval visits. This school year, your school has been selected for a school approval review.

The school approval process includes two reviews: a content review and a facility review. This letter is to coordinate completion of the facility review. Due to lack of resources, DOE will not be completing the content review at this time.

The facility review will include a site visit as well as examination of submitted documents. The purpose of the facility review is to ensure the school is operating a clean, healthy and safe learning environment in accordance with RSA 189:24 and Ed 306.07. Your site visit has been scheduled for:

***Monday, December 6, 2021 from 7:30am-9:00am***  
***Documents listed below due to DOE: Monday, November 29, 2021***

The visit will be led by Marjorie Schoonmaker, our safe and healthy schools educator. During the visit, Ms. Schoonmaker will need to walk around the facility with your facility director so it is helpful if he or she has keys to spaces that may be locked (boiler room, elevator, etc.). The visit typically takes between 1 and 4 hours, depending on the size and condition of the school. Ms. Schoonmaker will be reviewing similar items to those found on the School Facility Self-Assessment Checklist which is available on our public school approval website (<https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-educational-opportunities/public-school-approval-office>).

It is our experience that schools that regularly self-assess their facilities not only are more likely to provide a clean and healthy learning environment but they are also well prepared for a school facility visit.

The documents necessary to complete the review are listed below. Most of these items can be downloaded from our public school approval website. Please email the following documents to Ms. Schoonmaker by the date listed above. If more time is needed to submit a specific item, please contact Ms. Schoonmaker prior to this deadline.

1. **Floor plans** - standard letter size or 11" by 17" is suitable.
2. **Fire Inspection Report** – completed by your local fire chief [Ed 306.07, Ed 403.01(c) and RSA 153:14II(b)]
3. **Health Inspection Report** – completed by your local health officer [Ed 306.07 and Ed 403.01(c)]
4. **Playground inspection** –if your school's liability and property insurance company performed an inspection of your playground in the last 5 years, please email a copy for review. If the insurance company did not perform an inspection, please complete the Playground Safety Self-Inspection Checklist located on our public school approval website and email a copy for review. [Ed 306.07]
5. **Indoor Air Quality policy** –a copy of your indoor air quality policy and indicate the date it was last reviewed by the school board. [RSA 200:48 and Ed 306.07]

Also as part of the facility review, DOE will confirm that the following documents were submitted through the Education Statistics System (ESS) or the secure EOP Portal. No additional action is needed (i.e., do not email them to DOE):

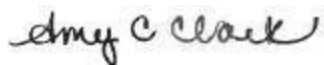
1. **Indoor Air Quality (IAQ) Data Collection Survey** – at the end of each school year principals or their designees are required to complete an IAQ survey available in ESS. Please continue to submit this survey each year. [RSA 200:11a]
2. **Emergency Operations Plan (EOP)** - each year by September 1<sup>st</sup>, schools are required to upload their EOP into the secure portal: [https://prd.blogs.nh.gov/dos/hsem/?page\\_id=6320](https://prd.blogs.nh.gov/dos/hsem/?page_id=6320). Please continue to submit this information and never include sensitive EOP information in an unsecured email or online. [RSA 189:64]. If you have already submitted an EOP this year and need to resubmit plans, now or any time this coming school year, please email [schoolreadiness@dos.nh.gov](mailto:schoolreadiness@dos.nh.gov) and someone from Homeland Security and Emergency Management (HSEM) will assist you with how to properly resubmit.

In addition to forms and checklists needed for compliance, the public school approval website offers a section of resources. Please feel free to check them out to help you and your staff have a safe and healthy school .

If you have any questions concerning your facility review, please feel free to contact Marjorie Schoonmaker at (603) 271-3620 or [marjorie.schoonmaker@doe.nh.gov](mailto:marjorie.schoonmaker@doe.nh.gov).

We look forward to our visit with you.

Sincerely,

A handwritten signature in black ink that reads "Amy C. Clark". The signature is written in a cursive, flowing style.

Amy C. Clark

Administrator

School Safety & Facility Management Bureau

cc:     Bryan Lane, superintendent  
          Susan Barrett, Facilities Director  
          Mr. Adam Gauthier, school board chair  
          Scott Currier, NHDOE Public School Approval Office



**SCHOOL ADMINISTRATIVE  
UNIT #51**

23 Oneida Street, Unit 1  
Pittsfield, New Hampshire 03263  
Phone: (603) 435-5526  
Fax (603) 435-5331

**SUPERINTENDENT'S REPORT  
December 2, 2021**

Our COVID status remains in yellow which means masks are required in our school buildings for students and staff. All six indicators have been reached that would put the District as listed below.

Indicator	Current	Threshold
Average student absenteeism for the past three days	13.6%	12%
Average positive PCR testing in Pittsfield over the past three days	17.3%	10%
Average number of new cases in Pittsfield, past three days	1.26%	1%
Regional transmission rate	Substantial	Substantial
Cluster identified in the schools	3 clusters	1 cluster
Transmission in school suspected	DPH identifies this as yes	

I will continue to check the statistics daily and report to the Board and the community on our status.

The budget and the revenue numbers have been sent to the budget committee. The original revenue number for Adequacy Aid was an estimate from the SAU office. The new revenue estimates have been verified by the state in an email last week. The new numbers increase the District's revenue indicate a reduction in revenue from federal grants over the current year of \$327,971. It should be noted that the DOE has in the past increased funds after reallocating unused funds which could change this number.

I have contacted the Highway Department in town along with K and B Excavation who handles the plowing of the School District parking lots. We are in the second year of a two-year contract with K and B excavation. We are prepared to communicate in the case of inclement weather. If school is delayed or cancelled due to road conditions, alert messages will go out to families using the phone and email along with WMUR Channel 9 in Manchester.

I am still waiting on a call back from Team Design in regard to the cost to create an evaluation of the ability to move elementary students into the middle high school.

Advertisements for Superintendent's positions to begin July 1, 2022 have been circulated for the Portsmouth and Merrimack School Districts. The Board has a deposit of \$5,000 with the New Hampshire School Board's Association to assist in this process. I will be looking for guidance from the Board on how you would like to proceed.