



**SCHOOL ADMINISTRATIVE UNIT #51**

23 Oneida Street, Unit 1  
Pittsfield, New Hampshire 03263  
Phone: (603) 435-5526 • Fax (603) 435-5331  
Bryan Lane – Superintendent of Schools

**PITTSFIELD SCHOOL BOARD**

**MEETING AGENDA**

5:30 PM Thursday, May 4, 2023  
PMHS Media Center  
Pittsfield Middle High School

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1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES FROM April 20, 2023
5. PUBLIC INPUT
6. STUDENT REPRESENTATIVE
7. PES PRINCIPAL
  - a. Enrollment
  - b. PES Calendar
  - c. Exhibition
  - d. Building Project
  - e. Interviews
  - f. Table Top Discussion
  - g. Incidents
  - h. Oil Tank Removal
  - i. Lego Robotics
8. PMHS PRINCIPAL
  - a. End-of-Year School Events
  - b. Exhibitions of Learning
  - c. School Improvement Plan
  - d. Spring Conferences
  - e. Student Progress Monitoring: Class of 2027
  - f. Student Progress & Credit Monitoring: Class of 2023
  - g. Transition Planning
9. SUPERINTENDENT OF SCHOOLS
  - a. 2023-24 Teacher Contracts & Staffing
  - b. PES Staff Student Behavior Management Training
  - c. Pittsfield School District Comprehensive Support and Improvement Information Request
  - d. Competency & Academic Skill Building Over Spring Break
10. SCHOOL BOARD

**Information & Discussion**

- Policy Review – First Reading:

- IFA, Instructional Needs of Each Individual Student
- IF, Instructional Program
- ICAA, Interdisciplinary Credit
- IIC, Instructional Time

### Action Items

- Policy Review – Second Reading:
  - IHBG, Home Education Instruction
  - IKB, Homework
  - EBBB, Indoor Air Quality
  - IJ, Instructional Materials

### 11. COMMITTEE ASSIGNMENTS

- a. BUDGET COMMITTEE – Mrs. Adams
- b. DRAKE FIELD & FACILITIES – Mr. Gauthier
- c. NEGOTIATIONS -
- d. FOSS FAMILY SCHOLARSHIP - Mrs. Adams
- e. PUBLIC RELATIONS – Mrs. Goggin

### 12. PLAN AGENDA FOR NEXT MEETING

### 13. PUBLIC INPUT

### 14. ADJOURNMENT

**DRAFT MINUTES BY THE PITTSFIELD SCHOOL BOARD**

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

**MINUTES**

Pittsfield School Board Meeting  
April 20, 2023  
Pittsfield Middle High School

**I. CALL TO ORDER**

Members Present: Adam Gauthier, Chairperson  
Sandra Adams, Vice Chairperson  
Molly Goggin  
Adam Cote  
Helen Schiff

Others Present: Bryan Lane, Superintendent  
Charlene Vary, Directory of Student Services  
Derek Hamilton, PMHS Principal  
Melissa Brown, PMHS Assistant Principal  
Members of the Public

Chairperson Gauthier opened the meeting at 5:30 p.m.

**II. PLEDGE OF ALLEGIANCE**

The pledge of allegiance was led by Mr. Gauthier.

**III. AGENDA REVIEW**

The following items were added to the agenda:

- Non-Public (Mr. Lane)
- 2023-24 School District Calendar (Mr. Lane)
- Drake Field Facility Request (Mr. Hamilton)

**IV. ACTION ON AMENDED AGENDA**

On a motion made by Mrs. Adams and seconded by Mrs. Goggin, Mr. Gauthier, yes, Mrs. Adams, Mrs. Schiff, yes, 3-0, the Board unanimously approved the amended agenda.

V. APPROVAL OF PREVIOUS MEETING MINUTES

Mr. Cote made a motion to accept the changes, Mrs. Adams seconded, 5-0.

VI. PUBLIC INPUT

No public input

VII. STUDENT REPRESENTATIVE

Ava Walker has been working with the site council to elect council leaders. Ms. Walker also stated that the site council is also working on technology responsibility agreement for the students.

VIII. DIRECTOR OF STUDENT SERVICES

A. Paraprofessional Training/Certification

Mrs. Vary provided the Board with an update as to the number of trained RBT staff; we have two fully certified RBTs and three that have completed the 40-hour training, but have not taken the exam yet to become certified.

Mrs. Vary noted the number of paraprofessionals certified at different levels at each school.

IX. SUPERINTENDENT

A. Guest Network – the wifi guest network is up and operational.

B. Teacher Resignations – we have two teachers that are resigning due to relocating out of state and one moving too far to commute.

C. Hiring – all open position has been posted.

D. Teacher Recertification – all teachers who are due for recertification, which is a three-year cycle, have been met with and are on track for their recertification.

E. Plymouth State University Job Fair – Mr. Lane thanked Mr. Hamilton for standing in for him on the visit that was planned to recruit new teachers at the job fair.

F. Mr. Laroche’s Science Class – Mr. Lane spoke about his time with Mr. Laroche’s science class on a project regarding school funding. Mr. Lane enjoyed the opportunity to speak with the students on the budget and warrant process for a school district.

G. Last Day of School – is currently scheduled for June 19.

H. Fund Balances – Mr. Lane provided the Board and public with a list of remaining balances for each account by line and an explanation of each.

- I. PES Heating System Renovation – as a reminder, the heating system repairs at PES will begin and there will be no heat after May 1.
- J. Enrollment – Mr. Lane provided the enrollment numbers for the current year by month.

## X. SCHOOL BOARD

### A. Policies – First Reading

- i. IHBG, Home Education Instruction
- ii. IKB, Homework
- iii. EBBD, Indoor Air Quality
- iv. IJ, Instructional Material

### B. School Calendar

Mr. Lane presented the fourth draft of the school calendar for the Board to approve. Motion made by Mrs. Adams and seconded by Mr. Cote, version four was accepted, 5-0.

### C. Policies – Second Reading

- i. IHAM, Health Education and Exemption from Instruction, carry policy number across all pages, change dean to administration. On a motion made by Mr. Gauthier and seconded by Mrs. Goggin, the changes were accepted 5-0.
- ii. IMBD, High School Credit for Seventh and Eighth Grade Coursework, change director to administration. On a motion made by Mr. Gauthier and seconded by Mrs. Goggin, the changes were accepted 5-0.
- iii. ILBAA, High School Graduation Competencies, change dean to administration. On a motion made by Mr. Gauthier and seconded by Mrs. Goggin, the changes were accepted 5-0.
- iv. JLCCA, HIV / AIDS, accepted as written.

D. Mr. Gauthier motioned for the Board to form a Public Relations Committee, seconded by Mr. Cote, the motion passed 5-0.

E. Teacher Appreciation and Retirement Acknowledgement/Celebration - Mrs. Adams would like to see the celebrations expanded. Mrs. Adams would like to see the names posted in a publication such as the Concord Monitor, or the Pittsfield Post.

F. Pavement – Mr. Gauthier would like to know what the plan is for the repair/replacement for the pavement at the schools.

Mr. Lane stated that this would need to be planned to be part of the capital improvement plan budget. Mr. Lane stated that he would be more than happy to create a plan to present to the Board.

## XI. COMMITTEE ASSIGNMENTS

A. Budget Committee Representative – Mr. Gauthier nominated Mrs. Adams, seconded by Mr. Cote, 5-0. Mrs. Adams nominated Mrs. Schiff as alternate, seconded by Mr. Cote. 5-

- 0.
- B. Drake Field and Facilities – Mr. Cote nominated Mr. Gauthier, seconded by Mrs. Goggin, 4-0-1.
- C. Negotiating Team –
- D. Foss Family Scholarship – Mrs. Schiff nominated Mrs. Adams, seconded by Mr. Gauthier, 4-0-1.
- E. Public Relations – Mrs. Adams nominated Mrs. Goggin, seconded by Mr. Gauthier, 4-0-1.

### XIII. NEXT MEETING

The next meeting of the Board is scheduled for May 4, 2023, 2023 at 5:30 p.m. in the Pittsfield Middle High School Media Center.

### XIV. PUBLIC INPUT

Dan Schroth spoke to the Board regarding the environmental project that he and Justin Newton are working on and his continued desire to see a committee formed in correlation with them.

Mark Mardeau an Eastern Propane representative spoke to the Board as the former supplier of heating fuel to the District and asked if the decision made at the last meeting was final.

Superintendent Lane confirmed that it was a final vote to go with another supplier.

### XV. NON-PUBLIC RSA 91-A:3, B, C.

At 6:33 p.m. a motion was made by Mr. Lane, seconded by Mr. Cote to enter into a non-public session under the authority of RSA 91-A:3 to discuss personnel. The Board polled and voted unanimously to enter into a non-public session. (Mrs. Adams, yes; Mrs. Goggin, Mrs. Schiff, yes; Mr. Gauthier, yes; Mr. Cote, yes).

Non-public to discuss personnel matters.

At 7:05 p.m. a motion was made by Mr. Gauthier and seconded by Mrs. Adams to exit the non-public session under the authority of RSA 91-A:3 to discuss personnel. The Board polled and voted unanimously to exit into a non-public session. (Mrs. Adams, yes; Mrs. Goggin; Mrs. Schiff, yes; Mr. Gauthier, yes; Mr. Cote, yes).

### XVI. ADJOURNMENT

A motion was made by Mr. Gauthier and seconded by Mrs. Goggin to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 7:06 p.m.

Respectfully submitted,

Sara Zinn

Recording Secretary

# Pittsfield School District

**To** Pittsfield School Board  
**From** PES Administration, Michael Wiley  
**Subject:** Board Report  
**Date:** May 5th, 2023

## INFORMATION:

PES Statistics

Enrollment				
September 22	October 22	November 22	December 22	January 23
220	218	218	216	217
February 23	March 23	April 23	May 23	June 23
221	223	220		

- PES Calendar:** On Tuesday, May 2nd and May 9th PES will hold our Lego Robotics Night and Art show. On May 2nd we will have students in Grades K-3 discussing how they solved the challenge problems around Power and Energy. On May 9th, 4th and 5th-grade students will hold their Lego Robotics and Art Show. These students build and code mission solutions for areas of a power grid. There are 13 different challenges the students code the robot to complete.
- Exhibition:** Coming up on Thursday, May 25th is the District-wide Exhibition. The exhibition will showcase PES student's independent thinking and learning through projects that demonstrate inquiry and research skills PES students are developing.
- Building Project:** During the April break, EEI contractors removed the oil tanks and installed 4 1,000-gallon propane tanks. Boilers were shut off, drained, and removed. A temporary electric water heater is installed to maintain our hot water needs until the new boilers are installed.
- Interviews:** On Wednesday, May 3rd the interview committee interviewed 5 candidates. 1 for the open PES Music position and 4 for our fifth-grade position.
- Tabletop Discussion:** On Wednesday, April 19th the entire staff met with the NH Homeland Security to have a tabletop discussion regarding emergency preparedness and how we would react in any number of active threat situations. There were ten evaluators from the NH Department of Homeland Security that led group discussions with the staff. This tabletop exercise aims to assess and validate emergency operations plans, policies, procedures, and systems in place at PES. I would also like to thank Fire Chief Peter Pszonowsky, Deputy Fire Chief Rob Freese, Police Chief John Collins, Sergeant Joe Di George, and Sergeant Devon Rego for spending the afternoon listening and sharing their thoughts regarding the community

## 6. Incidents

Monthly Incidents				
September 22	October 22	November 22	December 22	January 23
111	85	66	29	38
February 23	March 23	April 23	May 23	June 23
53	33	34		

Grade Level	# of Incidents	Location	# of Incidents
Kindergarten	4	Bus	10
1st Grade	3	Classroom	12
2nd Grade	10	Gym	1
3rd Grade	8	Hallway	3
4th Grade	7	Art	0
5th Grade	2	Music	0
<b>Total</b>	<b>34</b>	Playground	8
		<b>Total</b>	<b>34</b>

Infractions	# of	Outcomes	# of I
Abusive and/or Inappropriate Language	5	Administrative Conference w/student	0
Defiance/Non-Compliance	6	Bus Suspension	3
Disrespectful Behavior	2	In School Suspension	1
Disruptive Behavior	0	Loss of Privilege	5
Inappropriate Displays of Affection	0	Other	8
Other	9	Out-of-School Suspension	4
Physical Aggression	12	Parent Contact	6
<b>Total</b>	<b>34</b>	Teacher Conference w/student	7
		<b>Total</b>	<b>34</b>



# Oil Tank Removal





# Propane Tank Installation





# Boiler Removal

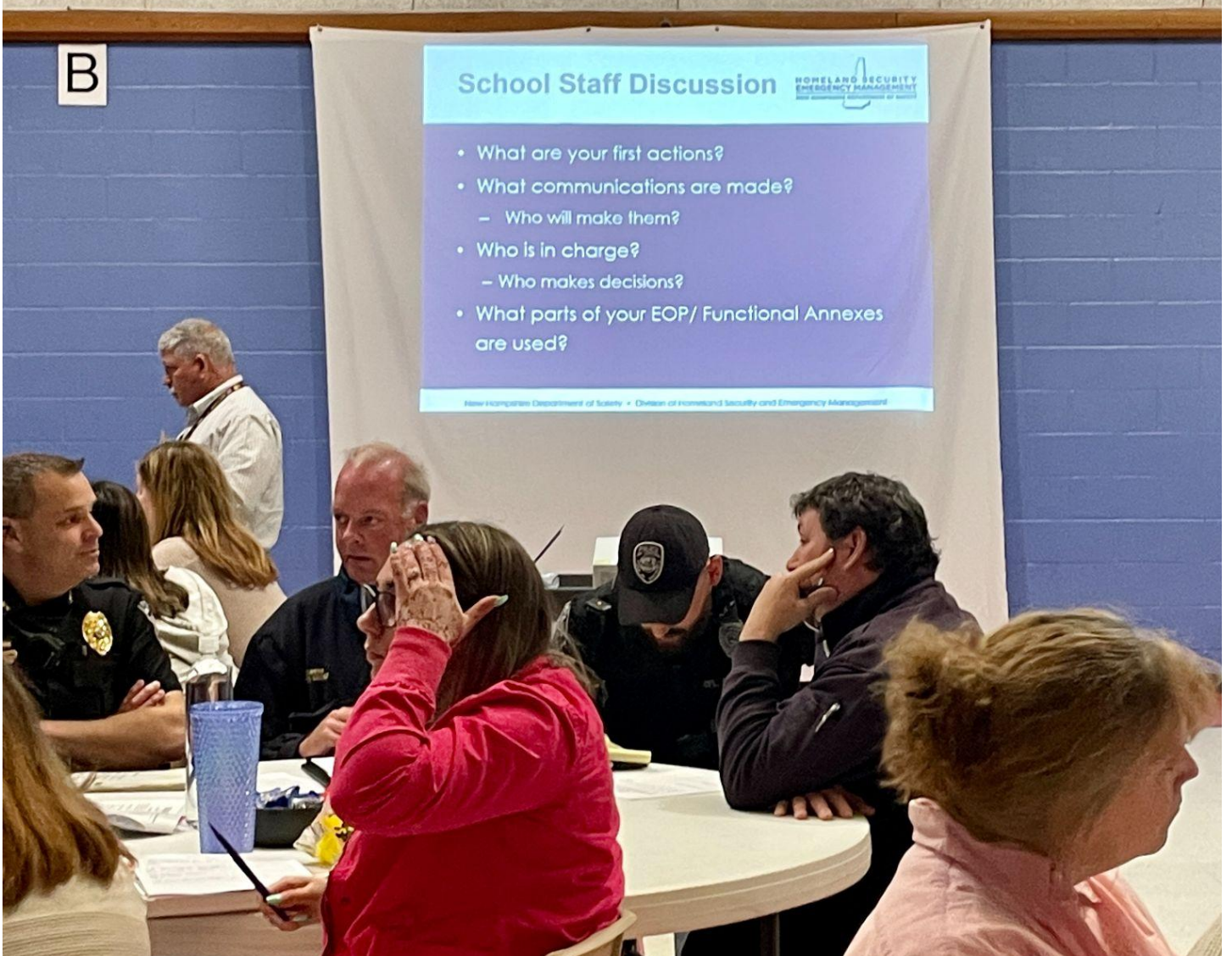
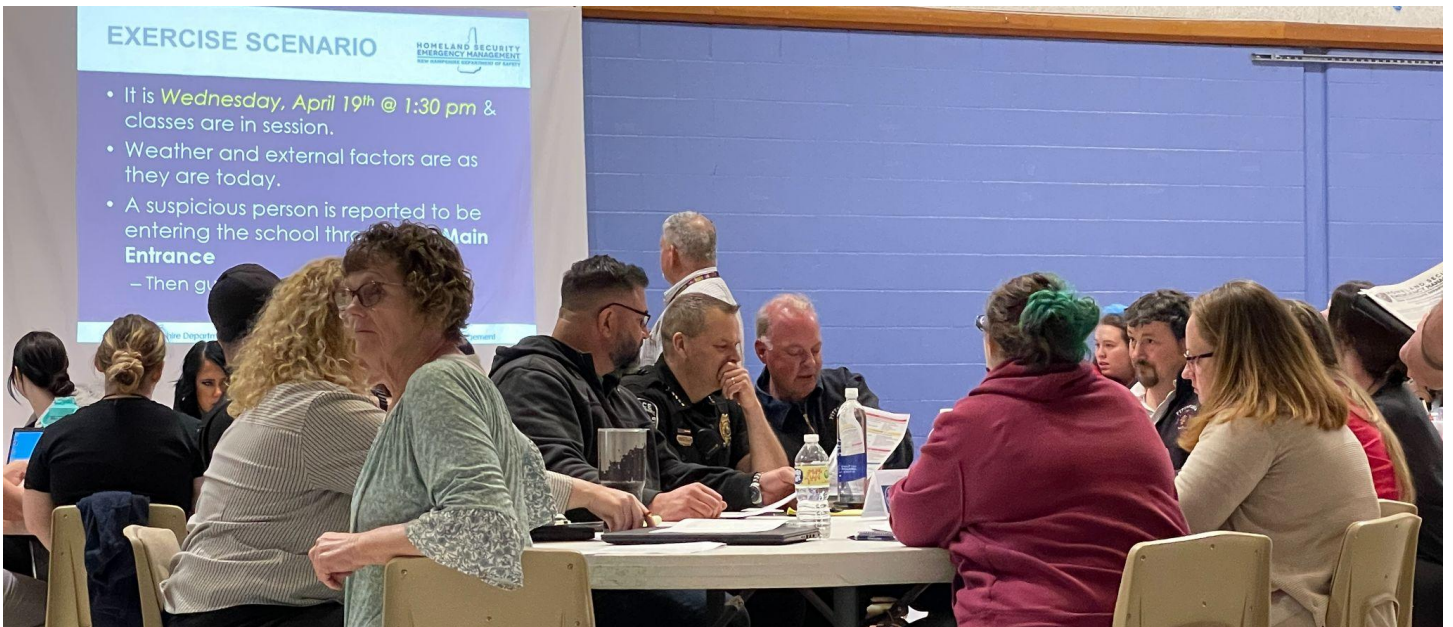


# New Propane Boilers





## Tabletop Discussion







## **Grade K : Lego Explore**

**Location:** Cafeteria

**Project:** Power & Energy

**Goal:** Create a model showing how a community produces and uses electricity.



**Questions to ask K student teams.**

- 1. What did your team learn about sources of energy?**
- 2. Explain how your model makes and uses power?**
- 3. What did you learn about teamwork?**
- 4. How did you use teamwork to do the challenge?**
- 5. Can you describe your part of the team model?**
- 6. Tell me about the Engineering Notebook you made to show your work.**
- 7. What was your favorite part of this Lego project?**

## **Grade 1 : Lego Discover**

**Location:** Cafeteria

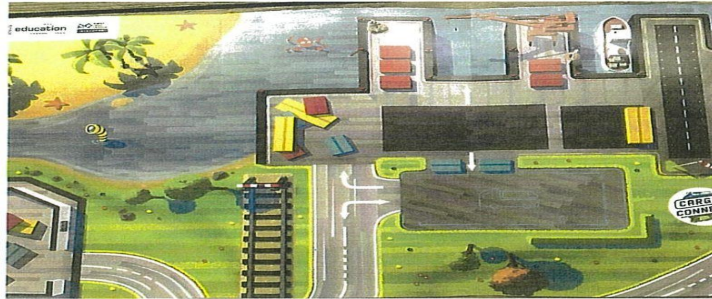
**Project:** Power & Energy

**Goal:** Create a working model showing how a community produces, stores, and uses power. Tell why this is important in the future.



**Questions to ask grade 1 student teams:**

- 1. What did your team learn about power & energy?**
- 2. What skills did you learn from each other?**
- 3. How did you use teamwork to do the challenge?**
- 4. Can you describe your team's model?**
- 5. Tell me about your engineering notebook.**
- 6. What was your favorite part of this Lego project?**



## **Grades 2- 3 : Lego Explore**

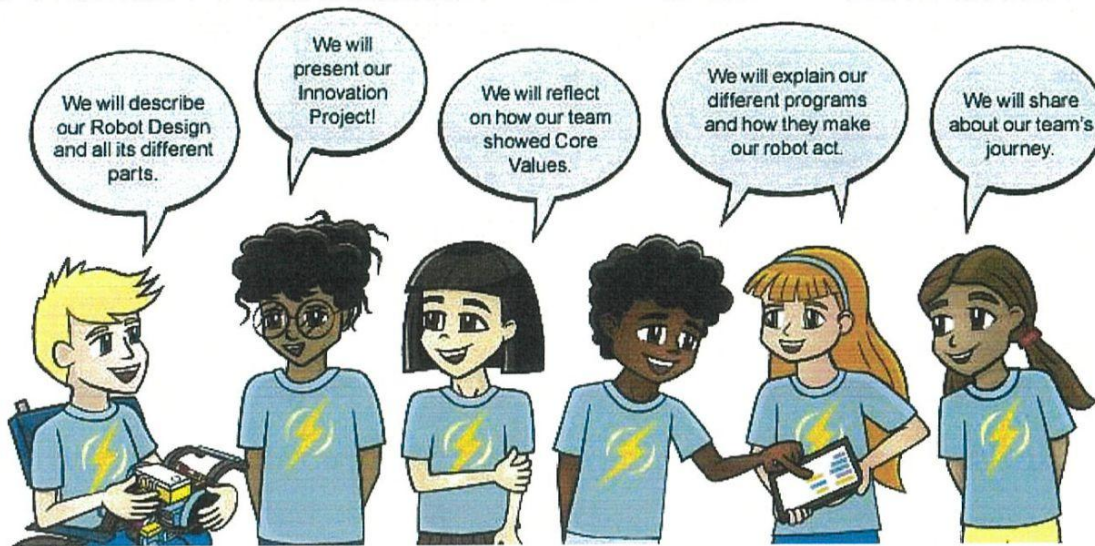
**Location:** Gymnasium  
**Project:** Power & Energy



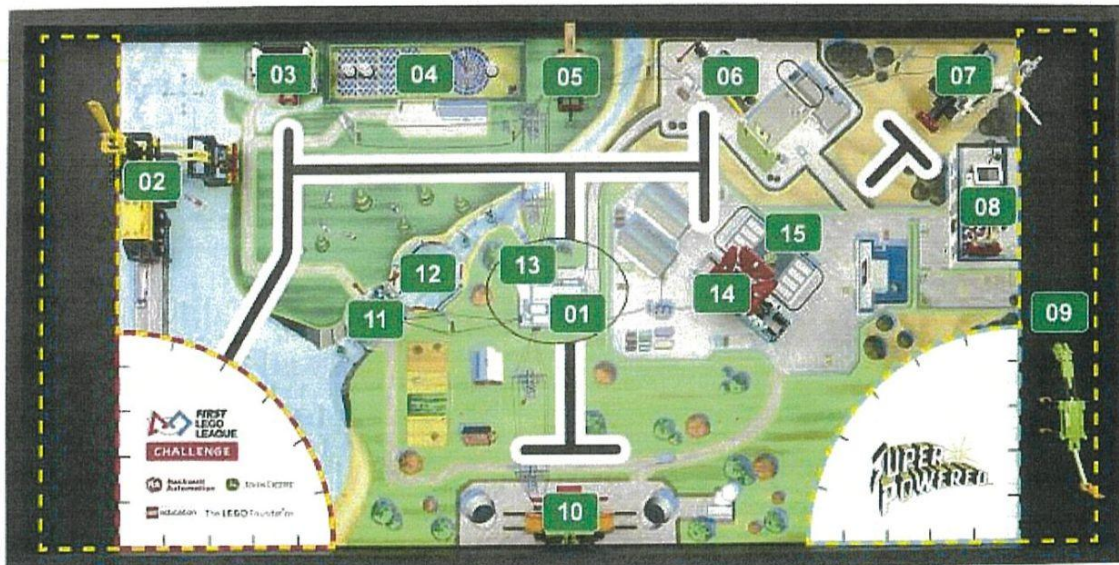
**Goal:** To create a community power grid that shows how energy is produced, stored, and used.

**Questions to ask Grade 2-3 students:**

- 1. What did your team learn about building and coding?**
- 2. What did you learn about being part of a team?**
- 3. What did your team learn about the power challenge?**
- 4. How could this impact your community?**
- 5. What skills did you learn from each other?**
- 6. What was the hardest part of this challenge?**
- 7. Tell me about your team poster.**



## Grade 4 & 5: Lego Challenge Missions



**\* You can view a video of these missions in the cafeteria.**

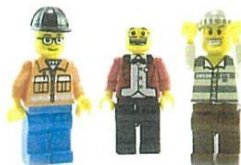
**Location: Gymnasium**

**Project: Powered Up**

**Goal:** To code mission solutions to areas of a power grid. Students could choose which missions to complete from a list of 13 missions. Robots cannot be touched when outside the home area. Code is stored in the gyro hub of the robot. Coding teams have 2:30 minutes to complete as many missions on the mat that they can.

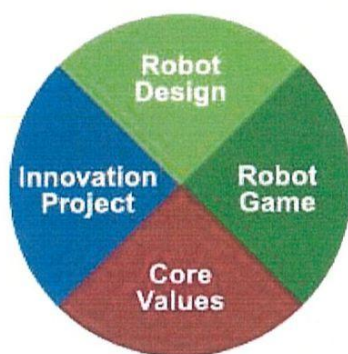
**Pick up a score sheet and score your child's team if you wish! Don't forget to judge their teamwork and Innovation Project. The score sheets are on a desk inside the gymnasium door.**

**Be sure to ask the Innovation Groups to present their research and development project while you are in the cafeteria.**



## Questions to ask 4th - 5th grade students:

1. What did your team learn about building and coding robots?
2. What did your team learn about being part of a team?
3. What did your team learn about the challenge?
4. How could this impact your community?
5. What skills did you learn from each other?
6. Which missions did your team try to solve?
7. What was the hardest part of this challenge?



Each of these four equally weighted parts of *FIRST*® LEGO® League Challenge accounts for 25% of your total performance at your event.

Core Values should be demonstrated at the event, where

you will showcase your team's amazing work on Robot Design and the Innovation Project. These three parts will be evaluated during the judging session. Your robot's performance will be evaluated during the Robot Game.



# Core Values

Team #	Team Name	Judging Room
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### Instructions

The Core Values should be the lens through which you watch the team's presentations. All team members should demonstrate the Core Values in everything they do. This rubric should be used to record the Core Values observed throughout the judging session. Core Values will also be evaluated at each Robot Game with *Gracious Professionalism*® scores, which will feed into a team's overall Core Values rank.

If the team is a candidate for one of these awards, please tick the appropriate box:

- Breakthrough Award** A team that made significant progress in their confidence and capability and who understand that what they discover is more important than what they win.

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- Rising All-Star** A team that the judges notice and expect great things from in the future.

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- Motivate** A team that embraces the culture of *FIRST*® LEGO® League through team building, team spirit, and displayed enthusiasm.

BEGINNING	DEVELOPING	ACCOMPLISHED	EXCEEDS	
Minimally observed across the team.	Inconsistently observed across the team.	Consistently observed across the team.		
1	2	3	4	How has the team exceeded?
<b>DISCOVERY</b> – Team explored new skills and ideas.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>INNOVATION</b> – Team used creativity and persistence to solve problems.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>IMPACT</b> – Team applied what they learned to improve their world.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>INCLUSION</b> – Team demonstrated respect and embraced their differences.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TEAMWORK</b> – Team clearly showed they had worked as a team throughout their journey.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>FUN</b> – Teams clearly had fun and celebrated what they have achieved.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Feedback Comments

Great Job:

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Think About:



# Innovation Project

Team #	Team Name	Judging Room
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**Instructions**

Teams should communicate to the judges their achievement in each of the following criteria. This rubric should be filled out during the Innovation Project presentation.

Judges are required to tick one box on each separate line to indicate the level the team has achieved. If the team exceeds, please make a short comment in the Exceeds box.

BEGINNING 1	DEVELOPING 2	ACCOMPLISHED 3	EXCEEDS 4
			How has the team exceeded?
<b>IDENTIFY</b> – Team had a clearly defined problem that was well researched.			
<input type="checkbox"/> Problem not clearly defined	<input type="checkbox"/> Partially clear definition of the problem	<input type="checkbox"/> Clear definition of the problem	<input type="checkbox"/>
<input type="checkbox"/> Minimal research	<input type="checkbox"/> Partial research from more than one source	<input type="checkbox"/> Clear, detailed research from a variety of sources	<input type="checkbox"/>
<b>DESIGN</b> – Team generated innovative ideas independently before selecting and planning which one to develop.			
<input type="checkbox"/> Minimal evidence of an inclusive selection process	<input type="checkbox"/> Partial evidence of an inclusive selection process	<input type="checkbox"/> Clear evidence of an inclusive selection process	<input type="checkbox"/>
<input type="checkbox"/> Minimal evidence of an effective plan	<input type="checkbox"/> Partial evidence of an effective plan	<input type="checkbox"/> Clear evidence of an effective plan	<input type="checkbox"/>
<b>CREATE</b> – Team developed an original idea or built on an existing one with a prototype model/drawing to represent their solution.			
<input type="checkbox"/> Minimal development of innovative solution	<input type="checkbox"/> Partial development of innovative solution	<input type="checkbox"/> Clear development of innovative solution	<input type="checkbox"/>
<input type="checkbox"/> Unclear model/drawing of solution	<input type="checkbox"/> Simple model/drawing that helps to share the solution	<input type="checkbox"/> Detailed model/drawing that helps to share the solution	<input type="checkbox"/>
<b>ITERATE</b> – Team shared their ideas, collected feedback, and included improvements in their solution.			
<input type="checkbox"/> Minimal sharing of their solution	<input type="checkbox"/> Shared their solution with user OR professional	<input type="checkbox"/> Shared their solution with user AND professional	<input type="checkbox"/>
<input type="checkbox"/> Minimal evidence of improvements in their solution	<input type="checkbox"/> Partial evidence of improvements in their solution	<input type="checkbox"/> Clear evidence of improvements in their solution	<input type="checkbox"/>
<b>COMMUNICATE</b> – Team shared a creative and effective presentation of their current solution and its impact on their users.			
<input type="checkbox"/> Presentation minimally engaging	<input type="checkbox"/> Presentation partially engaging	<input type="checkbox"/> Presentation engaging	<input type="checkbox"/>
<input type="checkbox"/> Solution and its potential impact on others unclear	<input type="checkbox"/> Solution and its potential impact on others partially clear	<input type="checkbox"/> Solution and its potential impact on others clear	<input type="checkbox"/>

**Feedback Comments**

Great Job:

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Think About:





# Robot Design

Team #	Team Name	Judging Room
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**Instructions**

Teams should communicate to the judges their achievement in each of the following criteria. This rubric should be filled out during the Robot Design explanation.

Judges are required to tick one box on each separate line to indicate the level the team has achieved. If the team exceeds, please make a short comment in the Exceeds box.

BEGINNING 1	DEVELOPING 2	ACCOMPLISHED 3	EXCEEDS 4
			How has the team exceeded?
<b>IDENTIFY</b> – Team had a clearly defined mission strategy and explored building and coding skills they needed.			
<input type="checkbox"/> Unclear mission strategy	<input type="checkbox"/> Partially clear mission strategy	<input type="checkbox"/> Clear mission strategy	<input type="checkbox"/>
<input type="checkbox"/> Limited evidence of building and coding skills in all team members	<input type="checkbox"/> Inconsistent evidence of building and coding skills in all team members	<input type="checkbox"/> Consistent evidence of building and coding skills in all team members	<input type="checkbox"/>
<b>DESIGN</b> – Team produced innovative designs and a clear workplan, seeking guidance as needed.			
<input type="checkbox"/> Minimal evidence of an effective plan	<input type="checkbox"/> Partial evidence of an effective plan	<input type="checkbox"/> Clear evidence of an effective plan	<input type="checkbox"/>
<input type="checkbox"/> Minimal explanation of robot and code's innovative features	<input type="checkbox"/> Partial explanation of robot and code's innovative features	<input type="checkbox"/> Clear explanation of robot and code's innovative features	<input type="checkbox"/>
<b>CREATE</b> – Team developed an effective robot and code solution matching their mission strategy.			
<input type="checkbox"/> Limited explanation of their robot and its attachment and sensor functionality	<input type="checkbox"/> Simple explanation of their robot and its attachment and sensor functionality	<input type="checkbox"/> Detailed explanation of their robot and its attachment and sensor functionality	<input type="checkbox"/>
<input type="checkbox"/> Unclear explanation of how code makes their robot act	<input type="checkbox"/> Partially clear explanation of how code makes their robot act	<input type="checkbox"/> Clear explanation of how code makes their robot act	<input type="checkbox"/>
<b>ITERATE</b> – Team repeatedly tested their robot and code to identify areas for improvement and incorporated the findings into their current solution.			
<input type="checkbox"/> Minimal evidence of testing their robot and code	<input type="checkbox"/> Partial evidence of testing their robot and code	<input type="checkbox"/> Clear evidence of testing their robot and code	<input type="checkbox"/>
<input type="checkbox"/> Minimal evidence their robot and code was improved	<input type="checkbox"/> Partial evidence their robot and code was improved	<input type="checkbox"/> Clear evidence their robot and code was improved	<input type="checkbox"/>
<b>COMMUNICATE</b> – Team's explanation of the robot design process was effective and showed how all team members have been involved.			
<input type="checkbox"/> Unclear explanation of robot design process	<input type="checkbox"/> Partially clear explanation of robot design process	<input type="checkbox"/> Clear explanation of robot design process	<input type="checkbox"/>
<input type="checkbox"/> Minimal evidence that all team members were involved	<input type="checkbox"/> Partial evidence that all team members were involved	<input type="checkbox"/> Clear evidence that all team members were involved	<input type="checkbox"/>

**Feedback Comments**

Great Job:

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Think About:

## Pittsfield School District

**To:** Pittsfield School Board  
**From:** Derek Hamilton & Melissa Brown, PMHS Administration  
**Subject:** Board Meeting – May 4, 2023  
**Date:** April 27, 2023

### INFORMATION

1. End-of-Year School Events. Below is an overview of end-of-year school events. A copy of our full end-of-year calendar is enclosed.
  - Sixth Grade DARE Graduation, May 23, 8:30 a.m.
  - Exhibition of Learning, May 25, 12:00-7:00 p.m.
  - Fifth to Sixth Grade Family Information Night, May 30, 6:00 p.m.
  - Senior Awards Night, June 9, 7:00 p.m.
  - Commencement Ceremony, June 10, 10:00 a.m.
  - Eighth Grade Achievement Night, June 13, 6:00 p.m.
  
2. Exhibition of Learning. This marks the eleventh annual Exhibition at PMHS. Our Exhibition provides a unique opportunity for students to share high quality work to authentic audiences. Students are encouraged to showcase work that demonstrates critical thinking and problem solving skills, and work that has evolved through multiple revisions. Examples of work that you should expect to see at Exhibition include student writing, art work, performances, experiments, projects, videos, and presentations. We have made some changes to our Exhibition approach this year. The enclosed letter to families summarizes the changes to the schedule and expectations.
  
3. School Improvement Planning. This past March the New Hampshire Department of Education contracted with WestEd to provide technical assistance and support to New Hampshire's TSI, CSI and MRI schools. WestEd is a nonpartisan, nonprofit research, development, and service agency with extensive experience supporting school improvement at school, district, and state levels (we have worked with WestEd on previous school improvement projects). WestEd uses a diagnostic review process that is aligned to the Four Domains for Rapid School Improvement framework to provide schools with information that can be used to guide and accelerate improvement efforts.

The diagnostic review process includes quantitative data collection (CALL survey), confirming priorities and planning a site visit, on-site qualitative data collection, and report writing and sharing. Over the past month we have completed three of the four steps in the process, including a site visit with WestEd on April 20. We are expecting a report from WestEd in early to mid-May. The WestEd report, along with our NEASC report and other resources, will serve as data sources to create a school improvement plan to address identified needs. Our goal is to have a draft school improvement plan in place by the end of June.

4. Spring Conferences. Our Spring Conference window was April 3-14. We will have participation rates to share with you at the Board meeting. Students are active participants in PMHS conferences, with students taking the lead role in a student-led conference at most grade levels. Seniors participated in a Senior Social on April 11. The Senior Social is an alternative to the traditional student-led conference experience and serves as an opportunity for seniors to practice networking skills. Students in freshman advisories participated in a pilot assessment of the Vision of the Learner (VOL) during their conferences. As part of the pilot, students selected work samples that connected to the four VOL elements (personal skills, professional skills, research skills, and problem solving skills) and completed a reflection. Another component of Spring Conferences was reviewing course selections for 2023-2024 school year with families. A special thanks to our advisers, Special Education case managers, and Kerith Muzzey (our new guidance administrative assistant) for their support of students and families with course selection.
5. Student Progress Monitoring: Class of 2027. At this time of year, we are closely monitoring student progress in eighth grade. At the end of the third quarter, forty-three of fifty (43/50) students in eighth grade standing were on track to be promoted to ninth grade. We have notified the families of students of concern. Teachers are organizing “to do lists” for those students, providing support during class and guided study time, and using the advisory period to support students. Middle school paraprofessionals and teachers remain committed to the Middle School After School Program on Tuesday and Thursday afternoons from 3:00-4:00 p.m. to provide additional academic support.
6. Student Progress & Credit Monitoring: Class of 2023. We are expecting that twenty-five of twenty-nine (25/29) will graduate in June. At the end of the third quarter, we reviewed our “watch list” of students due to course or credit standing, and follow-up with students and families of student concern. Mrs. Carson and Mr. LaRoche offered additional support to juniors and seniors over the February Break, and Mr. LaRoche was available for additional support during the April Break. All high school teachers will continue to offer remedial support during content blocks on Wednesday afternoons during the school day and after school support through the months of May and June. The last academic day for graduating seniors is June 6. The enclosed letter details expectations for graduating seniors during their last week of school.
7. Transition Planning. We have collaborated with Mr. Wiley to coordinate the transition plan for fifth graders moving to sixth grade. Below is an outline of key steps or events in the fifth grade transition process.
  - Ongoing collaboration of fifth and sixth grade special education teachers
  - Visits to fifth grade morning meetings to introduce students to sixth grade teachers
  - Fifth to Sixth Grade Family Information Night (May 30)
  - Fifth Grade Step Up Day (June 6)
  - Collaboration of fifth and sixth grade teachers to prepare for incoming fifth graders
  - Sixth Grade Orientation (August 25)

We will also use time during our professional learning blocks in June for teachers to support the transition of sixth graders to seventh grade and eighth graders to ninth grade.



**Pittsfield Middle High School**  
Calendar of Events  
May-June 2023

**MAY**

- 4-6 Senior Class Trip
- 8-19 NHSAS Testing Window
- 20 Junior/Senior Prom, Kimball Jenkins, 7:00 p.m.
- 23 DARE Graduation, PMHS, 8:30 a.m.
- 24 CRTC Comp Night, Concord High School, 6:00 p.m.
- 25 Exhibition of Learning
- 26 Field Day
- 29 No School: Memorial Day
- 30 Fifth to Sixth Grade Family Information Night, PMHS, 6:00 p.m.

**JUNE**

- 9 Senior Awards Night, PMHS Gym, 7:00 p.m.
- 10 Commencement Ceremony, PMHS Gym, 10:00 a.m.
- 13 Eighth Grade Achievement Night, PMHS Gym, 6:00 p.m.
- 16 Underclassmen Awards Presentation, PMHS Gym, 9:00 a.m.
- 19 Last Day of School, PMHS Dismissal at 12:45 p.m.

The above calendar of events includes dates and events as of April 24, 2023. Other events, dates, and times will be announced in the coming weeks.



Pittsfield Middle High School  
23 Oneida Street Unit  
Pittsfield, N.H. 03263  
Tel. (603) 435-6701 Fax: (603) 435-7087

April 27, 2023

Dear Families,

We are in the early stages of preparing for our annual Exhibition of Learning on Thursday, May 25. Exhibition provides a unique opportunity for students to share high quality work to authentic audiences that demonstrates critical thinking and problem solving skills. Examples of work that you should expect to see at Exhibition include student writing, art work, performances, experiments, projects, videos, and presentations.

We have made some adjustments to our schedule and expectations for this year's Exhibition. The school day for middle school students (grades 6-8) will be at the standard time (7:57 a.m. to 2:46 p.m.) and buses will run as normal. Middle school students will be expected to present at least *one* school-related artifact during the school day and have the option to return to school in the evening with family members between 5:30-6:30 p.m. to showcase their work in a gallery walk.

The high school will continue to run on a non-traditional schedule on Exhibition Day. The school day hours for high school students (grades 9-12) will be 12:00-7:00 p.m. In addition to the normal bus run in the morning hours, a second bus will run in the late morning for high school students. Lunch will be available upon arrival for those that would like a bagged lunch and dinner will be available to high school students in the mid-afternoon. High school students will be expected to present at least *two* school-related artifacts during the Exhibition. A bus will be available at 7:00 p.m. for those that need transportation home.

Students will be expected to meet the above expectations in order to participate in Field Day activities on Friday, May 26, at Drake Field. Students that do not meet these expectations, or do not have an excusable absence from school on May 25, will be assigned to alternative activity at school on May 26.

We look forward to celebrating the incredible work of our students with you on May 25. Families, friends, and community members are welcome to join us for student presentations between 12:00-7:00 p.m. A detailed schedule of events and student presentations will be available in mid-May. In the meantime, if you have any questions, please feel free to contact me at [dhamilton@sau51.org](mailto:dhamilton@sau51.org).

Sincerely,

Derek Hamilton  
Principal  
Pittsfield Middle High School



**Pittsfield Middle High School**  
**23 Oneida Street Unit**  
**Pittsfield, N.H. 03263**  
**Tel. (603) 435-6701 Fax: (603) 435-7087**

April 24, 2023

Dear Seniors and Families,

We hope this letter finds you and your families in good spirits. The school year is quickly coming to a close and we are finalizing end of year events. Graduating seniors enrolled in VLACS courses need to complete their coursework by Friday, May 19, in order for transcripts to be approved and processed. The last academic day for seniors is Tuesday, June 6. By that date, graduating seniors are expected to have completed all academic expectations, returned all school materials and devices, and taken care of any financial obligations.

The Senior Awards Ceremony is scheduled for Friday, June 9, at 7:00 p.m. The Commencement Ceremony is scheduled for Saturday, June 10, at 10:00 a.m. Both ceremonies will be held in the PMHS gymnasium. These are general admission events with no limitations to the number of guests for each graduate. General admission will begin one hour prior to the start time of the event.

We will share more detailed information about Senior Awards, the Commencement Ceremony, and other activities in the coming weeks. Please note that although June 6 is the last academic day for graduating seniors, all graduating seniors will be expected to be at school on June 7-9th from 8:00 a.m. to 12:00 p.m. for rehearsal and other school-related events and activities. All graduating seniors participating in the Senior Awards and Commencement Ceremonies must be in attendance at all rehearsals (per school policy). If you have any questions regarding any of the upcoming deadlines or events, please feel free to contact me by email at [dhamilton@sau51.org](mailto:dhamilton@sau51.org).

We look forward to celebrating the accomplishments of the Class of 2023!

Sincerely,

Derek Hamilton  
Principal  
Pittsfield Middle High School



SCHOOL ADMINISTRATIVE UNIT #51  
23 Oneida Street, Unit 1  
Pittsfield, New  
Hampshire 03263  
Phone: (603) 435-5526  
Fax (603) 435-5331

## SUPERINTENDENT'S REPORT May 4, 2023

Teacher contracts were distributed to staff on April 14, 2023, they are required to be returned by Wednesday, May 3. I have asked that all staff who do not intend to return inform me as soon as possible. We are looking to fill the following positions for the 2023-24 school year at this time:

Middle School Science	6 <sup>th</sup> Grade English/Social Studies
High School Math	High School Science Teacher
Elementary Music Teacher	3 Elementary Grade Level Teacher
Spec Educ. Case Manager at PES	Spec. Educ. Case Manger PMHS

These positions have been posted and the administration of the schools are reviewing resumes as they come in.

The PES staff has expressed a desire to have more training on student management techniques and for the building to gain a more consistent set of practices for all teachers to use in creating a positive learning environment. I have put into the Title II grant, a proposal for a two-day workshop followed up by nine days of observation and mini workshops during the school year. The cost of this service is projected to be \$26,400 which will be funded through the Title II grant. This workshop would occur during the summer closer to when all staff has been hired for maximum effectiveness.

I have received a request from Clayton Wood, District 13 legislative representative for the following information:

Please provide me information regarding this year's classification of Pittsfield Schools as Comprehensive Support and Improvement Schools:

- What was the graduation rates and number of students for 2000,2021 and 2022?
- How much funding did the district receive?
- How long will the school be on this program?
- What is the plan for improvement?
- What is the current status?

I will provide the information on April 25.

Over the break, Mr. LaRoche and Ms. Carson worked about 10 students who were working on competency recovery and academic skill building. Thanks to the students and staff for coming in to do this work.

## **IFA**

Pittsfield School District

### **INSTRUCTIONAL NEEDS OF EACH INDIVIDUAL STUDENT**

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students' different talents, interests, and academic development when planning the district's educational programs and curriculum.

To meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, online learning, vocational/technical education, and others.

Reading:       October 2, 2008  
Adopted:       October 16, 2008  
Amended:       October 2, 2014  
Reviewed:      September 20, 2018



Pittsfield School District

**INSTRUCTIONAL PROGRAM**

It is the policy of the Board that instruction will be aligned with the goals, mission, and policies of the district. Additionally, the district's instructional program will comply with the rules of the New Hampshire Department of Education and all applicable state statutes and federal law.

Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development.

The instructional program will include:

1. Procedures for diagnosing learner needs;
2. Methods and strategies for teaching that incorporate learner needs;
3. Resource-based learning opportunities;
4. Techniques for evaluating student outcomes;
5. The provision of remedial instruction as needed.

Instruction will also include, where possible, consideration of all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology to engage each student in achieving the necessary skill and knowledge.

Adopted: October 2, 2014  
Reviewed: September 20, 2018

## **IKAA**

Pittsfield School District

### **INTERDISCIPLINARY CREDIT**

High school students may earn course credit in one content area required for graduation and apply said credit in a different content area through the awarding of interdisciplinary credit. Interdisciplinary credit may be counted only once in meeting graduation requirements.

The dean of instruction is charged with approving courses for interdisciplinary credit if the course addresses the competencies for the subject area in which the credit is to be counted.

Reading: July 16, 2009  
Adopted: August 20, 2009  
Amended: November 6, 2014  
Reviewed: October 4, 2018

Pittsfield School District

**HOME EDUCATION INSTRUCTION**

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 ("Ed. 315"). A parent or guardian may establish a home education program for any child between the ages six and eighteen years of age including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District.

**A. Notices Required for Commencement of Home Education Program.**

1. Notice for Students Withdrawing from District. State school attendance laws apply to each student until a parent/guardian commences a home education program. Similarly, the district's attendance policies apply to all students enrolled in schools of the district.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the district wishes to begin a home education program for the child, Ed. Rule 315.04 (e) requires that on or before the date the home education program begins, the parent/guardian must advise the superintendent of the child's withdrawal from the district. The notice of withdrawal may be made in person, via telephone, or in writing, at the parent/guardian's election.

2. Written Notice of Program Required. In addition to the less formal notice required for a child being withdrawn from the district, RSA 193-A and Ed. 315 both require that the parent/guardian provide written notice of the commencement of a home education program either (at the parent/guardian's election) to the New Hampshire Department of Education, the superintendent of the resident district, or to any non-public school principal.

The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04, both of which can be accessed through the New Hampshire Department of Education's website.

Upon request, the superintendent shall assist the parent/guardian to assure that the notification complies with the statutory requirements.

3. No Annual Notice Required. Once established, the home education program remains in effect unless terminated pursuant Ed. 315.04 (k). The parent/guardian is not required to provide annual notification of continuation of a home education program.

B. Evaluation and Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed. 315.07 provide several options for parents/guardians to meet the statutory evaluation requirements. Some of the evaluation options available to parents/guardians under that statute and rules can involve district/superintendent assistance, including, for instance, any state student assessment used by the district or any other valid measurement tool mutually agreed upon by the parent/guardian and the superintendent. Other options are available to parents/guardians as provided under RSA 193-A:6 and/or Ed. 315.07.

Parents/guardians seeking to utilize evaluation services through the superintendent, should contact the superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

No fee will be required by the district when a parent uses evaluation services provided by the district.

B. Records.

The district shall maintain documents concerning home education programs in a manner consistent with other educational records. Additionally, the superintendent shall maintain a list of all home education programs for which the superintendent, as participating agency, has received notice. On October 1 of each year, the superintendent shall notify the commissioner of the number of children for whom programs were established.

RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. The parent/guardian is required to preserve the portfolio for two years from the date of the ending of the instruction.

For evaluations which are not provided by the district, parents/guardians need only provide copies to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III (see below).

C. Re-Enrollment into the School District.

Parents/guardians deciding to re-enroll their children into the district following a period of home education will make arrangements with the director of college and career readiness for an evaluation to determine appropriate placement in the district's

program. Placements will be consistent with the School Board policy governing student placements and are subject to the same appeal process.

Parents/guardians should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

E. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the district and the state to be eligible for a certificate or diploma.

F. Participation in School Curricular and Co/Extra-Curricular Activities.

Regulations regarding the participation of home education students (as well as students of non-public or of public charter schools) in district curricular and co/extra-curricular programs are established below. The superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the district.

1. Participation in Curricular Courses. Requests by home educated, public chartered school, or nonpublic school pupils for participation in curricular courses shall be made in writing by the parent/guardian to the director of college and career readiness. The following criteria and conditions are established:

- a. The curricular course is developmentally and academically appropriate for the student.
- b. All course prerequisite requirements are met.
- c. Transportation to and from school generally shall not be provided. The director of college and career readiness may make an exception to this condition based on his/her review of all pertinent circumstances.
- d. The director's decision shall be final.
- e. Students participating in curricular courses are expected to maintain punctual attendance and complete all required coursework, homework, assessments, etc. as established by the teacher or instructor.
- f. The parent/guardian may be required to provide proof of prior coursework to establish the academic appropriateness and/or to establish that all academic prerequisites have been met.
- g. If the student is taking the course for credit or grade, such credit or grade will be granted only after the completion of the course.
- h. Requests for participation that are received after course schedules have been made will be granted only if space is available.
- i. Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological guidance, and/or special education services shall generally be denied. If a dispute arises between

the parent/guardian and the district as to the student's right to these services, the director of college and career readiness shall inform the superintendent who shall consult with the district's attorney for a legal opinion.

2. Participation in Co/Extra-Curricular Activities. Requests by home educated, public chartered school, or nonpublic school pupils for participation in co/extra-curricular activities shall be made in writing by the parent/guardian to the director of college and career readiness. Co/extra-curricular activities include, but are not limited to field trips, excursions, athletics, band, chorus, clubs, other school organizations, school dances, and others.

The following criteria and conditions are hereby established:

- a. The parent/guardian must provide prior written permission for participation.
- b. The participating student agrees to abide by all Board policies relative to student code of conduct and eligibility.
- c. Participation in the activity is developmentally appropriate for the pupil.
- d. The director of college and career readiness may ask the parent/guardian to chaperone an event.
- e. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not contrary to this policy. Participating home educated, public charter school, and nonpublic school students are expected to abide by those rules.
6. Home educated, public chartered school, or nonpublic school students may be required to provide proof of a recent physical examination from their physician for participation in athletic activities, consistent with other Board policies relative to athletic participation.

3. Use of School Texts and Library Materials. Home educated, public chartered school, and nonpublic school students will be permitted to use the school library, borrow school texts, and borrow library materials under the same conditions and rules as pupil enrolled in the District.

Reading: November 5, 1992  
Adopted: February 18, 1993  
Reviewed: January 8, 2009  
Amended: January 22, 2009  
Amended: February 23, 2012  
Amended: October 16, 2014  
Amended: September 20, 2018

## **IKB**

Pittsfield School District

### **HOMEWORK**

Homework is a constructive tool in the teaching / learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to the students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application of a classroom experience and is not to be assigned for disciplinary purposes.

Reading: July 15, 1993 (as Policy KKB-PES)  
Adopted: August 19, 1993 (as Policy KKB-PES)  
Reading: October 5, 1995 (as Policy IKB-PMHS)  
Adopted: October 19, 1995 (as Policy IKB-PMHS)  
Reading: September 17, 2009  
Amended: October 1, 2009  
Reviewed: November 20, 2014  
Reviewed: October 4, 2018

## **EBBD**

Pittsfield School District

### **INDOOR AIR QUALITY**

In order to ensure that all school buildings have adequate indoor air quality, the Board directs the superintendent to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent may delegate the implementation of these methods to the dean of operations. The Board encourages the superintendent to utilize methods and recommendations established by various state agencies.

In addition to addressing methods of eliminating emissions, the dean of operations is directed to annually investigate air quality in all school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clean air measures aimed at improving indoor air quality.

Reading: September 9, 2010  
Adopted: September 22, 2010  
Amended: February 13, 2014  
Reviewed: March 15, 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