



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, August 3, 2023
PMHS Media Center
Pittsfield Middle High School
School Board Meeting

Google Meet joining info

Video call link: meet.google.com/ozc-sstw-mto

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ACTION ON AMENDED AGENDA
4. APPROVAL OF MINUTES FROM July 20, 2023
5. PUBLIC INPUT
6. PES PRINCIPAL
 - a. New Hires
 - b. Summer Update
 - c. Professional Development
 - d. Calendar of Upcoming Events
7. PMHS PRINCIPAL
 - a. 2022-2023 Honor Roll
 - b. All Class Reunion
 - c. Back to School Dates/Events
 - d. NEASC Decennial Report
 - e. School Improvement Plans
 - f. Student/Family and Staff Handbooks
 - g. Summer Academy Presentation
8. SUPERINTENDENT OF SCHOOLS
 - a. Staffing Update
 - b. Staffing Cost Differential
 - c. Unanticipated Revenue Proposal
9. SCHOOL BOARD
 - Information & Discussion
 - a. Public School Directory
 - b. IJL-R, Challenges to Books and Other Library Media Materials, Non-Formal Complaints
 - c. CE, PMHS Site Council
 - d. BGC, Policy Review and Evaluation and Manual Accuracy Check
 - e. ACE, Procedural Safeguards: Non-Discrimination on the Basis of Handicap / Disability
 - Action Items
 - a. EBCF, Pandemic / Epidemic Emergencies

- b. IGE, Parental Objections to Specific Course Materials Payment Procedures
- c. DK, Payment Procedures
- d. DKA, Personnel Records
- e. IJL, Library Materials Selection and Adoption, Non-Formal Complaints

10. 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

11. PLAN AGENDA FOR NEXT MEETING

12. PUBLIC INPUT

13. ADJOURNMENT

DRAFT MINUTES OF THE PITTSFIELD SCHOOL BOARD

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

MINUTES

Pittsfield School Board Meeting
July 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, Director of Student Services
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. PES ASSISTANT PRINCIPAL INTERVIEW

Superintendent Lane introduced Barbara Kelly as the PES Assistant Principal finalist to be interviewed.

Barbara Kelly introduced herself as a twenty-year educator with additional interventionist. Ms. Kelly went on to explain how her love of education led her to gain certifications for both a Special Education Administrator as well as a Principal Certification.

Mr. Gauthier introduced himself as Chair of the Board and the other board members.

Mrs. Adams asked Ms. Kelly what she believed the differences in roles between an assistant principal and a principal as well as why she wants this position and how she believes she could

benefit the district.

Ms. Kelly went to explain how she supported her administration through different methods.

Mr. Cote inquired as to Ms. Kelly's resume and the lack of student discipline that is not outlined on her resume.

Ms. Kelly explained that as an assistant principal, student discipline is one of the main focuses of the position. Ms. Kelly explained the different programs that she has implemented such as MTSS. Ms. Kelly explains to the Board that educators' job isn't just to teach about educational subjects, but also how to behave, conduct themselves and how actions have consequences. Ms. Kelly believes that there are proper levels of behavioral intervention based off of each individual student's incident level and learning disability if applicable.

Mr. Gauthier asks how Ms. Kelly views classroom management with a newer staff of teachers.

Ms. Kelly spoke on her belief that mentoring programs and frequent classroom presence would be beneficial.

Mrs. Goggin asked Mrs. Kelly how she believes she would support staff at all levels, such as para-educators and office staff.

Ms. Kelly doesn't believe that the job stops at supporting her Principal, but all staff within the building through an open door policy.

Mrs. Schiff asked what procedures she would implement to try and assist in the correction of the COVID set back in education.

Ms. Kelly believes that the deficits require more interventions and proper monitoring and testing of the students to properly deliver their education as needed.

Mrs. Adams inquires as to what Ms. Kelly's greatest achievement in her current position were.

Ms. Kelly stated that her ability to build working relationships with her staff. Ms. Kelly states that she works hard to ensure that there is trust and synergy within a team, as a team culture is able to work well together.

Mrs. Goggin asks Mrs. Kelly as to how she would communicate with the families of the students.

Ms. Kelly provided an example of a difficult situation she faced with a former student who was struggling. Ms. Kelly spoke on how she was able to communicate and work with the family. Ms. Kelly speaks on her dedication to the success of her students due to this dedication.

Mr. Gauthier inquires to Ms. Kelly as to how she would work on the community involvement relationship.

Ms. Kelly stated that transparency in showing the community what we do and what we need and how we do things, may help in bridging the gap between the school and the community.

Mr. Cote asked if Ms. Kelly's long-term career goals, aspiration in life and her vision with the District were to be a short, or long-term commitment to the District?

Ms. Kelly explained that years ago her response would have been different than it is today. Ms. Kelly stated that in her years of education she has taught, been an assistant principal, then took a leap to assistant director position for a short while, before voluntarily stepping back into a dean position which led her to become a coordinator. Ms. Kelly stated that five years ago that would not have been her response, because she believed that she wanted those roles. Ms. Kelly realized that her passion was working more directly with the students and in the positions she'd previously held, she wasn't able to have that connection. Ms. Kelly would like to see herself long-term with as the driving force behind the building principal. Ms. Kelly believes that her roles as an assistant principal would allow her to be more involved in classrooms with the students and the school community overall. Ms. Kelly stated that she does not need to hold one of those positions to be happy, as she finds her happiness in working with the kids.

Mrs. Schiff asks Ms. Kelly what she knows of the Pittsfield schools and what her first area of improvement would be.

Ms. Kelly explains that she was made aware that the District has begun the launching of the MTSS program that she has a background in as well as trauma based learning. Ms. Kelly states that she has confidence in her knowledge and ability to implement these, but continues to say that not having been involved or in the school yet to see how those processes are currently being handled, would certainly impact the way that she would proceed with improving the current processes.

Mrs. Goggin asked Ms. Kelly to explain how she builds relationships with her students, given that she is the one that would handle the discipline and such.

Ms. Kelly passionately spoke about her time as a teacher and how "car duty" for pick up and drop offs was one of her favorite duties. Ms. Kelly stated she found so much value in being able to use this role to have daily contact with the community members, that she fought to keep herself involved in morning bus duty, even as she transitioned into an administrative role.

Ms. Kelly continues to state how she has found that certain incentives for students' behavior plans, such as having a one-on-one lunch with the principal, has assisted her in furthering the relationships with her students. Ms. Kelly states while this would seem odd, these little things transfer to positive interactions in public in her experience. Ms. Kelly states that she has had her students ask her to attend their various school functions and sporting events, because she took that time to build relationships with them.

Mr. Gauthier asked how Ms. Kelly would handle a declining school atmosphere and morale if she were to encounter that, and what she would do to correct it.

Ms. Kelly stated that communication is the most important thing to her. Ms. Kelly advised that she would have small group meetings in order to get to work as a team to find a solution. Mrs. Kelly spoke about her experience with administrators who didn't connect with their faculty when she was a teacher and the difficulties that ensued because they didn't communicate with their staff. Ms. Kelly states that she is not afraid to call out difficult situations that need to be discussed and solved through good communication.

Mrs. Adams inquired as to what Ms. Kelly feels her biggest challenge would be coming to the District as the Assistant Principal.

Ms. Kelly spoke on being so involved in the special education processes in her current position and how that background and skillset will continue to feed into her role as a principal. Ms. Kelly voiced her excitement to shift gears into the role of an assistant principal, while hoping to improve on the special education processes as she progresses in her role with the district.

Mrs. Schiff asks Ms. Kelly how she would communicate a disciplinary issue with a parent.

Ms. Kelly stated that she will sometimes request a face-to-face meeting with a parent, but if they aren't able to come in, she will handle it over the phone. Ms. Kelly continued on how she always starts the conversation with the students' positives to lead into the reason for the phone call and the guidance the student has been given in regard to the incident. Ms. Kelly gives an example of the reflection sheets that she has used with students to process when dysregulated. Ms. Kelly uses this tool as a guide to communicate with the parents as to what choice the student made, what choices they could have made, and how to improve in the future so that the parents are involved in child's behavioral interventions. Ms. Kelly states that while she is not directly involved in student discipline in her current role, she has behavior management responsibility for special education students, and works to ensure that their consequences are appropriate for their disability.

Mrs. Adams inquired as to how Ms. Kelly would handle an angry parent.

Ms. Kelly believes that remaining calm and listening to the parents is the best method. Ms. Kelly states that generally when a parent is angry, they're feeling unheard, and opening the lines of communication to show them that their concerns are valid is the best practice in working with the parents to bridge the gap between home and school.

Mr. Gauthier states that that ends the questioning from the Board and inquires to Ms. Kelly as to if she has any questions for the Board.

Ms. Kelly inquires as to what the Board is looking for having two new administrators.

The Board individually spoke on the issues that they would like to see seen addressed first, the culture and morale that they would like to see with the staff, as well as the expectations of the position. Mr. Gauthier spoke on the unity and cohesiveness that is conducive to learning that he would like to see happen. Mrs. Goggin spoke on her excitement to implement MTSS as well as looking for cohesiveness, and support of all of the elementary school staff. Mr. Cote spoke on his concerns regarding discipline in regards with its effect on the students' ability to learn. Mrs. Adams expressed her feelings on the positive relationships she feels Ms. Kelly will be able to build. Mrs. Schiff made no statement.

Ms. Kelly inquired to the Board as to what the District's long-term goals are.

The Board individually responded with the different challenges and obstacles that they feel need to be addressed. Mr. Gauthier expressed his concern with getting students on grade level, and to have unity and a team that conducts themselves respectfully. Mr. Cote stated that an upward trajectory of grades, assessment and behaviors that we use as grading tools continue to improve in the long-term. Mr. Cote advises that the staff having a lack of trust in administration to be heard and for issues to be handled, needs to be fixed. Mrs. Goggin believes as a District that we are most interested in is getting the pride back in being a Pittsfield community, either as a student, parent or staff member. Mrs. Adams speaks on her desire to see the gap between the two buildings improved. Mrs. Schiff made no statement.

Mr. Gauthier thanked Ms. Kelly for her time. Ms. Kelly thanked the Board members individually for their time.

IV. AGENDA REVIEW

The following items were added to the agenda:

Building Inspection Reports (Mrs. Schiff)
Teacher Nominations (Mr. Lane)
Family Input on Class Selection (Mrs. Goggin)

V. ACTION ON AMENDED AGENDA

On a motion made by Mrs. Goggin and seconded by Ms. Adams, Mr. Gauthier, yes, Mrs. Schiff, Mr. Cote, yes, 5-0, the Board unanimously approved the amended agenda.

VI. APPROVAL OF PREVIOUS MEETING MINUTES

The meeting minutes from the June 1, 2023 were considered and changes include: page three, fix roman numeral sequence, XI, remove double 2023.

Mr. Gauthier made a motion to accept the changes, Mrs. Schiff seconded, 3-0-2, with Mrs. Goggin and Mrs. Adams abstaining, the motion passed.

The meeting minutes from the June 15, 2023 were considered and changes include: page four add the Board approval for the teacher nomination “On a motion made by Mr. Gauthier, and seconded by Mrs. Goggin, the Board voted unanimously to approve this hire”; page five, paragraph two, change amended agenda to amended salaries, X, A, iii, correct GCQR policy code; page 6, C, paragraph one, correct deficient to deficit, paragraph two correct to “seconded by Mrs. Schiff”, D, change to “The Board states they do not object”, XII, remove double 2023, XII, correct last sentence to “using bitcoin and its effect on pollution”, correct second to enter into non-public to Mrs. Adams, add time of 8:16 to exit from non-public, XV, Mr. Cote made a motion, seconded by Mr. Gauthier to adjourn the meeting at 8:17p.m..”

On a motion made by Mr. Cote and seconded by Mrs. Goggin, the changes were approved, 5-0.

VII. PUBLIC INPUT

None at this time

VIII. DIRECTOR OF STUDENT SERVICES

- A. Summer Programming – Two weeks of Summer Programming have been completed. Ms. Vary spoke on her observation of the efficiency of having the entire District in one building for the Summer Programs.
- B. Alternative Assessments – Mrs. Vary notified the Board that the Dynamic Learning testing has been received back.
- C. New Hires – Mrs. Vary explained how the transition with the new Out of District

Coordinator has been doing as she has been working with Ms. Bradley to take over the role. Mrs. Vary spoke on the hiring needs for the next school year.

Mrs. Goggin stated that sharing the open positions in local social media groups for moms could be successful in recruiting new staff.

Mrs. Zinn will provide Mrs. Goggin with a template to share on social media to direct the community to the employment page on the SAU website.

Mrs. Schiff inquired as to how the part-time case management will be successful.

Mrs. Vary explained that the case load will be shared between two part-time case managers.

IX. SUPERINTENDENT

- A. Hiring Update – Mr. Lane provided the Board with an update for the open positions for the 2023-24 school year. Mr. Lane stated that since his report was written, we have filled all but three positions within the District.
- B. Cost Differential for Hiring – Mr. Lane provided the Board with a report of the cost differential of the budgeted vs. hired positions.
- C. General Assurances – Mr. Lane explained to the Board that the NHDOE has changed the procedure of which the General Assurances must be included in the Board minutes. Mr. Lane states that he agrees to the general assurances as listed.

The General Assurances are a set of regulations that the District agrees to follow in regard to the acceptance of Federal Grant. This includes agreement to comply with:

- Comply with Title VI Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Age Discrimination Act of 1975
- Drug Abuse Office Treatment Act of 1972
- Comprehensive Alcohol Abuse Act of 1912
- Title VIII of the Civil Rights Act of 1968
- Regulations covered in policies that handling of funds for Federal Grants
- The Hatch Act
- We will follow federal regulations in dealing with humans and animals involved in research
- Lead Based Paint Poison Prevention Act
- Pro-Children Act of 2001 prohibiting smoking in school buildings
- Stevens Amendment requiring reporting of spending for federal grants
- Making information available to parents
- Making information available to staff
- Complying with Audit Regulations
- Drug Free Workplace Act of 1988
- State and Federal Labor regulations
- Identification of Grants
- Maintain internal controls for finance
- Ensuring equal access to education opportunities
- RSA 193:13 II prohibiting students from possessing firearms
- Appropriate reporting to the New Hampshire Department of Education

- Lobbying statutes
- Section 9524 of the ESEA Act of 1965 no policy preventing constitutionally protected right to pray
- Title USC 7197 appropriate transfer of student disciplinary records

Mr. Lane goes on to explain that this is something that the Superintendent and Board Chair must sign. If these policies are not followed, and found to be true, the only penalty is the removal of credentials of the Superintendent.

- D. Adequacy Grant Funding – Mr. Lane provided the Board with the update on the expected amount of Adequacy Grant Funds that the District was supposed to receive. The NHDOE has recalculated these funds, resulting in an increase to funds to be dispersed to the District.

Mr. Lane explained the two options that the District has in regard to the use of these funds. 1. Hold a town meeting in September to put forward a proposal to the citizens of Pittsfield a plan to expend the funds. If the public voted to accept the proposal, there would be no increase to the tax rate in the expenditure of these funds. 2. The Board could choose to put all of the funds toward tax reduction which would decrease the tax rate by approximately \$1.25. For a property valued at \$200,000 there would be a reduction of \$250 annually. The only problem with this is that in the following year, the approximate \$400,000 would be in the District budget. If it were expended, there would be a property tax swing of a \$500 increase.

Mr. Cote inquires as to if these funds can be expected in the future.

Mr. Lane explains that these are only guaranteed for two years.

Ms. Goggin asks if these funds can be used for personnel, such as interventionist and specialist positions.

Mr. Lane confirms that they can be used for personnel.

Mrs. Schiff confirms that she was looking into the building inspection reports to ensure that there aren't any projects coming up that would need to be added to the budget.

Mr. Lane alerted the Board that he has requested the latest fire safety report as that is the only mandated inspection for the District to conduct, and that he has also reached out to the Town Administrator in regard to any building inspections that may be on file.

Mr. Gauthier inquires as to whether the projects in the building are being monitored.

Mr. Lane stated that he's conducting walkthroughs twice a week to inspect the work being done.

- E. PARENT INPUT FOR CLASSROOM SELECTION

Mrs. Goggin inquires to Mr. Lane as to the improvement of the parent input on classroom selection. Mrs. Goggin states that as both a mother and an educator she understands that each child is different and may require a different style of instruction or structure in a classroom.

Mr. Lane provided the Board with a brief overview of how the process works, and that there is a form the District has previously used for the parent to send their input on classroom selection to the school.

F. TEACHER NOMINATIONS

Mr. Lane nominated Jennifer Tyrell for the position of MS Science Teacher, with a Bachelor's, Step 0 at a salary of \$36,025. On a motion made by Mrs. Goggin and seconded by Mr. Gauthier, the Board voted 5-0 to accept the nomination of Jennifer Tyrell.

Mr. Lane nominated Jessica Roselund for the position of Second Grade Teacher, with a Master's, Step 5, at a salary of \$43,414.00.

Mrs. Schiff inquires as to why the turnover seems to show teachers staying for an average of two years and what the District is doing to recruit great teachers.

Mr. Lane stated the District is doing everything they can to recruit the best candidates, and all positions are currently cross posted on various employment pages, websites, and social media platforms. Mr. Lane continued by stating that restructuring the pay scale for paraeducators has proven better retention rates. The District has interviewed and declined unqualified candidate, as we want to ensure we're hiring the right people for the right positions.

On a motion made by Mr. Gauthier, and seconded by Mrs. Goggin, the motion to hire Ms. Roselund, the Board voted 5-0, to accept the nomination.

X. SCHOOL BOARD

- A. Resignations – Mr. Lane provided the Board with a list of resignations for the Board to accept: Jaclyn Rohr – Assistant Principal, Joanne Rautio – Title 1 Teacher, Anna Collins – PES Teacher & Nicole Calautti – PES Special Education Teacher.

On a motion made by Mr. Gauthier, and seconded by Mrs. Schiff, the motion passed to accept the resignations of the four staff listed, 5-0.

- B. Policies – First Reading

- i. EBCF, Pandemic / Epidemic Emergencies
- ii. IGE, Parental Objections to Specific Course Materials
- iii. DK, Payment Procedures
- iv. DKA, Personnel Records

- A. Policies – Second Reading

- i. IJL, Library Materials Selection and Adoption, tabled for further discussion on parent involvement and verbiage regarding the persons in which can challenge items, and to compare and merge the provided drafts.

- ii. ILD, Non-Educational / Non-Academic Questionnaires, Surveys, and Research, change Dean of Operations to Administration. On a motion made by Mr. Cote and seconded by Mrs. Adams, the motion passed 5-0.
- iii. GCQ, Non-Renewal, Termination, and Dismissal of Certified Staff, accepted as written,
- iv. GCQR, Non-School Employment of Professional Staff, accepted as written.
- v. DBJ, Over-Expending Funds, accepted as written.

XI. COMMITTEE ASSIGNMENTS

- A. Budget Committee Representative – Mrs. Adams no updates.
- B. Drake Field and Facilities – Mr. Gauthier no updates.
- C. Negotiating Team –
- D. Foss Family Scholarship – Mrs. Adams no updates.
- E. Public Relations – Mrs. Goggin is working with her contact regarding the NH Fair Funding Project to ensure that we're on track for the presentation scheduled for September.

XII. NEXT MEETING

The next meeting of the Board is scheduled for August 3, 2023, at 5:30 p.m. in the Pittsfield Middle High School Media Center.

Unanticipated Revenue (Mr. Lane)
NH Public School Directory (Mrs. Adams)

XIII. PUBLIC INPUT

None at this time.

XIV. NON-PUBLIC

At 7:26 p.m. a motion was made by Mr. Gauthier, seconded by Mrs. Adams 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. Schiff, yes; Mr. Gauthier, yes; Mr. Cote, yes).

Personnel Matters Discussed

At 7:53 p.m. a motion was made by Mr. Cote, seconded by Mrs. Goggin to exit the 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. Schiff, yes; Mr. Gauthier, Mrs. Goggin, yes; Mr. Cote, yes).

XV. ADJOURNMENT

A motion was made by Mr. Cote and seconded by Mrs. Goggin to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 7:53 p.m.

Respectfully submitted,

Sara Zinn

Recording Secretary

PITTSFIELD SCHOOL BOARD

Non-Public Session Minutes

July 20, 2023

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

Motion: On a motion by Mr. Gauthier and seconded by Mrs. Adams, the Board voted unanimously to enter into a non-public session under the authority of RSA 91-A:3 II.

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

Roll call: Vote to enter non public session:

Mr. Gauthier	yes
Mrs. Adams	yes
Mrs. Schiff	yes
Ms. Goggin	yes
Mr. Cote	yes

Time Nonpublic Session Entered: 7:38 p.m.

Other Persons Present: Superintendent Bryan Lane

Description of Matters Discussed: Personnel Matters

Action:

Motion by Mrs. Schiff to hire Barbara Kelley as the Assistant Principal of Pittsfield Elementary School at an annual salary of \$93,000, for a 220 day contract, to be prorated at \$422.72 per day for the number of days worked.

Motion seconded by Mr. Gauthier to hire Barbara Kelley as the Assistant Principal of Pittsfield Elementary School at an annual salary of \$93,000, for a 220 day contract, to be prorated at \$422.72 per day for the number of days worked.

Public Session Reconvened:

Motion to Adjourn: On a motion by Mr. Cote and seconded by Ms. Goggin, the Board voted unanimously to exit from a non-public session under the authority of RSA 91-A:3 II (a and c) at 7:53 p.m..

Minutes Recorded By: Bryan Lane

Pittsfield School District

To: Pittsfield School Board
From: PES Administration, Kristen White
Subject: Board Meeting – August 3, 2023
Date: July 26, 2023

INFORMATION

1. New Hires:

- Barbara Kelly (Assistant Principal)
- Rachel Horton (Behavior Interventionist)
- Randy Kelley (Head Custodian)
- Laura Clar (School Nurse)
- Betsy Stipo (Title One)
- Cara McNevech (Grade 1)
- Melissa Catauro (Special Education Case Manager)
- Cindy Harmon (Special Education Case Manager)
- Kathryn Ingerson (Music)
- Liliana Osgood (Grade 5)

2. Summer Update:

- Mrs. Ward and Mrs. Miller have been diligently working this summer in supporting my transition to PES while ensuring summer projects are completed. Their invaluable experience, and professionalism play a crucial role in the smooth functioning of our school community.
- Thank you to our wonderful custodial staff for their hard work this summer supporting ongoing projects while also getting the school ready for the upcoming school year. We would also like to thank the custodial staff at PMHS for helping with our grounds and transporting Extended School Year supplies for us.
- I would like to express my gratitude to Charlene Vary and all the staff for their exceptional efforts in leading the Extended School Year program. Throughout the program, we have witnessed the hard work and determination of our students, and we are delighted to share in their successes. It was particularly heartwarming to see students confidently share their writings, showcasing their creativity and progress. I am inspired by the resilience and positive attitudes demonstrated by our students when faced with challenges. Their ability to persevere and embrace learning experiences is a testament to the supportive and nurturing environment fostered by the PES staff.
- A heartfelt and extended thank you to Mr. Hamilton, Mrs. Brown, and the entire staff at PMHS for their warm and gracious welcome to our students and staff. Your hospitality and support have been instrumental in creating a positive learning environment for everyone. We deeply appreciate your dedication and efforts in making our school community feel valued and embraced. Together, we will continue to foster a nurturing and thriving educational experience for all.

- July 22nd Old Home Day I attended Pittsfield Old Home Day event, where I was able to support our PTO, be a judge in the bicycle parade, have a fantastic lunch at the town pool and help set up the meal for the Alumni event. I was able to unite with families, spend time listening and learning about the hopes and dreams of students and connect with alumni from different years to celebrate the town's rich history and community spirit.
- To ensure a safe playground for students, we have had our first delivery of mulch. Students from Pittsfield High School will be volunteering their time to spread the mulch. The community service they are providing is commendable, and their efforts will play a crucial role in creating a safe playground environment. It's wonderful to see students actively participating in community service and taking responsibility for their school's well-being. This collaborative effort will undoubtedly enhance the overall experience for everyone using the playground.
- Thank you to General Manager Micahel Mclure and the customers at the Rochester Staples for donating 300 Crayola Back to School kits that include colored pencils, crayons and markers. We will be handing these out at our Back to School event.
- We received a generous donation of school supplies from Phyllis Conway and the Pittsfield Clothes Closet. We appreciate the thoughtfulness and community support to ensure a successful school year.
- In an effort to foster relationships with staff, I spent two days meeting one on one with them. The dedication, passion and commitment of the staff was evident during my meetings. It was a valuable opportunity to understand their perspectives and individual goals. Additionally, I observed that the school's culture promotes a positive and collaborative environment.
- Jerrica Smith, Kindergarten Special Education Teacher and Victoria Marcotte, Social Worker hosted a community outreach event at the town pool for our incoming kindergarten students and their families on Saturday, July 8th. We had 11 families join us, it was a wonderful opportunity for families to come together to build community and for me to connect with our students as well.
- This summer our school has undergone an HVAC upgrade. The project is progressing steadily, Air handler installation is well underway, and will be up and running by August 1st. This will ensure proper ventilation and air circulation, creating a comfortable and healthy atmosphere in our school buildings. The boiler will provide efficient heating, and is scheduled to be up and running by August 5th. In addition to the physical installations, Control Technologies is diligently working on programming the electrical, ductwork, and thermostat controls to ensure optimal performance and energy efficiency. As we move forward, we are closely monitoring the progress to meet the projected completion date of August 18th. Carpet removal and tile installation is on track to begin on Monday, July 31st.

Professional Development

- Erin Moore will be facilitating a two day Professional Development Workshop on August 22nd and 23rd. The goal of this workshop will include instructional best practices with a focus on social emotional learning, effective classroom

management, Responsive Classroom, and strategies to support academic success. She will continue collaborating with our staff throughout the school year.

Calendar of Upcoming Events

- Monday, July 31st- Friday August 11th- KCamp
- Monday, August 14th- New Student Enrollment Session
- Tuesday, August 22nd- Wednesday August 23rd- Erin Moore Professional development
- Thursday, August 24th- Teacher Workshop
- Friday, August 25th- Teacher Workshop
- Friday, August 25th- Open House 5:30- 7:00
- Monday, August 28th- First day of School

Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton & Melissa Brown, PMHS Administration
Subject: Board Meeting – August 3, 2023
Date: July 27, 2023

INFORMATION

1. 2022-2023 Honor Roll. The PMHS Honor Roll for the 2022-2023 school year is enclosed. It is based on school year GPA for high school students and end-of-year letter grades or course scores for middle school students. The Honor Roll has been shared with families and will be published in an upcoming edition of the Pittsfield Post.
2. All Class Reunion. On Saturday, July 22, the PHS Alumni Association hosted the All Class Reunion. More than 200 alumni returned to PMHS with family members, friends, and children. A self-guided tour was mapped out to walk through the building and see the changes since 2000. Many alumni gathered in the library and gymnasium for the reception. Additionally, 150 guests attended the All Class Reunion BBQ on the lower field. Andi Riel and the All Class Reunion Committee are to be commended for the success of the event. It was a well-organized and meaningful experience for alums of PMHS.
3. Back to School Dates/Events. The following is a list of important dates and events that will highlight the beginning of the 2023-2024 school year:
 - August 21 – Special Education Team Meeting
 - August 22 – New Teacher Induction
 - August 24/25 – Staff Workshop Dates
 - August 25 – Sixth Grade Orientation/Open House
 - August 28 – First Day of School

On Friday, August 25, the Sixth Grade Orientation will run from 4:30-5:30 p.m. and will be followed by our district-wide Open House and BBQ from 5:30-7:00 p.m. We are planning mini-workshop sessions at the Open House around *What's New at PMHS* and *College and Career Planning*. There will also be support for families that need help accessing their Alma accounts.

4. NEASC Decennial Report. The final version of the NEASC Decennial Accreditation Report is enclosed. We have also enclosed a draft summary page that will be distributed to the school community detailing our alignment to the foundational elements, our progress on the priority areas, and the commendations and recommendations of the visiting team. We will be prepared to discuss the report in greater detail at the Board meeting.
5. School Improvement Plans. The establishment of a School Improvement Plan is a NEASC priority area and a priority need identified by WestEd. Following our site visits from the NEASC visiting team in March and WestEd consultants in April, our school leadership team and staff has

been working hard to synthesize NEASC and WestEd reports, NEASC surveys, and CALL survey data to identify goals for our School Improvement Plan. At this time, we have identified three priority goals, and we are in the process of developing two others:

- Goal 1: To identify, support, and monitor a commonly-defined set of evidence-based instructional practices that foster greater student engagement and respond more effectively to student learning needs by June of 2024.
- Goal 2: To increase grade level promotion rates of students in grades 9-11 by 5% as measured by end of year promotion in August 2024 and achieve a four-year graduation rate of 75% or higher by August 2025.
- Goal 3: To develop a comprehensive system to recruit, develop, retain, and sustain talent by June of 2024.

The steps to achieve each of these goals are detailed in comprehensive plans that include specific strategies, actions, and measurements of successes. Each of the plans for the goals above will be finalized and prepared for your review on August 3. The other two goal areas still in development are the Vision of the Learner and Community Engagement. We hope to have these completed by the end of August or early September.

6. Student/Family and Staff Handbooks. In accordance with School Board policy CHCA, Approval of Handbooks and Directives, we have shared the Student/Family Handbook and Staff Handbook with School Board members for review in advance of the next School Board meeting. In our report on August 17 we will highlight any changes to the policies and procedures within the handbooks and seek your approval for publication and distribution of the handbooks to students, families, and staff members. Please note we do not anticipate making any major changes to the handbooks.
7. Summer Academy Presentation. On Friday, July 14, we held our annual Summer Academy Presentation. Summer Academies are hands-on learning opportunities that provide interest-based and community supported experiences for students. We offered two Summer Academy programs that ran from July 10-14. Mr. Anthony and Mr. LaRoche facilitated *Create Your Own Summer Adventure*. Students took day trips to Canobie Lake Park, OSG Paintball, and Wallis Sands Beach. Ms. Tyrell and Ms. Colby facilitated *CSI: Pittsfield*, which included a presentation from the New Hampshire Crime Lab, a blood splatter analysis, and an Escape Room adventure. The culminating presentation was well attended by family members and students did an excellent job reflecting on their experiences. A special thanks to Jen Massey for serving as the Summer Academy Coordinator.

Pittsfield Middle High School
2022-2023 Honor Roll

High School: Honors with Distinction Minimum GPA of 4.0 (A)	High School: High Honors Minimum GPA of 3.7 (A-)
<ul style="list-style-type: none"> ● Elise Berry ● Annabelle Cote ● Ava Walker 	<ul style="list-style-type: none"> ● Alana Barnouski ● Addison Clark ● Ashley Clark ● Olivia Cunningham ● Mabel Johnson ● Evan Munoz ● Riley Nagle ● Melanie Rand

High School: Honors - Minimum GPA of 3.0 (B)	
<ul style="list-style-type: none"> ● Briar Bell ● Emma Baker ● Samantha Carney ● Aurora Carmichael ● Morgan Carmichael ● Michael Casey ● Parker Clark ● Lillianna Cole ● Sofia Costa ● Ryan Cox ● Joseph DeFruscio ● Autumn Dintino ● Thomas Dunagin ● Layla Dunn ● David Flores ● Joshua Garvin ● Miranda Hadfield ● Olivia Harrison ● Aidan Hodson ● Meadow Maddock ● Abraham Marcotte ● Annelissa Marcotte ● Jackson Marston ● Winifred Morgan 	<ul style="list-style-type: none"> ● Juliana Morse ● Dylan Mills ● Trevor Mills ● Nicholas Mistler ● Felix Munoz ● Jessica Nagle ● Quen Pereira ● Amber Peterson ● Sydney Provencal ● Sarah Rafferty ● Christopher Rexford ● Alexcia Rollins ● Olivia Tobin ● Marissa Ware ● Brandin Weygand ● Jaydin Weygand ● Gianna Wood

Grades 7-8: High Honors All A's	Grades 7-8: Honors All A's or B's
<ul style="list-style-type: none"> ● Savannah Chagnon ● Joelyn Cote ● Anna Drew ● Alivia Lavigne ● Luciano Pecorino ● Nika Pereira ● Makenna Perkins ● Kylie Smith ● Owen Williams 	<ul style="list-style-type: none"> ● Elsie Brooks ● Chelsee Chagnon ● Owen Clark ● Evelyn Cote ● Cadence Curtis ● Trevor Danton ● Bryanna DePriest ● Cormac Diomede ● Oliver Diomede ● Samuel Diomede ● Ethan Harper ● Leah Lescarbeau ● Gavin Martin ● Kyleigh Ann Page ● Aiden Parent ● Alexandria Penney ● Jasmine Peterson ● Justin Schiferle ● Shyla Sayman ● John Schuster ● Schuyler Senseman

Sixth Grade: Honors - All Classes 3.0 or above
<ul style="list-style-type: none"> ● Rose Koladish ● Duncan Manter ● Maia Manter ● Maeve Marston ● Nicholas Nagle ● Olivia Pelletier ● Mckinley Perron ● Quincy Rao ● Katherine Schuster ● Kara Valencia



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

To: PMHS School Community
From: Derek Hamilton, PMHS Principal
Re: NEASC Decennial Summary Report
Date: August 7, 2023

We are proud to announce that PMHS has maintained its accreditation through the New England Association of Schools and Colleges (NEASC) following a comprehensive cycle of internal and external assessments and strategic planning. Accreditation is an ongoing process and PMHS has now continuously maintained accreditation through NEASC since 1955.

The final version of the [Decennial Accreditation Report](#) from March of 2023 is enclosed and available on our school website. The report was written by a visiting team of external educators and approved by the NEASC Commission.

NEASC requires that member schools demonstrate alignment with the [Standards for Accreditation](#). The visiting team concluded that PMHS aligned with each of the **six foundational elements**. After not meeting the standards for Learning Culture (1.1a) and Student Learning (2.2a) at the time of the Collaborative Conference in 2021, PMHS made considerable progress in these areas over the past two years to meet the standards (see pages 17-18 of the report).

The visiting team also reviewed the *action, impact, and growth* of PMHS in the **four priority areas** identified in our self-reflection and at the Collaborative Conference (see pages 23-28).

- The establishment of a **school work plan** guided the development of the Vision of the Learner and written curriculum.
- The development of a **Vision of the Learner** identifies the knowledge, skills, understandings, and dispositions of students at each grade span for future success.
- A **fully articulated curriculum** has deepened course alignment within and across departments.
- The establishment of **short and long term capital improvement needs** has guided plans for maintaining and updating the school infrastructure.

Other areas of significance in the visiting team report include the Reflection on Student Learning and Capacity for Continuous Growth (see pages 29-33). The visiting team included a total **10 commendations and one recommendation** in the final report (see pages 35-37). The PMHS faculty and staff are particularly proud of the third commendation - the resilience of the staff in the face of challenges from all sides and their determination to do “whatever it takes” to meet student and school needs.

The spirit of the accreditation process is to make continuous efforts to address recommendations for school growth and improvement. We are in the final stages of completing our School Improvement Plan that will guide our work during the 2023-2025 school years.

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Pittsfield Middle-High School**

Pittsfield, NH

03-26-2023 - 03-29-2023

**Ms. Sandy Crawford, Chair
Mrs. Ruth Ellen Vaughn, Assistant Chair
Derek Hamilton, Principal**

School and Community Summary

School and Community Summary

The Pittsfield School District is located in Pittsfield, NH, midway between the state capitol and the Lakes Region. As of 2007, Pittsfield is the only district in School Administrative Unit (SAU) #51. There are three buildings on the district campus: the PK-grade 5 Pittsfield Elementary School (PES), the grade 6-12+ Pittsfield Middle High School (PMHS), and a building housing the offices of SAU #51 and Pittsfield's Head Start program. In 2019-20, there are 576 PK-12+ students, 15 students in out-of-district placements, 3 students who have "completed" but will continue to attend until age 21, and 4 homeschooled students participating in at least one course on campus. The out-of-district placement of 10% of the special education population is among the highest rates in the state. Overall enrollment has not changed much in the past decade, varying between a low of 541 in 2013-14 and a high of 613 in 2008-2009.

Pittsfield students in grades 10-12 can apply to participate in the Concord Regional Technical Center (CRTC) programs; in 2019-2020, 11 students attend CRTC during two of their scheduled six class periods. In 2019-2020, two high school special education students attend a NH Granite State Independent Living Vocational Rehabilitation program for about four hours a day, earning up to 5.0 credits. In 2019-2020, 40% of PMHS students and 36% of PES students have an IEP or a 504 plan. In 2017-18, the average daily attendance rate was 88% for 9-12 students, 92% in grades 7-8, and 94% for K-6 students. In 2018-2019, the average district teacher attendance rate was 95%. The district has a high faculty turnover rate, averaging around 20% per year for the past five years.

With a population of approximately 4,100 people¹, the Town of Pittsfield has little cultural, racial, or ethnic diversity. In 2019-20, 91% of students were White, Non-Hispanic; 5.7% Hispanic; 1.5% Alaskan Native or American Indian; 1.5% Black, Non-Hispanic; and 0.5% Asian or Pacific Islander. English is the primary language. In 2019-20, Pittsfield schools have five English language learners (3 PES, 2 PMHS), and a 20% time ESOL teacher position.

Pittsfield's general demographic consists mainly of high school graduates that sustain lower income employment. The median household income of \$49,256 is significantly below the New Hampshire state median household income of \$71,305, and 15.4% of Pittsfield residents live below the poverty level². In 2018-2019, 53% of grade pk-6, 47% of 7-8, and 58% of 9-12 students qualified for free or reduced lunch, nearly twice the state average. The largest employer in town is Globe Manufacturing, which makes firefighter turnout gear. The second largest employer is the Pittsfield School District. Only 28% of residents work in town, with 63% commuting an average of 37 minutes, and 9% commuting out of state. The 2013-2017 unemployment rate of 8.5% is approximately twice the state average of 4.5%¹. Although the high school completion percentage of Pittsfield residents is close to the state average (90% vs 93%), a significantly smaller percentage of the working age population has completed a bachelor's degree or higher (21% vs 36%).

Residents of Pittsfield support their schools, paying some of the highest property tax rates in the state (\$33.35 per \$1000 of assessed valuation in 2018). The 2018 tax rate for local education of \$18.81/\$1000 was the 25th³ highest in the state. This allows Pittsfield to maintain per pupil expenditures slightly above the state average (\$16,315 in Pittsfield vs \$15,311 for the state in 2016-2017⁴). Because Pittsfield is a property-poor town located in a state that relies heavily on the local taxpayers to fund public education, budget development and acceptance is a perennial challenge. Over a recent ten-year period, the district operating budget increased only 3.5% while the rate of inflation was 14%. Several years ago, the state began reducing "stabilization grants" to the district by 4% per year; these grants are provided to property-poor districts only, so the state effectively reduced its grants to the poorest districts while not impacting better-resourced districts. For Pittsfield, this reduction has meant a reduction of ~\$89,000 per year, or more than the average cost of a teacher. In the fall of 2019, the state restored these grants to 2016 levels, but it is not certain that funding will remain constant beyond 2020-2021.

Pittsfield's graduation and college-attendance rates are below the state averages. For 2017-18, the annual dropout percentage of 3.05% was sixth highest in the state. Of the 2018 cohort, 28 graduated as expected, one graduated early, three completed their HiSET with district support, five were withdrawn as dropouts, one could not be located, and one graduated a semester late. Of the high school completers for that cohort

6, 49% went directly into the workforce or armed forces, 26% entered a four-year college or university, and 26% entered a post-secondary school of less than four years. The state averages for that cohort were 21% workforce or armed forces, 52% four-year college or university, and 20% post-secondary school of less than four years. At the end of 2018-19, we recognized 13 grade six and four grade eight students with the President's Academic Excellence Award for achieving a 3.0 or higher on all ELA and Math competencies. Local post-secondary education opportunities include New Hampshire Technical Institute (NHTI) and Granite State College in Concord; Lakes Region Community College in Laconia; Great Bay Community College in Rochester; Manchester Community College, New England College, St. Anselm's College, and Southern New Hampshire University (SNHU) in Manchester; Plymouth State University (PSU) in Plymouth, and the University of New Hampshire (UNH) in Durham and Manchester.

Pittsfield has a few educational partnerships with local schools and businesses, but has had some difficulty sustaining them. Some upperclassmen take online courses through Southern New Hampshire University as part of their high school program; in 2018-19, 17 students took 56 three-credit college courses this way, 52 from SNHU and 4 through eStart. Two PMHS teachers have been approved to offer Running Start courses through NHTI; the English course began in 2015, and the College Algebra course began in the fall of 2016. In 2019-20, one junior travels to Manchester to take a calculus course during the school day. Pittsfield has partnered with Plymouth State University (as of 2016) and the University of New Hampshire Teacher Residency for Rural Education program (as of 2019-20) to bring seven student teachers and interns into the classrooms, including three in the 2019-20 school year. In 2019-20, Pittsfield's Director of Interventions is the professor for two TRRE reading courses. Pittsfield had built a significant Extended Learning Opportunities program with many community members serving as mentors for students. At its height in 2013-14, 25 students earned credits. As of October 2019, 118 different students had earned a total of 101.4 credit hours through the program. However, the grant-funded full time coordinator position created in 2010-11 was eliminated in 2017 with the grant expiration, and most of the community partnerships have been lost.

Local businesses and foundations provide considerable financial support to the schools in the form of fundraising materials, scholarships, and grants. In 2018-2019, the PES Parent Teacher Organization received donations from 13 different local groups. In 2018-2019, the Foss Family Foundation provided over \$7,000 for a Chromebook cart and over \$2,300 to fund the annual freshman Browne Center trip. The Sanderson Trust Fund supports grant requests from the schools and town services; amounts vary each year but range up to \$20,000. A wide variety of local businesses and trust funds provide scholarships each year; the class of 2019 graduates received \$37,300.

Beginning in 2011, the district received extensive grant funding from the Nellie Mae Foundation. Part of this grant involved improving community involvement. The Pittsfield Youth Workshop, a non-profit community organization that has supported after school, holiday, and summer youth programs since 1986, partnered with New Hampshire Listens, part of the Carsey Institute at the University of New Hampshire, to form Pittsfield Listens7. At the beginning of the grant process, this community partner facilitated many meetings among Pittsfield residents to better inform the direction of the redesign process and to improve overall communication between the school district and town residents. Pittsfield Listens formed a community student group, Pittsfield Youth Voice in it Together (PYViIT). Also as part of the planning grant, the district established a Community Advisory Council of Pittsfield town leaders, school district administrators, and teachers. With a kick-off event on February 16, 2013, that included regional and state education and political dignitaries, the Community Advisory Council transitioned into the Good To Great Team (GTGT). The GTGT meets approximately monthly. Membership includes community leaders, educators, and the Pittsfield Superintendent. The GTGT is a communication pathway between the school and the community. They support continuous improvement goals, especially through program audits. Every year, the team audits a major school district program, providing community perspective on the effectiveness, strengths and needs.

From a Comprehensive School Reform grant the mid-2000's, to a 2009-2013 \$2.06 million School Improvement Grant, to a series of 2011-2019 Nellie Mae District Level Systems Change grants totaling over \$3.7 million, successively larger external grants have supported fundamental changes to the way our district operates. During the grant years, over 1,000 educators from at least 109 organizations came from around the country to observe Pittsfield's schools. Pittsfield sent multiple groups of educators to observe at other schools across the country, including three separate visits to a series of schools in California, multiple visits to the Francis Parker Charter Essential School in Massachusetts, and at least seven visits to schools in New York and Maine. In 2012, PMHS was one of the first eight schools to receive the Commissioner's Circle of Excellence award in recognition of

innovation and achievement, and became one of the original five schools in the League of Innovative Schools. From a series of isolated program reforms that began with the implementation of an advisory program in fall 2004, the grant-funded changes cascaded into a whole scale, ongoing redesign of all the interdependent systems of a failing school district.

Since the Nellie Mae District Level Systems Change grants ended in 2019, many of the positions funded by the grant, such as the Extended Learning Opportunity (ELO) Coordinator, were unable to be integrated into the school district's operating budget. Additionally, more than one million dollars was cut from the 2021-2022 school district budget, which led to deeper position and program reductions. Family and Consumer Sciences (FACS) courses did not run in 2021-2022, but the FACS position was restored in the 2022-2023 school year. Since 2019-2020, the school district has had three different Superintendents and the position was reduced from 80% to 60%. The 2020-2021 school year marked a shift back to a building-level Principal/Assistant Principal leadership model after utilizing a district-level Dean/Director model since 2013-2014.

When the school district completed the self-reflection in 2018-2019 and participated in a Collaborative Conference in 2021, the district was seeking district-wide accreditation. Administrative changes and significant staff turnover at PES between 2021-2023, led to a pause of that pursuit. School administrators determined that the District Leadership Team, which served as NEASC Steering Committee from 2018-2022, would not convene in 2022-2023 as PES focused its efforts on new teacher induction. The PMHS Educational Leadership Team now serves as the NEASC Steering Committee.

In October of 2022 there were 545 students in the Pittsfield School District; 250 students PK-5, 135 students in grades 6-8, and 160 students in grades 9-12. There are seven students in out-of-district placements (down from fifteen in 2019-2020). The 2022-2023 average daily attendance rate at PES is 89% and at PMHS is 87%.

In October of 2022 the middle school exited its accountability status as a school in need of Additional Targeted Support and Improvement (ATSI) after the achievement scores of students with disabilities met the established growth value. At the same time, the high school was identified by the NH Department of Education as a school in need of Comprehensive Support and Improvement (CSI) due its graduation rates. The 2022 four-year graduation rate was 53.85% (the state average was 87.16%) and the five-year graduation rate was 69.70% (the state average was 89.63%). Both rates were substantial decreases from 2020; the four-year graduation was 80.95% and the five-year graduation rate was 81.25%.

Of the thirty-seven students in the 2022 cohort, twenty-three students graduated in June of 2022; thirteen students went to four-year colleges and universities, four students went to two-year colleges, and six students went into the workforce. College bound students were accepted to Castleton University, Colby-Sawyer College, Culinary Institute of America, Dartmouth College, Saint Anselm College, University of Northwest Ohio, University of Las Vegas, University of New Hampshire, University of Presque Isle, Wheaton, and William and Mary. Three students returned for a fifth year, four students pursued the HiSET, and four students dropped out. The 2022 district dropout rate was 2.50% (the state average was 1.51%). Twenty-five out of twenty-nine (86.20%) students are projected to graduate in the 2023 cohort and there are no dropouts as of February 2023 in this cohort.

PMHS continues to partner with Concord Regional Technical Center (CRTC). In 2022-2023, twenty-one students are participating in CRTC programs (compared to 11 students that participated in 2019-2020). One student also attends the Dover Regional Career Technical Center. PMHS continues to partner with the New Hampshire Technical Institute (NHTI) to offer Running Start courses. In 2022-2023, ten students are enrolled in English Composition, ten students are taking Psychology, and two students are taking Calculus. In 2023-2024, Running Start courses will include College Algebra, Calculus, English 12 Composition, English 12 Introduction to Literature, and Psychology.

Core Values, Beliefs, and Vision of the Graduate

The current mission and vision (updated in 2019) of the Pittsfield School District is represented in a graphic, which has been uploaded to the home section of the accreditation portal. The core values and beliefs statement established in 2013 has not been updated to reflect the current mission and vision.

In support of our vision and mission, we value:

1. A Student Centered Environment

- Students believe and demonstrate that they have voice and choices in their education;
- Students are treated respectfully as unique individuals by all members of the school community;
- Students are provided with an environment that is safe and promotes their ability to learn and grow, both as individuals and as members of a larger society;
- All decisions are based on what is in the best interests of our students.

2. Student Ownership for Learning

- Students take responsibility for and ownership of their own learning;
- Students are assisted to become self-directed and accountable for their own learning and personal development;
- Students are provided with the opportunity to exercise their voice in all aspects of decision-making regarding their learning and their school.

3. Personalized Learning

- Academic, cultural, and socio-economic diversity is respected;
- Learning styles of students guide instruction;
- Students are provided with the opportunity to choose and structure the learning path that best suits them;
- Students design performance assessments based on competencies;
- Personalization is supported through a range of practices, including student-led conferences, personalized learning plans, extended learning opportunities, student advisories, and inquiry learning.

4. Rigor

- Students are supported in reaching their full potential through high expectations;
- Students and teachers collaborate to develop rigorous projects and assessment rubrics;
- Students and teachers are encouraged and inspired to reach their full potential through a school culture of high rigor.

5. Teachers as Facilitators

- Teachers serve students more as coaches of learning rather than distributors of direct instruction;
- Teachers employ anytime, anywhere learning opportunities to the greatest extent possible;
- Teachers utilize team and inquiry learning practices.

6. High Achievement

- High standards are established and maintained;
- Students are provided with multiple learning opportunities to attain high levels of achievement;
- Learning activities promote deep understanding rather than superficial knowing;
- Learning activities focus on facilitation of learning and the personal development of students to become successful 21stCentury learners.

7. Post-Secondary Readiness

- By senior year, students demonstrate mastery of the district's core curriculum;
- Students have access to resources, support, and services to help them prepare to meet post-secondary goals;
- Graduating seniors develop realistic and ambitious plans for college and/or careers;
- Students report that that they are confident in their skills and abilities for post-secondary pursuits.

8. Community Engagement

- Our community is well informed about the work of the school district;
- Community members know that their voices are heard and that their opinions are valued;
- Our community understands the connection between strong schools and a strong community.

9. Personal Accountability

- Members of the school community practice active communication to improve accountability;
- Members of the school community accept responsibility for their own actions; we acknowledge both shortcomings and successes.

Guiding Principles

The Pittsfield School District commits to the following principles and practices in support of our values, vision, and mission:

- Creating an environment that supports the development of meaningful voice and choice for every student;
- Enhancing each learner's acquisition of knowledge and skills through learning that occurs anytime and anywhere;
- Building motivation for learning through the establishment of strong partnerships;
- Developing schools that demonstrate supportive relationships, academic relevance, and rigor through strong and mutually beneficial ties with the entire community;
- Fulfilling post-secondary aspirations through high standards, high expectations, and high achievement, and
- Expecting learners to demonstrate mastery of knowledge and skills through authentic assessment.

Vision of the Learner Statements (established in 2022)

Pittsfield Elementary School (K-5)

Collaborator

- Learn from and collaborate with community members
- Open to others ideas, opinions, and differences in order to work toward a common goal
- Appreciation of others

Communicator

- Communicate effectively both orally & in writing
- Active Listener/ empathetic
- Gather facts/details to support your point of view
- Use language appropriate for the audience
- Develop self-reliance, but knows when to ask for help
- Advocates for self and others among both peers and adults

Engaged Learner

- Be aware of community and its resources

- Demonstrate academic proficiency (Reading, Writing, Math, Social Studies, Science, UA)
- Perseverance
- Invested in lifelong learning
- Executive functioning skills
- Demonstrates empathy, compassion and respect for others
- Real life application of academic skills

Innovator

- Demonstrates resilience through appropriate risk-taking
- Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve their understanding or create new solutions
- Builds resilience through risk-taking and setbacks

Pittsfield Middle School (6-8)

Personal

- Students are socially responsible
- Students accept feedback
- Students effectively manage time
- Students demonstrate ownership of their education
- Students demonstrate character/moral compass (respectful, trustworthy, and citizenship)
- Students will demonstrate digital citizenship
- Students are communicators (use a variety of modes; written, spoken, and able to listen and comprehend)

Problem-Solving

- Students participate in a group
- Students are able to advocate for themselves when a problem arises or when you are trying to reach a goal
- Students revise
- Students are problem solvers (technology, ask relevant questions, and perseveres when challenged)
- Students will demonstrate efficient research skills
- Students will self initiate tasks using provided resources prior to seeking assistance
- Students apply knowledge and transfer skills

Communication

- Students present to small groups
- Students use technology to engage
- Students effectively communicate ideas in writing
- Students engage in conversations and activities with people of varying perspectives
- Students listen to other ideas and give effective feedback

Knowledge Based

- Students demonstrate perseverance
- Students are able to do grade level math
- Students effectively create multi-paragraph written works with connecting and fluent ideas
- Students are able to read and write effectively (analyze and understand grade level text)
- Students effectively use and understand content specific and grade level vocabulary
- Students are able to write legibly and type competently, present to a small group, and construct complete sentences and paragraph with proper spelling and mechanics
- Students can properly cite sources

Pittsfield High School (9-12)

Personal Skills

- I can organize my tasks and manage my time effectively
- I can recognize my emotions and respond constructively
- I can invest in myself by owning and taking responsibility for my learning
- I can articulate personal values and consider alternative viewpoints effectively and responsibly when working in diverse groups
- I can understand, support, and maintain my own physical, social, and emotional well being.
- I can demonstrate a growth mindset through self-awareness, self-motivation, self-control and self-advocacy
- I can demonstrate empathy and compassion for others

Professional Skills

- I have developed post-secondary goals, developed plans to complete these goals, and demonstrated the ability to be flexible in response to an ever-changing world.
- I can conduct myself with integrity and decorum in a manner consistent with my plans and goals.
- I can demonstrate workplace etiquette and effective communication skills.
- I can demonstrate responsible citizenship by being accountable for personal decisions and actions.

Research Skills

- I can ask questions
- I can gather, organize and evaluate information
- I can recognize relevant, reputable sources
- I can extract and utilize information
- I can persevere and overcome barriers to understanding
- I can make informed decisions
- I can demonstrate curiosity about my surroundings and constant questioning and investigating

Problem Solving Skills

- I can apply an intentional process to efficiently and effectively solve problems independently
- I can think creatively and flexibly, take risks, and apply information in novel ways to develop innovative solutions and strategies
- I can design and evaluate the results of tests to analyze the effectiveness of my solution
- I can create new products / solutions with value and meaning to address authentic problems
- I can perform and apply numeracy skills and computational thinking for a variety of purposes
- I can engage in collaboration, inquiry and the design process to improve outcomes
- I can use relevant information and technology to solve problems and communicate solutions
- I can design questions, make predictions, generate data and collect information
- I can analyze and evaluate data and information to draw conclusions
- I can identify patterns, trends and relationships in order to generate solutions
- I can persevere and show resilience when confronted with challenges, and learn from failure
- I can use specific, accurate, reliable information when making decisions and setting a course of action

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Pittsfield Middle High School in Pittsfield, New Hampshire. The visiting team members spent four days conducting a virtual visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each

conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

Pittsfield Middle High School (PMHS) provides a safe environment. Exterior doors are locked during the school day, and entry to the school is limited to the main office door. Visitors are buzzed in; guests receive passes after signing in. The school has multiple security cameras to monitor common areas. While the school does not have a designated SRO, it does have a memorandum of understanding with the Pittsfield Police Department. Relationships between PMHS and the Pittsfield Police Department are collegial and supportive; police often come to campus to provide traffic support at the start and dismissal times, and individual officers sometimes come to school to make classroom presentations or join students in athletics and activities. The district receives an annual inspection report from the Pittsfield Fire Department. The Safety Committee regularly reviews potential safety issues. Each classroom utilizes a list of safety procedures, including reverse evacuation, lockdown, shelter in place, building evacuation, secure campus, and clear hallways. Emergency procedures are drilled ten times during the year. The student handbook outlines expectations for student behavior and the discipline policy. The school is orderly and has few disciplinary referrals; in the 2022-23 school year, the most common behavioral intervention was for students being tardy. The school creates a safe emotional environment for students by ensuring they are both known and appropriately supervised by adults. Students report close relationships with their current teachers and advisors and with all adults in the building. Students frequently seek out teachers in their rooms for extra help, to work on shared projects, or to have a quiet place to eat and study. The school has clear norms for how students should treat each other; these norms are posted on posters throughout the building. Students report feeling safe at school.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

Pittsfield Middle High School has written documents describing its core values, beliefs about learning, and vision of the learner. In January of 2013, the Pittsfield School District adopted a new set of core values and beliefs about learning. Completing the vision of the graduate was identified as a priority area for growth during the Collaborative Conference. In 2021-22, all staff members in the district began reviewing and amending the vision of the learner and the school mission statement. The school finished its work on its vision of the learner statements in August 2022.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

There is a written curriculum for all courses in all departments and grades at Pittsfield Middle High School. All courses have documents outlining competencies to be developed, rubrics for assessing student progress, and year-at-a-glance information. The school has developed a format for shared syllabi which includes the five logic model focus areas; a course description; core competencies to be developed; descriptions of assessments, and expectations for students. The school has also developed and trained teachers to understand and use a shared Universal Design for Learning templates for each unit of study. The template includes goals for skills and content; instructional strategies; anticipated areas of struggle for students; differentiation strategies; and assessments that allow for student choice in demonstrating mastery of essential content. Approximately 95 percent of all courses at Pittsfield Middle High School have written units in the UDL format. The curriculum for all courses is posted on the school's website.

Rating

Meets the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

Pittsfield Middle High School has a current school growth plan which consists of two related plans: the district-wide logic model and the building-level work plan, which drives the yearly calendar of professional learning. The logic model, last revised in 2017, identifies five focus areas: student ownership of learning, increased student achievement, work and study habits, systems and infrastructure, and community engagement. School-wide discussions in the 2018-2019 school year generated initiatives associated with these five areas. The logic plan and the initiatives it spawned, together with evolving school needs, drive the school's yearly work plan, which is developed by the Educational Leadership Team each summer. The school is currently beginning work on revising and updating the logic plan, which will likely involve changing its format to resemble a more typical school improvement/growth plan.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

Pittsfield Middle High School has a range of formal and informal intervention strategies to support students. Skills courses and guided study halls deliver IEP and 504-related instruction. The Flex program supports students who need assistance with self-regulation and behavioral management and serves as a transition program for students who have been out of the building for an extended time or are significantly behind in credits. Formal identification of students needing additional support starts with a Progression of Supports (POS) referral. This includes teacher reflection (including strategies already attempted by the classroom teacher), Common Planning Time Team reflection, an Intervention meeting, and an Intensive meeting. When a student is identified as a student with a POS, a member of the administration is assigned to that student to oversee the POS process. School nurses develop health plans for individual students as appropriate. Student support also has an ongoing informal aspect. Some Common Planning Time each week is dedicated to discussing student progress and developing strategies to support students within content area classrooms. There is a culture of students seeking out teachers when they have a free moment. Because teachers believe that all PMHS students are “their students,” students often seek out support from educators who are not their current teachers. Middle school educators run drop-in after-school help sessions on Tuesdays and Thursdays during the second semester, and high school educators offer additional support to students both during weekly content blocks which occur each Wednesday afternoon and in after-school support sessions which occur at least once a week.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

Pittsfield Middle High School has a facility that ensures a safe and healthy environment for students and staff and supports the delivery of school programs. Though the building was first built in 1945, it has been added onto and extensively renovated. The facility follows all applicable federal and state laws and complies with local fire, health, and safety regulations. The building is meticulously cleaned and cared for. Repair and maintenance issues are almost always addressed "in-house" first and only contracted out as needed. Since the Collaborative Conference, the district has replaced all aging Smartboards and provided students with Chromebooks as part of grades 6-12 1:1 initiative. The Wi-Fi infrastructure is capable of supporting these devices. The superintendent has developed capital plans for building repairs and technology to ensure funds are available for future updates and repairs.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets	Meets	Meets	Meets
1.2a - Learning Culture	Does Not Meet	Does Not Meet	Meets	Meets
2.2a - Student Learning	Does Not Meet	Does Not Meet	Meets	Meets
3.1a - Professional Practices	Meets	Meets	Meets	Meets
4.1a - Learning Support	Meets	Meets	Meets	Meets
5.1a - Learning Resources	Meets	Meets	Meets	Meets

Priority Area 1

Priority Area

Develop a district-wide logic model and work plan (school growth plan).

Action, Impact, and Growth

Since the Collaborative Conference, Pittsfield Middle High School has integrated the five focus areas from their district logic plan into their shared curriculum template. The PMHS Educational Leadership Team (ELT) has continued to use the logic model focus areas to develop yearly work plans to guide school growth. In the summer of 2022, the ELT built on the logic and work plans by using an initiative mapping protocol to identify professional development priorities and create a professional learning plan. This work has also been informed by the school's development of its vision of the learner.

Highlighting the focus areas of the logic model and integrating them into syllabi, work plans, and professional development plans has woven the focus areas tightly into the school's culture and practices. Despite high teacher turnover in the building and leadership change in the SAU, the vision and mission embodied in the logic plan and the specific pedagogies of competency-based learning, universal design, and individualized learning used to support it, have remained priorities of the district. This is reflected in the curriculum work and vision of the learner which have been cornerstones of the school's growth since the Collaborative Conference.

The next steps on this priority area identified by the school include moving away from the format of the logic model while maintaining its fundamental principles. The Educational Leadership Team intends to merge the focus areas of the logic plan, the initiatives embodied in their work and professional development plans, and the actions needed to help students realize the vision of the learner into a single school growth/improvement plan. They will work with the consulting group West Ed to achieve this. Their goal is to complete this plan by June 2023. The visiting team concurs with this plan. Now that all the fundamental guiding documents have been created, having these priorities collected in one user-friendly document will help the school track their progress, measure growth, and make clear to all stakeholders the school's commitment to a continuous cycle of reflection and improvement.

Recommended Next Steps

Consult with WestEd on developing a school improvement plan.

Investigate sample formats for school strategic plans/ growth plans/ improvement plans.

Select a format which best meets the needs of the school.

Populate the new planning document with the information from existing documents and any additional requirements or suggestions from WestEd.

Share the draft document with students and community stakeholders to continue educating the board and the wider community about the work of the school and to get input for collaborative revision.

Sources of Evidence

- department leaders

- priority area meetings
- priority area observations
- school leadership
- school summary report

Priority Area 2

Priority Area

Develop and implement a Vision of the Graduate/Vision of a Learner

Action, Impact, and Growth

The school has taken significant steps to develop and implement a Vision of the Learner (VOL). During the 2021-2022 school year, a staff focus group was established to guide the development and implementation of the VOL. Committee members attended NEASC workshops on the topic for training and engaged the entire staff in discussions about the topic. In the fall of 2021, the focus group organized a community forum and implemented a survey to collect input from community members. In January 2022, the focus group shared their work with the entire staff. The committee then used the input to draft the Pittsfield School District Vision of the Learner. In May of 2022, they held a second community forum to gather additional information. The finalized VOL was presented to the School Board for review and approval in August 2022.

During the 2022-23 school year, a small group of advisors are piloting a method for assessing student attainment of the VOL. As part of their spring student-led conferences, students in these advisories will identify and reflect on work they have done that reflects the four elements of the VOL. Based on the results of this pilot, revisions to the VOL will be considered.

After this pilot year, the school plans to use it in all advisories. Another intended next step includes developing a visual representation of the VOL.

Recommended Next Steps

Consider ways that the attributes in the VOL are already assessed as competencies within the existing curriculum, not to limit student self-reflection, but as a mechanism for assessing whether all aspects of the VOL are being developed in PMHS curricula.

Explore the possibility of adding the aspects of the VOL focused on in future revisions of the shared curriculum template.

Sources of Evidence

- department leaders
- priority area meetings
- school leadership
- school summary report

Priority Area 3

Priority Area

Complete the documentation of the curriculum.

Action, Impact, and Growth

The PMHS professional learning plans for the 2020-21 and 2021-22 school years allocated substantial time for documenting the curriculum of all courses using shared curriculum templates. During that time, the Universal Design for Learning (UDL) team provided guidance and support for aligning the curriculum to UDL principles. Common Planning Teams (CPT) used CPT time to discuss curriculum documents. Small teams of veteran teachers received stipends to review and make suggestions for revising the UDL units created by individual teachers. Veteran teachers also used time for curriculum articulation (or received a stipend during summer months) to create UDL templates for independent studies, Learning Studios, and Summer Academies. Starting in spring 2022, department chairs began moving all curriculum documents to a shared Google Drive. A website has been created to enable all stakeholders to access curriculum documents (competencies, rubrics, syllabi and UDL units). The website went live in February 2023.

The process of creating and sharing the curriculum documents has deepened course alignment within and across departments and raised awareness of which competencies and content are taught in grade-level teams. The process of writing the UDL units in CPTs has deepened the understanding of UDL principles and their application among all staff. This shared repository of the curriculum has also been extremely helpful in a time of tremendous staff turnover. These resources save time for new teachers and mentors, benefit students, and help ensure that the district's efforts to create competency-based, UDL-informed instruction are not lost to the district when individual teachers leave their employment.

The next steps for the district include completing the handful of UDL units and syllabi that remain unfinished and adding more learning materials to the shared Curriculum Resources folder.

Recommended Next Steps

Prioritize completing the curriculum documents for the remaining classes to ensure equitable and shared learning experiences for all students.

Continue adding materials into the Curriculum Resources page to ensure all teachers, particularly new teachers, have access to the learning materials for each class.

Provide UDL training for new staff and provide opportunities for experienced staff to collaborate on deepening and refining their existing UDL practice.

Consider ways that some principles in Vision of the Learner could be linked to applicable existing curriculum documents.

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings

- priority area observations
- teachers

Priority Area 4

Priority Area

Develop short and long-term capital improvement plans for maintaining and updating the physical infrastructure of buildings and facilities, including technology infrastructure.

Action, Impact, and Growth

On November 17, 2022, the superintendent of schools presented a Capital Improvement Plan (CIP) to the Pittsfield School Board and Budget Committee. The plan outlined a sequential list of long-term district projects and purchases for the school board and budget committee to consider. It included outdoor maintenance equipment and eventual roof replacement for Pittsfield Middle High School. The superintendent has also presented a separate capital plan for ongoing technology upgrades to continue the existing Pittsfield Middle High School 1:1 Chromebook initiative and the wireless infrastructure needed to support it.

These plans have increased district budget transparency and enhanced district and town capacity to plan for future capital expenditures. Next steps include continuing to update these existing plans annually to ensure that they adequately reflect emerging district needs and priorities, as well as continuing to monitor potential grant monies which can help fund these projects.

Recommended Next Steps

Create a process for soliciting regular and ongoing input from stakeholders (students, staff, and community) to determine capital needs.

Review existing capital plans annually and update them as needed.

Monitor emerging grant opportunities that could help to fund capital needs.

Continue to share with the school board and budget committee for any necessary annual approvals.

Sources of Evidence

- central office personnel
- department leaders
- priority area meetings
- priority area observations
- school board
- school leadership

Part 3 - Reflection on Student Learning

Reflection on Student Learning

Instructional practices are consistently designed to meet the learning needs of each student. All teachers utilize Universal Design for Learning (UDL) principles to craft their instructional practices; they give students choices about how to meet the learning goals of the class. For example, in a Health class where all students had been assigned independent reading, a student with dyslexia listens to the article with headphones as the text reader program highlights the words. In a Geometry class, students have the option to choose problems of varying degrees of difficulty from the board. In a Chemistry class, students can work in small groups or individually to review their knowledge of molecules and molecular bonds. In a 6th Grade ELA class, students can work with paraprofessionals independently. In a Ceramics class, student work is self-paced. In a 7th Grade math class, teachers utilize data from students' NWEA Map results to personalize content for every student in the class.

Students are often active learners with opportunities to lead their own learning. Students are consistently given the opportunity to demonstrate their learning through various project-based summative assessments. For example, in a high school history class, students analyze Martin Luther King Jr.'s *I Have a Dream* speech and choose to either write an essay or create an infographic using the editing website Smore. In a 9th-grade English class focusing on identifying literary elements, students choose their own books, which they pitched to their teacher in 1:1 prepared interviews. Students in a 12th Grade ELA class work on their *Frankenstein* poster project and choose a theme from the book (ex: parenthood, playing God) for their summative assignment. In a Grade 10 Health class, students work on their cultural influences summative assignment based on their preferred cultural influence (LGBTQ stereotypes, influence of Christianity). In Advisory, all students prepare for Student Led Conferences (SLCs). SLCs happen twice a year; students plan these conferences with the support of a rubric. At the conference, they inform their parents about their progress and set goals for future learning. Students can propose their own mini courses in semester-long Learning Studios courses or choose from a multitude of offerings created by other students, including topics like business marketing, ghost hunting, exercise fitness, and crochet. Students interested in receiving a technical education can enroll in Concord Regional Technical Center (CRTC) classes; PMHS provides transportation. The district offers independent study opportunities and courses through online learning platforms such as VLACS and Apex to students. Five Running Start courses allow motivated juniors and seniors to take courses at the college level and earn college and high school credit.

Learners frequently engage in inquiry, problem solving, and higher order thinking skills. In a social studies class, all students each summarize a news story of the day on a Post-it. Students then rate which story they feel is the most important and explain why. In a 12th Grade ELA course, students choose a theme from *Frankenstein*, and as they read, they analyze how that theme is woven throughout the book. Finally, they create a visual to represent this theme. After reading *The Odyssey*, students work on making their own monster packet, designing and drawing their monster's history, likes, and dislikes. In Algebra II, students work on equations with limits and graphing—primarily working independently with the teacher giving encouragement but allowing students to struggle with their observations as they populate their graphs. In Intro to Band, students play “Riders in the Sky” while the teacher helps students articulate questions or explain barriers to their performance. A student in the CRTC Theater Class shares a project which includes creating a production company, producing a play, calculating a budget, creating a playbill with advertisers, and designing tickets—all while recognizing and troubleshooting any problems which may arise. In physical science and physics classes, students demonstrate their understanding of velocity by building vehicles and making predictions about their velocity and acceleration; students are given specific and measurable criteria for success as they reevaluate their cars and make adjustments.

Most learners demonstrate their learning through a variety of assessment strategies. PMHS uses a competency and standards-based grading system, which allows flexibility in how students demonstrate their learning. Teachers personalize assessment by offering students multiple pathways to demonstrate mastery. In Geometry class, students are assigned different triangle theorems, which they present to the class using Google slides;

their presentations include practice problems which they teach to the class, and homework problems, which they select from different math resources. In 11th grade English one student shares the song he created for the novel *The Things They Carried*; his music was written in minor tones throughout, setting a deliberate musical mood, while his lyrics demonstrate an understanding of the basic plot and some specific details of the novel, as well as a grasp of poetry conventions. Ninth-grade geopolitics students present their country research by creating pamphlets or making slideshows.

Learners always have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Teachers often check for understanding with their students to ensure they are making progress toward meeting learning goals. For example, in a 9th and 10th Grade Biology class, the teacher works his way around the groups to interact with all four groups to check for understanding and to answer questions. In a 12th Grade ELA class, the teacher moves from table to table, checking in with students' progress and providing instruction for next steps. The competency-based pedagogy of PMHS provides clear rubrics for all assessments and allows students to revise assessments and resubmit them until they show mastery.

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. In Personal Finance and Business Math classes, the teacher has flipped the classroom. Students watch videos of her instruction and work on projects and assessments during class time. All teachers post assignments in Google Classroom. Students consult the online student information system to understand which assignments they have submitted meet competency standards and which need to be revised. The PMHS yearbook is produced by students entirely online. Many students use their Chromebooks to access classes that PMHS does not offer through online learning programs such as VLACS

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

Pittsfield Middle High School (PMHS) has a history of innovation and collaboration that has been challenged by various factors, including the pandemic, a recurring political battle over closing the high school and sending students to other districts, and a high rate of staff turnover. The school has been working to build shared understandings of the strategies identified in the school's priority areas to support growth and improvement, including moving toward a strategically designed school improvement plan, finishing the Vision of the Learner, and creating an articulated curriculum using a UDL format for all courses in grades 6-12. The goals of collective responsibility for all learners and ensuring that students are known, valued, and connected have been, and remain, central purposes in the school; however, some common understandings that support practices central to this philosophy once held collectively have been lost or diluted in the face of turnover at the district and building levels. The Educational Leadership Team (ELT) is made up of the department chairs and team leaders for the building, and its members share a deep commitment to student learning and support, as well as a strong work ethic to do "whatever it takes" to get the work done that is needed to have that support in place. The Common Planning Time (CPT) afforded to all teams has been essential for this building of conceptual understanding for new staff and is led by members of the ELT. Unfortunately, because a great deal of their time is spent getting new staff up to speed with competency-based learning and their "brand" of student-centered education, these leaders have had little time to recalibrate themselves or invest in their own deepened study of their craft; much of their professional time is spent in the mentoring process, both formally and informally.

Conversations with community and board members confirm that the larger community does not have a strong grasp of competency-based education and the tenets of student-centered education that are foundational to the work at PMHS. Communication of the student-centered work and the distinctiveness of the learning community at PMHS have been overshadowed by multiple iterations of school closure debates, presenting a message perceived by many staff members as devaluing their work with students. The staff, once acknowledged for their innovation on a national level, are feeling reviled in the local social media for the very practices for which they have been recognized, and morale has suffered.

Currently, PMHS has a logic model tied to NEASC standards and created to document concepts in planning stages prior to a shift in district leadership. The team acknowledges that this work is no longer sufficient to serve as a strategic improvement plan. The school's designation as a Comprehensive Support and Improvement (CSI) School gives them access to state resources, including consulting with WestEd, and plans are to use that collaboration in conjunction with the NEASC report and foundational elements from the logic model to create a school improvement plan before the end of the school year. The team demonstrates not only a strong understanding of the need for the plan but of the process for development and the elements thereof.

The team recognizes that the Vision of a Learner is a work in progress, with assessment pilots happening in some advisories this spring. Feedback from those student-led evaluations will create the foundation for additional revisions of the Vision of the Learner. There are plans for all students to assess their progress in meeting the Vision of the Learner in all advisories during the 23-24 school year. Among the leadership team there is a solid foundational understanding interwoven with their student-centered focus about the importance of student ownership of their learning and authenticity of assessment. Their pilot demonstrates a willingness to evaluate their understanding of practice and to adapt to the data they receive from that process.

The articulated curriculum has been a large focus for the staff, and there is a generally shared understanding amongst teaching staff of the tenets of UDL. Course and unit-level templates are written for currently offered classes, and new offerings/electives for the fall are in the process of being completed.

The superintendent developed the evidence for the fourth priority area to create a capital improvement plan using

resources from prior district work on facilities planning. As he recognized the considerable burden borne by staff and building administration in preparing the documentation for the first three areas, the capital improvement plan (CIP) was developed with minimal current staff input but drew from past district needs discussions. As a result, there is a limited understanding on the part of current staff regarding the needs or rationale for the plan as presented. Further communication of the process and opportunities for input would create a stronger sense of ownership by the staff.

Commitment

There has been a strong commitment by PMHS to maintain their NEASC accreditation held since 1955. While shifts in the district structure and turnover made the goal of full district accreditation including the elementary school unattainable for this cycle, the dedication of the staff to move forward under difficult circumstances is recognized. The board has taken steps to stabilize the structure by naming the interim superintendent as superintendent for the upcoming year and by seeking to raise the beginning salary for teachers to be more competitive in relation to surrounding districts of a similar demographic; the voters approved that contract in March 2022. There is a commitment between the building and district administration to keep lines of communication open and to foster a strong working relationship for the benefit of PMHS.

There is also a considerable commitment of time for professional learning at PMHS. All teachers have both a prep period and a common plan time (CPT) with their team daily. They also have an early release each Wednesday to provide building-level time for ongoing curriculum and professional initiatives. While their pay scale remains on the low end of the state averages, their investment in professional learning for their staff is enviable. It is this time commitment that allows them to mitigate the high impact of staff turnover in the system. The school and district's commitment to their priority areas is clear in the allocation of time and resources. The school has provided extensive professional development and opportunities for professional learning in areas connected to their priority areas, as evidenced by its professional development schedule for the past two years. Additionally, the school dedicates a substantial portion of its collaboration time to the implementation of its goals.

Most importantly, there is a shared commitment amongst the staff to the well-being of students and to meeting their academic and social/emotional needs. Staff demonstrate a high level of collegiality in working with students, sharing the responsibility for extra help, vetting one another's work, and making sure that someone is available for student questions and support. Students go to whichever staff member is available or with whom they feel most comfortable; there is little to no evidence of territorial stances amongst staff, but a refreshing attitude of making sure that students—not adult egos—come first. The commitment to student-centered learning is also demonstrated in the learning studios every Wednesday, where students choose their enrichment area and work on a variety of offerings, from needlework, exercise science, and world languages, to movie production and dramatic performance, cooking, STEM, and literary exploration.

Competency

The school has a strong culture of collaboration and works together to accomplish goals. This includes creating student-centered classrooms with students doing the heavy lifting of learning and teachers acting as guides and coaches, increasing engagement, adjusting instruction based on the needs of learners, providing targeted interventions in the classroom when students struggle, and increasing the real-world relevance of curriculum and instruction. Central to all of this is the school's hallmark of ensuring that every student is known, valued, and connected through building strong, meaningful relationships.

Because of the turnover rate and lower monetary incentives for employment at PMHS, the incoming staff is often new to education, either coming straight out of college or beginning a new career under alternative certification. As new educators hone their craft, they are supported by faculty mentors and through a monthly new teacher training series led by the PMHS principal. Building staff capacity in competency-based education is a priority for PMHS and will be a continued focus in the next few years. Highlighting the benefits of competency-based education for all students, whether college- or workplace-bound should be a priority for the district with both staff

and community, especially since competency-based education is now a requirement under state law. Professional learning in social-emotional learning, trauma-responsive schools, UDL, and more help undergird the practice and shared understanding of staff. The ELT is well versed in “rapid prototyping”, a carryover from their time immersed in multiple initiatives and the school redesign process. This is an advantage as they undertake the school improvement plan and begin implementation; however, continued shared ownership of the process will require additional support from new staff as they “get up to speed,” and community involvement will be needed. Opportunities for ongoing growth exist. Competency-based learning, performance-based assessment, and the evaluation of the Vision of the Learner will require focus across all levels of the faculty as shared understandings are reset and established. Communication with all district constituents and the community will be key to sustainable success.

Capacity

The school has the necessary time, resources, and support needed to make progress on their priority areas. The school board is dedicated to ensuring educators have the support they need, including time and resources. Despite the recent and recurrent discussions on tuitioning high school students to other districts, support for the CBA raising starting salaries and maintaining time for professional learning is evident. This could be a concern in a rural district with high turnover; nonetheless, the team at PMHS has displayed remarkable resiliency in this area.

The school has a schedule with a weekly early release that creates ninety minutes every week for professional development and collaboration; educators also attend 3.75 hours of after-school meetings each month. In addition to funds specified for individual teacher course and workshop reimbursement, the district routinely provides adequate funds for the district-guided improvement of instruction, which can be used to send educators to conferences, purchase materials for book studies, or bring specialists to the district at the discretion of the administration. The district is a part of CAST, to support ongoing professional development for our Universal Design for Learning team and our staff curriculum efforts. Within PMHS, continuous growth is supported through a variety of existing team structures, including Common Planning Teams, Departments, Content Areas, focus groups, Educational Leadership Team, Site Council, and Universal Design for Learning team. While the use of educational rounds/peer observation and protocols for discussion of text resources, student work, and curriculum plans have decreased recently due to turnover and temporary changes to priorities, these support tools have been components of past practice and are recommended for continued support for PMHS's student-centered focus on instruction.

When the school begins implementing the Vision of the Learner, it will be essential to dedicate similar time and resources to build shared understanding, commitment, and competency in the areas necessary for success. Developing a strategic improvement plan, while well within the competency of the staff to create, will be most successful with input beyond their “four walls.” While the goal is to have a draft plan for June 2023, using that plan as the basis for ongoing conversations about the work with the community will be crucial to bridge any communication gaps. Crafting the message around the work being done at PMHS is important, and students may prove to be the best ambassadors in that process. Reconnecting the school's work to the district's larger vision with strong collaboration between schools and the central office will foster an understanding of the relationships between levels and the importance of all voices partaking in the process.

Additional Information

Additional Information

Standard 2 Principle 9

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School*

During the pandemic we purchased Chromebooks for all students in grades 6-12. All students now have access to technology to support, enhance, and demonstrate their learning. Students and teachers collaborate digitally to support learning. We shifted our instructional practices during the pandemic to support student learning. A variety of online tools and resources, such as Google Classroom, Zoom, and instructional videos were utilized during and after the pandemic. Students also use technology to engage in learning beyond the school building and school day.

The Visiting Team concurs with this change in rating.

Commendations

Commendation

The staff takes a consistently collaborative approach to supporting students and employs the motto that all students are everyone's students

Commendation

The flexibility and creativity of the staff in meeting individual student needs, as evidenced by the many options for individualized learning, including independent studies, online courses, and dual enrollment programs

Commendation

The resilience of the staff in the face of challenges from all sides and their determination to do "whatever it takes" to meet student and school needs

Commendation

The efforts to ensure that students feel known and supported by all staff

Commendation

The school schedule that includes professional learning and collaboration time (shared planning blocks, early release Wednesdays) which are effectively used to enhance staff capacity to meet school goals and student needs

Commendation

The student-led conferences which are a meaningful opportunity for students to reflect on their learning and share it with others

Commendation

The efforts of teachers to provide students choice in projects and allow them to get extra help and revise to meet competency benchmarks

Commendation

The feeling among students that they are in control of their grades and know that they can meet competency benchmarks with effort; most students are not anxious about grades.

Commendation

The learning studios that provide student voice and choice in their learning as well as opportunities for leadership roles

Commendation

The physical spaces of the school which are welcoming and comfortable for students and the décor which includes many examples of student work

Additional Recommendations

Recommendation

Create structures that enable school personnel to frequently and sustainably engage in dialogue with the school board and community to build greater understanding of the practices within the school, receive feedback, and develop supportive and collaborative relationships

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Ms. Sandy Crawford - Lincoln-Sudbury Regional High School

Assistant Chair: Mrs. Ruth Ellen Vaughn - Farmington School District

Team Members

Mr. Josh Beer - Fall Mountain Regional High School

Colleen DesRuisseaux - Bow High School

Ms. Natasha Reiner - Laconia High School



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

SUPERINTENDENT’S REPORT
 August 3, 2023

The Administration continues to work toward filling open positions. The following are the current open positions:

6th Grade Teacher

1st Grade Teacher

We continue to review applications as they come in and interview to determine the best candidate to bring to the Board.

Cost Differential to date:

Position	Budgeted Salary/Benefits	Contracted Salary/Benefits	Variance
PES Principal	\$ 124,759	\$123,408	\$ 1,351
PES SPED Teacher	\$ 48,039	\$ 59,776	(\$11,736)
PES SPED Teacher	\$ 64,646	\$ 86,029	(\$21,383)
PMHS Library/Media	\$ 68,413	\$ 56,621	\$ 11,792
PES Music	\$ 68,722	\$ 47,402	\$ 21,370
PES 5 th Grade	\$ 58,332	\$ 47,856	\$ 10,476
MS Science	\$ 87,074	\$ 56,032	\$ 31,042
HS Science	\$ 58,953	\$ 84,306	(\$25,353)
HS Math	\$ 87,074	\$ 0	\$ 87,074
MS SPED Teacher	\$ 76,716	\$ 48,039	\$ 28,667
PES School Nurse	\$ 88,633	\$ 85,464	\$ 3,170
1 st Grade Teacher	\$ 63,474	\$102,915	(\$40,518)
6 th Grade Teacher	\$ 67,972	\$ 48,039	\$ 19,333
Behavior Intervention	\$ 57,058	\$ 59,924	(\$2,866)
Asst. Principal PES	\$ 138,059	\$ 143,988	(\$5,926)
2 nd Grade Teacher	\$ 58,332	\$ 66,501	(\$8,169)
Para Adjustments	\$ 35,081	\$ 24,164	\$10,917
6 th Grade Teacher	\$ 61,457		
1 st Grade Teacher	\$ 48,039		
Spanish	\$ 62,396		
		Total	\$ 100,849

The Proposal for the unanticipated revenue will be presented at the meeting on August 3. The Board will receive a copy by August 2nd.



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

TO: The Pittsfield School Board
FROM: Bryan Lane
DATE: 7/31/23
RE: Nomination for First Grade Teacher

Please accept this as the nomination for Darien Stratton to fill the open position of first grade teacher at PES. Ms. Stratton has a Bachelor of Science degree from Southern New Hampshire University in Business Administration and is working on her Master's Degree from the University of New Hampshire in Education. She has a year of teaching experience in the Farmington School District. Ms. Stratton would be an Alternative 4 candidate for this position and we would work with her to gain her full certification in elementary education.

Mrs. White was impressed with her positive attitude and desire to come to PES and has recently become a Pittsfield resident. Her references from Farmington indicate that she is an advocate for students and worked diligently to improve her teaching skills throughout the school year. Her team leader from last year felt that she was always willing to reach out for ideas and strategies on how best to work with children and families. Throughout the school year, Mrs. Stratton gained in skill and confidence and she recommends her to us with high regard.

There have been limited candidates for all positions. Ms. Stratton was interviewed by Mrs. White. The budgeted salary for this position is \$41,112. I recommend a motion to elect Darien Stratton as an elementary school teacher at Bachelors +15 Step 1, a salary of \$37,429. After this hire, the balance in the salary and benefit account will be \$94,748

Darien Stratton

Teacher

Pittsfield, NH 03263

darienstratton05@gmail.com

+1 603 341 2691

Authorized to work in the US for any employer

Work Experience

Health Education Teacher

Farmington School District - Farmington, NH

August 2022 to Present

Teaching Health Education for grades 4-8

Instructions on injury and personal safety, functions of the body, nutrition, physical fitness, substance abuse and prevention

Creating Lesson Plans and Curriculum daily.

Data and Grants Manager

Farmington School District - Farmington, NH

September 2021 to August 2022

- Manage all student and staff data in our SIS system
- Oversee Grant Money and Reporting for the state
- Take part on special projects for the district

Patient Account Coordinator/Medical Biller

Interventional Spine Medicine - Barrington, NH

September 2020 to September 2021

- Customer Service
- Patient accounts and payments
- Set up payment plans and maintain them
- Administration task

Medical Billing Specialist

Granite State Podiatry - Manchester, NH

January 2016 to March 2020

- Administration task
- Incoming and outbound calls
- Billing
- Make appointments
- Faxing and scanning

Education

Master's degree in Education

Southern New Hampshire University - Manchester, NH
August 2022 to Present

Bachelor's degree in Business Administration concentration in HR

Southern New Hampshire University - Manchester, NH
May 2016 to August 2022

Skills

- Microsoft programs (10+ years)
- Medical Billing
- Front Desk
- Front Office
- Reception
- Administrative Assistant
- Excel
- Scheduling
- MS Office
- Receptionist
- Billing
- Microsoft Excel
- Microsoft Office
- Outlook
- Word
- Data Entry
- Filing
- Marketing
- Sales
- accounting
- Medical Records
- Medical Scheduling
- Insurance Verification
- Medical Receptionist
- Medical Office Experience
- HIPAA
- Medical Terminology
- Management

Assessments

Customer service — Proficient

September 2020

Identifying and resolving common customer issues

Full results: Proficient

Supervisory skills: Motivating & assessing employees — Proficient

July 2021

Motivating others to achieve objectives and identifying improvements or corrective actions

Full results: Proficient

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Additional Information

Presidential Award given from Autofair Honda for outstanding customer service.

PROPOSED CHANGES TO CO-CURRICULAR SALARIES

Category	Current	# of positions	Total Cost	Proposed	# of positions	Total Cost
1 Elementary Band	\$ 3,000.00	1	\$ 3,000.00	\$ 3,000.00	1	\$ 3,000.00
2 PES Team Leader	\$ 1,400.00	6	\$ 8,400.00	\$ 1,800.00	6	\$ 10,800.00
2 PMHS Team Leader	\$ 1,400.00	9	\$ 12,600.00	\$ 1,800.00	9	\$ 16,200.00
3 Grade 11 Advisor	\$ 1,000.00	1	\$ 1,000.00	\$ 2,000.00	1	\$ 2,000.00
3 Grade 12 Advisor	\$ 1,000.00	1	\$ 1,000.00	\$ 2,000.00	1	\$ 2,000.00
3 Drama Club	\$ 800.00	1	\$ 800.00	\$ 2,000.00	1	\$ 2,000.00
3 Yearbook	\$ 1,000.00	1	\$ 1,000.00	\$ 2,000.00	1	\$ 2,000.00
4 Student Council- HS	\$ 800.00	1	\$ 800.00	\$ 1,000.00	1	\$ 1,000.00
4 Student Council MS	\$ 800.00	1	\$ 800.00	\$ 1,000.00	1	\$ 1,300.00
4 Advisory Council	\$ 800.00	1	\$ 800.00	\$ 1,300.00	1	\$ 1,000.00
5 Grade 6 Advisor	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Grade 7 Advisor	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Grade 8 Advisory	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Grade 9 Advisor	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Grade 10 Advisor	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 IMPACT Team Adv.	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Justice Committee	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 NHS	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 PES Coding	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Ski Club Elementary	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Ski Club PMHS	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Art and Lit Magazine	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Cheer Club	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Chess Club	\$ 350.00	1	\$ 350.00	\$ 300.00	1	\$ 500.00
5 FBLA	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
5 Gaming Club	\$ 350.00	1	\$ 350.00	\$ 500.00	1	\$ 500.00
Varsity Coaches	Increase of \$1,500 per sport			\$1,500.00	6	
Middle School Coaches	Increase of \$1,000 per sport			\$ 1,000.00	6	

PROPOSED USE OF UNANCTIPATED REVENUE FROM CHANGE IN ADEQUACY FORMULA

Activity		Cost	
			\$ 444,000.00
Tax Relief for Fall of 2024	Guarantee in the fund balance	Would not be added to reserve fund	\$ 75,000.00
Reading Specialist	Work in grades 6-12	\$70,000 with full benefits	\$ 100,800.00
Social Worker	Take Position out of grant	Masters Step 5 full benefits- half from Foss Family Fund	\$ 37,032.00
Math Interventionist	Move .6 Title 1 To PMHS	Masters Step 5 full benefits	\$ 74,064.00
Billing Clerk for business office	New position	25 per hour @ 20 hours per week.	\$ 30,000.00
PES playground equipment	Become more ADA compliant	nothing budgeted at this time.	\$ 27,000.00
Technology Assistant	work with Tech director	25 Hrs per week , \$25 per hour	\$ 32,500.00
Increase Stipends for after school activities	Create a categorized scale	Current compensation begins @ \$300 per activity	\$ 28,500.00
After school academic program for HS	ESSER Grant funded	2 teachers 4 hrs per week 30 weeks @ \$35 per hours	\$ 10,700.00
New Field Trip experiences	More experiences for students	Transportation costs, 8th grade Washington DC?	\$ 9,000.00
Increase supply account	Decrease burden on families	Increase formula by \$20 per student	\$ 7,000.00
College and university tours	More experiences for students	Bus transpiration	\$ 5,000.00
Browne center field trip	Team building for grade 9	Fess and transportation	\$ 3,500.00
Annual Mulch for PES Playground	This has not been budgeted	30 yards @ \$45 per yard	\$ 1,350.00
Supplies for after school programs	Snacks and materials	nothing budgeted at this time.	\$ 1,000.00
Learning studio fund	Equipment and supplies	nothing budgeted at this time.	\$ 1,000.00
			\$ 443,446.00
If Grant does not come through, we would fund this instead of the Billing Clerk.			
Security upgrades if grant is not approved	Cameras for PES and PMHS		\$ 30,000.00

IJL-R

draft

CHALLENGES TO BOOKS AND OTHER LIBRARY MEDIA MATERIALS

INFORMAL COMPLAINTS

Students, parents, teachers or specialists, administration, or community members who are concerned about the appropriateness of library materials may make informal complaints in public and to library staff members. The complainant may voice the objection to the school librarian, a teacher, or the principal. In some cases, the individuals simply want their objections heard and have their concerns acknowledged, while in other situations, the person making the complaint asks school staff to restrict or remove the library resource. One important part of the informal complaint process is listening respectfully to the complainant's concerns. Although listening to a person's complaint is sometimes as far as an oral complaint goes, it is necessary for every library/media center to have a process for handling informal patron concerns. A formal complaint process often follows a verbal discussion with a library staff member, Library Media Specialist, teacher, or school principal and acknowledges the right of the individual to express a concern and have their objections formally reviewed.

Persons with a complaint about library print or digital resources should state their concerns. As part of the discussion, the school employee will explain the selection policy, selection criteria, diversity of the collection with resources from many points of view and the selection process. Each parent/guardian has the right to determine the appropriateness of library resources for their children.

If the complaint is not resolved informally, the Library Media Specialist or principal will explain the formal reconsideration process and provide the individual with a copy of district's library selection policy with reconsideration procedures and a request for reconsideration of library resources form. All complaints to staff members shall be reported to the building principal, whether received by telephone, letter, e-mail, or in personal conversation. No library resources should be removed or restricted from use as a result of the informal complaint.

If the completed and signed formal request for reconsideration form has not been received by the principal within two weeks, the matter shall be considered closed.

FORMAL RECONSIDERATION

Persons who are concerned about the appropriateness of library resources or are unsatisfied with the response from an informal discussion, may choose to make a formal request for reconsideration of the material in question. A formal reconsideration request is a written document that is usually reviewed by an assigned library staff member or committee. In order to provide a standard method for receiving patron input, a written process for handling formal complaints is part of the reconsideration policy. This serves as a guideline when reviewing, evaluating, and processing formal reconsideration requests. Adding timeline requirements to the reconsideration process ensures that complainant concerns will be addressed in a timely fashion.

HANDLING FORMAL COMPLAINTS

1. The complainant should be referred to the principal.

2. The concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of reconsideration materials.
3. The complainant is required to complete and submit the reconsideration form to the principal within ten business days.
4. If a completed reconsideration form is not submitted within the ten business days, the matter is considered closed.
5. Upon receipt of the form, the principal should notify the superintendent, the Library Media Specialist, and the reconsideration committee, who is appointed by the principal and consist of a teacher, building level administrator, a reading specialist or language arts teacher, and a member of the community.
6. The material in question will remain on library shelves and in circulation until a formal decision is made.
7. The Library Media Specialist will obtain copies of the material in question for review by the reconsideration committee.
8. The committee will schedule a formal meeting within ten school days after the principal receives the written request for reconsideration. The principal notifies the superintendent as to this schedule.
9. All committee members will fully review the resource before voting.
10. During the initial or subsequent meetings, the committee will make its decision by secret ballot by simple majority to retain, move the material to a different level, or remove the resource.
11. The committee's written decision will be presented to the complainant and the superintendent within five days of the decision.

12. If the complainant is not satisfied with the decision, a written appeal can be made within ten school days to the superintendent, who will appoint a district-level committee to consider the appeal.
13. If the complainant is not satisfied with the district level reconsideration committee decision, an appeal may be made to the Board of Education within ten days of the district-level decision.
14. The Board of Education decision will be final, and the superintendent will implement the decision, which will stand for five years before new requests for reconsideration of those materials will be entertained.

SAMPLE LETTER TO PERSON REQUESTING RECONSIDERATION

Pittsfield School District

PMHS SITE COUNCIL

The Board recognizes the PMHS Site Council as the governing body of Pittsfield Middle High School. The Site Council has the authority to make recommendations on all policies and procedures contained in the *Pittsfield Middle High School Student and Family Handbook*. All modifications to the *Handbook* must be approved by the Board.

- A. The Site Council is made up of nineteen voting members, which includes ten students, six staff members, and three community members.
- B. The Pittsfield Middle High School dean of instruction, dean of operations, director of college and career readiness, director of student services, and director of Title I and interventions are non-voting members.
- C. The Site Council will meet twice a month during the school year and as needed during the summer months.
- D. A quorum, or two-thirds of voting members, must be present to vote on items.
- E. All items considered by the Site Council must be passed by a simple majority.
- F. The Pittsfield Middle High School dean of operations has the authority to veto an item passed by the Site Council, but the Site Council can override the dean's veto with a two-thirds vote of voting members.
- G. A decision made by the Site Council may be appealed and heard by the Site Council. The School Board has the authority to hear the final appeal.

Adopted: August 9, 2012
Amended: May 5, 2016
Reviewed: November 16, 2017

BGC

Pittsfield School District

POLICY REVIEW AND EVALUATION AND MANUAL ACCURACY CHECK

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a continuing basis.

The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The superintendent is given the continuing commission of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the superintendent to recall all policy and regulations manuals periodically for purposes of administrative updating and Board review.

Adopted:	September 9, 1981
Amended:	September 24, 1992
Reviewed:	August 19, 1996
Reviewed:	December 18, 2008
Amended:	November 2, 2017

ACE

Pittsfield School District

PROCEDURAL SAFEGUARDS: NONDISCRIMINATION ON THE BASIS OF HANDICAP / DISABILITY

The district will ensure that all students with a handicap or disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal state laws and regulations. In addition, all staff, students, parents, and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook.

Adopted: June 1, 1995 (incorporated in Policy AC)
Reviewed: June 17, 1996
January 8, 2009
Amended: January 22, 2009
October 19, 2017

Pittsfield School District

PANDEMIC / EPIDEMIC EMERGENCIES

The Board recognizes that a pandemic / epidemic is a serious threat that stands to affect students, staff, and the community as a whole. The Board establishes this policy in the event that the town or district is affected by a pandemic or epidemic. At all times, the health, safety, and welfare of the students shall be the first priority. The district shall follow the advice and recommendations of the appropriate state authorities, such as the Department of Health and Human Services.

Planning and Coordination. Planning for pandemic requires a multi-faceted effort, and school preparedness should include input from a team of individuals to address their specific areas of expertise.

The superintendent shall designate one or more employees to serve as liaisons between the district and regional and state health officials. This designee is responsible for communicating with health officials to identify local hazards, determine what crisis plans exist in the district and community, and establish procedures to account for student wellbeing and safety during such a crisis. The designee shall work with regional and state health officials to coordinate their pandemic / epidemic plans with that of the district.

The dean of instruction and/or school nurse and/or other designee shall develop a curriculum component to health classes that is designed to teach students about preventing or limiting the spread of communicable diseases.

Response. In the event that anyone within the district is discovered or suspected to have a communicable disease that may result in transmission to others, the school nurse shall follow procedures established by the district or regional or state authorities for response.

Infection Control. Any student or staff member found to be infected with a communicable disease that may bear risk of transmission will be excluded from school in accordance with guidelines established by the district or regional or state authorities, or until the individual's physician or other care provider indicates that the individual no longer bears the risk of transmitting the communicable disease.

Students with excessive absences due to a communicable disease may be given a reprieve from other Board policies relative to excessive student absences. Efforts will be made by the staff to determine what, if any, schoolwork the student can complete while absent.

Staff members who are forced to miss excessive days of work shall first use any leave to which they are entitled through the Family and Medical Leave Act and accrued sick leave.

Continuance of Education. The superintendent or designee will develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail or electronic means.

The superintendent may recommend to the Board amendment to the traditional class schedule and schedule of days in the event of a pandemic / epidemic. Such a plan may include extending the school day, having school days held on Saturdays, using previously scheduled vacation days, and/or extending the school year beyond the previously established end of the school year.

Reading: October 15, 2009
Adopted: November 5, 2009
Revised: March 13, 2014
Revised: April 5, 2018

IGE

Pittsfield School District

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

Parents and legal guardians shall be notified by e-mail, other written means, website / social media posting, or phone call not less than two weeks in advance of the use of curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the staff member or faculty that the parents or legal guardians should contact to arrange for an opportunity to inspect the curriculum course material.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the dean of instruction of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject. This notification and request shall be in writing.

The dean of instruction and the parent/guardian must mutually agree to the alternative instruction in a timely manner and in writing. The alternative instruction agreed upon must meet state minimum standards. School district staff will make reasonable efforts, within the scope of existing time, schedules, resources, and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other method agreed to by the parent / guardian and the dean of instruction. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board. Parents who wish to question particular instructional material for appropriateness may submit a request to review in accordance with Board Policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a school district that receives federal Department of Education funds, the district makes available for inspection any instructional material used as part of the educational curriculum for the student. The procedures established by the district provides reasonable access to instructional material within a reasonable period of time after such a request is received.

Adopted: January 26, 2012
Reviewed: October 16, 2014
Amended: October 5, 2017
Amended: September 20, 2018

DK

Pittsfield School District

PAYMENT PROCEDURES

All manifests, supported by original invoices, must be approved and signed by at least two members of the School Board and the superintendent.

The district's treasurer will sign all checks that will be mailed from the district office.

Reading: April 24, 1990
Adopted: May 24, 1990
Reviewed: September 24, 1992
Reviewed: October 21, 1996
Amended: May 28, 1998
Reading: October 1, 2009
Adopted: October 15, 2009
Reviewed: February 1, 2018

DKA

Pittsfield School District

PAYROLL PROCEDURES

All salaries and supplements paid to regular staff members, substitute or part-time personnel, and student workers will be paid through the district office at regular intervals not to exceed fourteen days, unless the Commissioner of the Department of Labor has authorized a different interval in accordance with RSA 275:43, IV-a (a).

Proper payroll procedures are dependent on staff attendance accounting and on the timecards signed, approved, and submitted by part-time and hourly workers. The necessary procedures for this will be established by the superintendent and carried out by administrative personnel.

Compensation records kept by the district office will reflect an accurate history of the compensation and related benefits paid to each employee.

Pay Day Schedule

The school district pays salaries on a regular schedule throughout the school year. There shall be no salary advances.

Salary Deductions

There shall be no salary advances for any staff member.

Salary deductions are allowed. They are subject to the limitation of the accounting equipment. Authorized payroll deductions include:

1. Credit Union Contributions
2. Tax-Sheltered Annuities
3. Union Dues
4. Insurance Premium Contributions

All salary deductions, other than those regulated by federal or state laws, will be deducted only upon written approval of the employee.

Adopted: March 1, 1980 (as Policy DL)
Reviewed: September 24, 1992
Reviewed: October 21, 1996
Reading: October 1, 2009

Adopted: October 15, 2009
Amended: February 1, 2018

SELECTING SCHOOL LIBRARY MEDIA MATERIALS

MISSION AND FUNCTION STATEMENT

The mission of the Pittsfield School Library Media Centers is to provide free access to information and services to all students and staff to ensure that intellectual freedom and growth is encouraged. Materials for school classrooms and school libraries should be appropriate for students.

The collection will reflect the differing needs of students and staff and shall support the curriculum while also offering recreational reading material in a range of formats and levels, both in print and non-print. The media centers shall be logically organized so they are easily accessed by students and staff.

The media programs are dedicated to ensuring that the students and staff have opportunities to be users of information. The goal of the library media centers is to develop citizens who are information literate.

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media programs play a unique role in promoting intellectual freedom. They serve as points of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed. Although the educational level and programs of the schools necessarily shape the resources and services of a school library media program, the principles of the First Amendment and the Library Bill of Rights apply equally to all libraries, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibility and independently.

School library media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students.

These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students. The school library media program provides resources in other languages to accommodate the needs of students for whom English is a second language.

Members of the school community involved in the collections development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Certain restrictions between students and resources include by are not limited to imposing age, grade-level, or reading level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in certain formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the board to adopt policies that guarantee students access to a broad range of resources. These include policies on collection development and procedures for the review of resources about which concerns have been raised.

MATERIALS SELECTION POLICY

Materials are selected by the school district's representatives to implement, enrich, and support the educational program of the schools. Material must serve both the breadth and depth of the curriculum as well as the needs and interests of individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

The main objective of the selection procedure is to provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.

The objective of the media center is to make available to faculty and students a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served. To ensure parental engagement, the district shall make the selection process of library materials readily available for parental review, with a list of all library materials posted on-line on the district's website, and the content of all materials available for direct review.

In recognizing that parents hold an essential role in the education of their children and have the right to guide what their children read, each library shall maintain a printed list of materials onsite and on the school library website that shows what has been selected as well as what is slated for acquisition.

While the legal responsibility for the purchase of materials is vested in the school board, the procedure for the selection of library materials is delegated to the Library Media Specialists. In order to maintain open lines of communication with all groups affected by the services of the school library/media centers, it is considered essential that the selection and acquisition of all print and non-print library materials reflect the thought and consideration of the administration, faculty, education specialists, and student body.

DEALING WITH CHALLENGES TO BOOKS AND OTHER LIBRARY MEDIA MATERIALS

Objections will occasionally occur to a selection made for the school library media center. Any SAU #51 student, parent or guardian, teacher or specialist, administrator, or community member has the right to express concerns and to challenge library materials with an expectation to have the objection taken seriously. When library materials are reconsidered, the principles of the freedom to read, listen, and view are defended rather than specific materials. A questioned item will be considered in its entirety, not judged solely on portions taken out of context. Questioned items will remain in circulation during the reconsideration process.

Policy IJJ-R will provide procedures for handling informal complaints as well as school library procedures for handling formal complaints, including sample letters to persons requesting reconsideration of materials.

Revised August 4, 2023