PITTSFIELD SCHOOL BOARD

MEETING AGENDA

5:30 p.m., Thursday, February 20, 2020
PMHS Media Center
Pittsfield Middle High School

1. CALL THE MEETING OF THE SCHOOL BOARD TO ORDER
2. AGENDA REVIEW
3. ACTION ON AMENDED AGENDA
4. APPROVE MINUTES: January 16, 2020
   January 16, 2020, Non-Public Minutes
   January 23, 2020
   January 23, 2020, Non-Public Minutes
   February 5, 2020
5. PUBLIC INPUT - Comments from community members, guests, and faculty
6. STUDENT REPRESENTATIVE – Oral Report

7. DEAN OF INSTRUCTION
   Action
   • School Reorganization

7. INFORMATION & DISCUSSION
   • Learning Studios
   • NEASC Reports
   • Conference Presentation
   • Extended Observations

8. DEAN OF OPERATIONS
   Action
   • Donations
   • Site Council Proposal
   • Technology Plan

8. INFORMATION & DISCUSSION
   • Advisory Action Plan
   • Girls on the Run Program
   • Scrubs Club
   • School District Newsletter
   • School Visit

9. DIRECTOR OF STUDENT SERVICES
   Action
   •

9. INFORMATION & DISCUSSION
   • Compliance
   • Job Vacancies

10. DIRECTOR OF COLLEGE AND CAREER READINESS
    Action
    •

10. INFORMATION & DISCUSSION
    • Home is Where the Heart is
    • CRTA
    • Senior Financial Aid Night
    • Summer Employment Opportunities

11. DIRECTOR OF INTERVENTION
    Action
    •

11. INFORMATION & DISCUSSION
    • Competency Recovery
    • Juniors
    • Family Engagement Training
12. SUPERINTENDENT OF SCHOOLS
Action
- Acceptance of Gift
- Policy Updates
- Request for Placement of Out of District Student
- 2020-2021 School Calendar

Information & Discussion
- Deliberative Session
- Meeting with Select Board
- Prospect Mountain High School
- Policy IGDJ Eligibility Requirements
- Manifest Educational Hardship Placement
- Coming Events

13. SCHOOL BOARD
Action

Information & Discussion

14. COMMITTEE ASSIGNMENTS
A) Budget Committee Representative: HA
B) Drake Field & Facilities: MW & AG
C) Negotiating Team: HA & BD
D) Foss Foundation: TM

15. PLAN AGENDA FOR NEXT MEETING: March 5, 2020
16. PUBLIC INPUT - 2nd Session
17. NON-PUBLIC SESSION – The need for a non-public session is not anticipated at this time.
18. ADJOURNMENT
MINUTES

Pittsfield School Board Meeting
January 16, 2020
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Michael Wolfe, Chairperson
Heidi Asdot, Vice Chairperson
Bea Douglas
Adam Gauthier
Ted Mitchell

Others Present: John J. Freeman, Superintendent of Schools
Jessica Bickford, Director of Student Services
Melissa Brown, Director of Career Readiness
Derek Hamilton, Dean of Operations
Danielle Harvey, Dean of Instruction
Tobi Chassie, Recording Secretary
Harrison Hill, Student Representative
Members of the Public

Mr. Wolfe called the meeting to order at 5:31 p.m.

II. AGENDA REVIEW

The following items were added to the agenda:
- Manifest Educational Hardship Hearing Requests (non-public) (Dr. Freeman)
- Nomination (Dr. Freeman)
- Warrant (Dr. Freeman)
- Select Board Meeting Dates (Dr. Freeman)
- Education Report (Dr. Freeman)

III. ACTION ON AGENDA

On a motion made by Mr. Gauthier and seconded by Ms. Douglas, the Board voted unanimously to approve the agenda as amended.
IV. APPROVAL OF PREVIOUS MEETING MINUTES

A motion was made by Mr. Mitchell and seconded by Mr. Gauthier to accept the minutes of the public meeting on December 19, 2019. The following changes were made: on page two, paragraph four, change Tracy’s name to Huyck in two places; on page six, change last section to XIV. The motion was approved unanimously to accept the minutes as amended.

V. PUBLIC INPUT - None

VI. STUDENT REPRESENTATIVE

Harrison Hill stated that at the last Site Council meeting feedback was reviewed in order to further the work on the school-wide norms.

VII. NON PUBLIC SESSION

At 5:36 p.m. a motion was made by Mr. Gauthier and seconded by Ms. Asdot to enter into non-public session under the authority of RSA 91-A:3 (e) to discuss a student matter. The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, yes; Mr. Gauthier, Mr. Mitchell, yes; Mr. Wolfe, yes) to enter into non-public session.

No action was taken in non-public session.

At 6:28 p.m. a motion was made by Mr. Mitchell and seconded by Mr. Gauthier to exit from non-public session and to re-enter into open session. The Board was polled and voted unanimously exit the non-public session (Ms. Asdot, yes; Ms. Douglas, yes; Mr. Gauthier, Mr. Mitchell, yes; Mr. Wolfe, yes) and to re-enter into open session.

VIII. DEAN OF INSTRUCTION

A. School Reorganization

Ms. Harvey reported that she has met with fifth and sixth grade teachers to discuss the idea of moving sixth grade to PMHS. The next step is to schedule parent meetings. She will schedule one in the morning and one in the afternoon to accommodate family schedules.

B. Curriculum Resources

Ms. Harvey stated that there is a process for reviewing curriculum materials being undertaken. Title I and II funds have been used to purchase books and teacher editions for programs in English language arts and math.

C. Winter Showcase
Ms. Harvey distributed a schedule for the PMHS January Winter Showcase, scheduled for January 22, 2020.

IX. DEAN OF OPERATIONS

A. Donations

Mr. Hamilton stated two donations from the Foss Family Foundation and one donation from the Sanderson Trust Fund have been received. The Foss Family Foundation donated $3,000 for Drama Club and $3,000 for Music Club. Sanderson Trust has donated $5,000 for the Ski and Snowboard Club.

On a motion made by Ms. Asdot and seconded by Mr. Gauthier, the Board voted unanimously to approve the Foss Family Foundations donations of $3,000 each for the Drama Club and Music Club.

A hearing to accept the Sanderson Trust Fund will be scheduled for the next Board meeting, per policy.

B. Art Club

Lisa Stevens, the PES art teacher, will be starting an afterschool Art Club for fifth and sixth grade students. The club is capped at a maximum of thirty students. She anticipates holding a second session of the Art Club in April.

C. Bodily Fluids Protocol

Mr. Hamilton provided the Board with information relative to a bodily fluid protocol. Currently, there is no protocol specifically for handling bodily fluids. However, Policy JLCCA, HIV/AIDS, makes reference to the district establishing procedures for handling bodily fluids. Dr. Freeman reviewed the policy recommendations from the New Hampshire School Boards Association and found there were no model policies available.

Mr. Gauthier stated his previous concern was more about the lack of communication to parents, rather than the lack of a protocol. Mr. Hamilton further explained the situation in question to the satisfaction of the Board.

D. School Recycling Program

According to Mr. Hamilton, at a previous Board meeting, questions were asked about the district’s recycling program. He explained that there is a program at both PES and PMHS and described the program in some detail.

E. Parent Concern
At a previous Board meeting, Mr. Hamilton stated a concern was expressed regarding the cancellations of after school activities on December 6, 2019. He provided further details including the fact that no buses from the district were on the road that night.

F. Technology Plan

Mr. Hamilton provided the Board with an opportunity to ask questions relative to the presentation provided at the last meeting on the Technology Plan. Mr. Gauthier stated he has questions that he will ask in an email to Mr. Hamilton. Action will be taken at the next meeting.

X. DIRECTOR OF STUDENT SERVICES

A. Medicaid Update

Ms. Bickford explained the progress that has been made to receive the necessary documentation from students’ doctors in order to bill the Medicaid to Schools program for services included in students’ individual education programs. Retroactive billing is allowed until February 21, 2020.

B. Flex Newsletter

Ms. Bickford shared a copy of the Flex Newsletter with the Board.

C. Transitional Services

Ms. Bickford provided accolades to Ms. Charlene Vary, special education teacher, for her work to provide students with appropriate transition services.

D. SouthEastern Regional Education Service Center (SERESC) Training

Pittsfield is hosting a six-part training being delivered by SERESC. By hosting the event, the school psychologist is attending the session free of charge. Cafe Services is being paid to provide the food for the sessions.

XI. DIRECTOR OF INTERVENTIONS AND TITLE I MANAGER

A. Eighth Grade Students

Ms. LeMay, by report, explained the process that is underway to notify students and their families of potential obstacles in participating in the middle school promotion ceremony. Unified arts teachers have identified students who are at risk of not passing, and students and families have been so notified.
B. GEODES

Ms. LeMay, by report, reported to the Board that a set of new books have been purchased using Title I funds. These books are aligned to the core curriculum in word instruction.

XII. SUPERINTENDENT OF SCHOOL

A. Manifest Educational Hardship

Two hearings for manifest educational hardship requests were conducted during the non-public session.

B. Nomination

Dr. Freeman recommended Steven Rossmeissl to fill a vacant math position at PMHS. On a motion made by Ms. Douglas and seconded by Ms. Asdot, the Board approved the hiring of Mr. Rossmeissl.

C. Deliberative Session

The Deliberative Session is scheduled for Wednesday, February 5, 2020, at 7:00 p.m. The Board will meet prior to the session at 6:15 p.m.

D. Warrant

Dr. Freeman distributed a copy of the draft warrant. Dr. Freeman reminded the Board that the votes of the Pittsfield Budget Committee will be added once they have conducted their vote.

On a motion made by Ms. Douglas and seconded by Mr. Mitchell, the Board voted unanimously to change the Article 6 dollar amount from $100,000 to $50,000 in alignment with the sentiments of the Pittsfield Budget Committee.

Ms. Asdot stated there were questions from the Pittsfield Budget Committee about the capital reserve funds, for which she provided information.

Dr. Freeman called attention to Article 8, which was added by petition and is relative to investigating and pursuing viable options for tuitioning all students grades 9 through 12 to another high school and to cease educating all high school students in Pittsfield.

E. Select Board Meetings
Dr. Freeman has sought dates from Cara Marston for a meeting between the School Board and the Select Board to discuss a school resource officer. The date of April 14, 2020, was selected and Dr. Freeman will confirm with Ms. Marston.

F. School Report

Dr. Freeman distributed a report from Reaching Higher New Hampshire entitled *The Whole Picture of Public Education.*

E. Coming Events

Dr. Freeman provided the Board with a list of coming events for the months of January and February.

XIII. COMMITTEE ASSIGNMENTS

A. Budget Committee - Ms. Asdot

B. Drake Field & Facilities - Mr. Wolfe and Mr. Gauthier

C. Negotiations – Ms. Asdot and Ms. Douglas

D. Foss Family Scholarship Foundation – Mr. Mitchell

XIV. PUBLIC INPUT (Second Session)

Gerard LeDuc asked for the information provided by Mr. Hamilton relative to the recycling program at PES and PMHS. Mr. Hamilton provided him with a copy of his report.

XV. NEXT MEETING

The next meetings of the Board is scheduled for February 5, 2020, at 6:15 p.m. at PES, and February 6, 2020, at 5:30 in the Pittsfield Middle High School media center.

XVI. ADJOURNMENT

On a motion made by Mr. Gauthier and seconded by Ms. Douglas, the meeting was adjourned at 6:55 P.M.

Respectfully submitted,

Tobi Chassie
Recording Secretary
MINUTES

Pittsfield School Board Meeting
January 23, 2020
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Michael Wolfe, Chairperson
                Heidi Asdot, Vice Chairperson
                Bea Douglas
                Adam Gauthier
                Ted Mitchell

Others Present: John J. Freeman, Superintendent of Schools
                Jessica Bickford, Director of Student Services
                Melissa Brown, Director of Career Readiness
                Derek Hamilton, Dean of Operations
                Tobi Chassie, Recording Secretary
                Members of the Public

Mr. Wolfe called the meeting to order at 5:04 p.m.

II. AGENDA REVIEW

The following items were added to the agenda:
    • Eligibility for Open Campus and Athletics (Mr. Gauthier)
    • Vaping (Mr. Gauthier)

III. ACTION ON AGENDA

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

IV. APPROVAL OF PREVIOUS MEETING MINUTES - Deferred to next meeting.

V. PUBLIC INPUT - None

VI. SUPERINTENDENT
A. Acceptance of Donation from Foss Family Foundation

Mr. Hamilton described a generous donation made annually by the Foss Family Foundation to support the Ski and Snowboard Club. The program is open to grades four to twelve. Before the donation started being made, only high school students were able to participate. On a motion from Ms. Douglas and seconded by Mr. Mitchell, the donation from the Foss Family Foundation was unanimously approved.

B. Deliberative Session

Dr. Freeman asked if the Board would like to have a meeting before the Deliberative Session, to which the Board agreed. The meeting will begin at 6:15 p.m.

Dr. Freeman stated that because Barbara Loughman is unable to attend as legal counsel, John Teague will be present in her place.

Dr. Freeman distributed the Deliberative Session Warrant Articles. Members of the Board volunteered to make motions at the Deliberative Session for each of the warrant articles as well as speak to the articles.

C. Emergency Freezer Repair

Mr. Hamilton explained that the freezer at PES, which is the original freezer installed when the building was built in 1989, is not working. He reviewed two quotes that he sought to have the freezer repaired. He was unable to attract additional quotes. On a motion made by Mr. Gauthier and seconded by Ms. Douglas, the Board voted unanimously to Thermal Stor Refrigeration, Inc. for $7,000.

VIII. SCHOOL BOARD

A. Eligibility for Open Campus and Athletics

Mr. Gauthier asked if there was a change in the PMHS Family and Student Handbook regarding eligibility for open campus and athletics. Dr. Freeman stated he knew of no changes. Mr. Gauthier’s question arises from a letter that was called to his attention addressed to the teachers on the 9/10 team.

Mr. Gauthier stated that his concern regarding eligibility for athletics as it compares to eligibility for open campus. He stated he thought there were inconsistencies that needed to be addressed. Mr. Hamilton stated the athletic eligibility requirements reflect the NHIAA regulations. Dr. Freeman stated he will bring the eligibility policies to the Board for their review at the next meeting.
B. Vaping

Mr. Gauthier stated there were recent issues regarding an incident of vaping. He asked Mr. Hamilton to review the situation with the Board. Mr. Hamilton explained there were a number of reports that day about students vaping. Five suspensions were made on that day, which exceeds the norm. Mr. Hamilton further explained that the Emergency Management Team discussed ways in which more information can be provided to students. Last year, there was a program offered, but a refresher may be needed. The Board agreed that further action was in order and Mr. Hamilton stated he would bring suggestions to the Board.

VIII. PUBLIC SESSION (Second Session)

Jill Gauthier provided additional information relative to a change in competency grading that may be affecting the eligibility for open campus and athletics.

VII. NON PUBLIC SESSION

At 5:27 p.m. a motion was made by Mr. Gauthier and seconded by Ms. Douglas to enter into non-public session under the authority of RSA 91-A:3 (c) to discuss a student matter. The Board was polled and voted unanimously (Ms. Asdot, yes; Ms. Douglas, yes; Mr. Gauthier, Mr. Mitchell, yes; Mr. Wolfe, yes) to enter into non-public session.

The Board considered two requests for manifest educational hardship placements outside the district. The Board approved one request and denied one request. The Board also received information regarding a current such placement.

At 6:01 p.m. a motion was made by Mr. Mitchell and seconded by Ms. Douglas to exit from non-public session and to re-enter into open session. The Board was polled and voted unanimously exit the non-public session (Ms. Asdot, yes; Ms. Douglas, yes; Mr. Gauthier, Mr. Mitchell, yes; Mr. Wolfe, yes) and to re-enter into open session.

XIII. COMMITTEE ASSIGNMENTS

A. Budget Committee – Ms. Asdot

B. Drake Field & Facilities – Mr. Wolfe and Mr. Gauthier

C. Negotiations – Ms. Asdot and Ms. Douglas

D. Foss Family Scholarship Foundation – Mr. Mitchell

XIV. PUBLIC INPUT (Third Session)
Jodi Cunningham expressed her concern regarding changing the how competencies are graded. She stated changes are being made by some teachers, but she is uncertain as to if these changes are consistent across the school. Ms. Cunningham also stated her concern about a recent post on social media that depicted teachers “frolicking down the hall”. Ms. Douglas stated she didn’t think it was a negative to have our teachers having fun.

XV. NEXT MEETING

The next meetings of the Board is scheduled for February 5 at 6:15 p.m. (prior to the Deliberative Session) and February 6, 2020 at 5:30 p.m. in the Pittsfield Middle High School media center.

XVI. ADJOURNMENT

On a motion made by Mr. Gauthier and seconded by Ms. Douglas, the meeting was adjourned at 6:06 p.m.

Respectfully submitted,

Tobi Chassie
Recording Secretary
MINUTES

Pittsfield School Board Meeting
February 5, 2020
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Heidi Asdot, Vice Chairperson
                Bea Douglas
                Adam Gauthier
                Ted Mitchell

Others Present:  John J. Freeman, Superintendent of Schools
                Jessica Bickford, Director of Student Services
                Melissa Brown, Director of Career Readiness
                Derek Hamilton, Dean of Operations
                Kathy LeMay, Director of Interventions and Title I
                Tobi Chassie, Recording Secretary
                Rick Sager, Counsel
                Gerard LeDuc, Town Moderator

Ms. Asdot called the meeting to order at 6:20 p.m.

II. DISCUSSION

Dr. Freeman reminded the Board that the purpose of the meeting is to prepare for the Deliberative Session. Introductions were made for the benefit of Rick Sager, School Board attorney.

Mr. Gerard LeDuc provided the Board with a review of the way in which the meeting would be facilitated. He stated he would move to the next warrant article within thirty seconds of no one coming to the microphone to speak.

Members of the Board confirmed the person making and seconding each motion. Dr. Freeman asked if the Board or the Budget Committee would move the warrant articles. Attorney Sager stated that it didn’t matter who moved the article. It was decided someone other than a Board member would move Article 8. Attorney Sager also stated that technically articles do not need to be moved and seconded at a Deliberative Session.
The Board discussed whether there will be a meeting on February 6, 2020, if there was a snow day called. It was determined the Board meeting would be cancelled if school was cancelled due to inclement weather.

III. NEXT MEETING

The next meeting of the Board is scheduled for February 6, 2020, at 5:30 in the Pittsfield Middle High School media center.

IV. ADJOURNMENT

On a motion made by Mr. Gauthier and seconded by Mr. Mitchell, the meeting was adjourned at 6:34 p.m.

Respectfully submitted,

Tobi Chassie
Recording Secretary
Pittsfield School District

To: Pittsfield School Board
From: Danielle Harvey
Subject: Board Meeting – February 20, 2020
Date: February 13, 2020

ACTION

1. **School Reorganization:** Over the last week I held three different meetings for parents of our current 5th graders to hear about the concept of moving 6th grade to PMHS. Attached, you will find bullets of our conversations, which will help to develop a plan to move forward. Since these conversations have been largely positive, I would like the board to vote to move forward with the plan to house 6th grade at PMHS starting for fall of 2020.

INFORMATION

1. **Learning Studios:** Attached, you will find the Spring 2020 Learning Studio offering book. We had the largest number of offerings in recent memory, which helped to keep groups small and for students to get into their first or second choices in most cases! There were 24 choices and 16 of those have student leaders!

2. **NEASC Reports:** Attached are the current drafts of the NEASC reports which faculty and staff have been working on drafting in regards to our progress towards the NEASC standards that have been previously shared with you. Please review and provide any feedback or questions you may have on these working documents.

3. **Conference Presentation:** February 12-15 I traveled to Atlantic City for the National Association of Professional Development Schools Conference. We are a part of this group through our work with Plymouth State University (PSU) to host preservice teacher interns. Sue Sabella, the PSU faculty field supervisor, and I shared the work we have done with our two schools at a session on Thursday. We shared how the interns who come every Monday were able to lead a professional development session for Pittsfield faculty and staff last spring.

4. **Extended Observations:** All of our new teachers are required to have five mini walk through observations a year and one extended observation. The extended observation explanation from the Professional Growth and Evaluation Plan is included below. All seven new regular education teachers have completed their extended observations and I was very pleased with the conversations we had on teaching and learning.

EXTENDED OBSERVATIONS
Extended observations of professional practice can be part of an educator’s growth and evaluation. While mini-observations are unannounced, extended observations are scheduled.
for specific times, or windows of time, and include scheduled planning and reflecting conversations. Extended observations take two forms, Classroom / Meeting Observations and Evidence Based Conversations. In a classroom / meeting observation, the supervisor observes the educator in a specified setting for at least thirty minutes. In an evidence-based conversation, the supervisor and educator discuss an aspect of the educator’s professional practice, directly referencing educational documents such as curriculum document, lesson plans, communication logs, emails to parents, etc.... Both forms of extended observation support faculty to work more broadly or deeply in one or more aspects of teaching. The supervisor documents all extended observations and reviews them with the educator.

PLANNING CONVERSATION

Before any extended observation can occur a planning conversation between the educator and supervisor must take place. This planning conversation can occur from one to five days before the scheduled observation. During the planning conversation, the supervisor and educator will schedule a date and time of the observation (or a window of times), and discuss the educator’s SMART goal(s), the format of the extended observation that is to follow, which (if any) rubric components will be observed by supervisor during the observation, and any other pertinent information that either the supervisor or educator wish to discuss regarding the observation. If an extended observation arises out of a concern that has been verified, the planning conversation and the Concerns Conference may be the same meeting.

CLASSROOM / MEETING OBSERVATION

The supervisor will arrive at the pre-scheduled time, or within the specified window of time. The supervisor may and will generally stay between 45-60 minutes, but at least 30 minutes. The length of the observation may depend upon the length of time it requires the educator to demonstrate the agreed upon components, verified concerns or until the supervisor feels he/she has sufficient evidence of the educator’s level of performance.

EVIDENCE-BASED CONVERSATION
The supervisor and educator will meet at the pre-scheduled time. During an evidence based conversation, the length of time it takes an educator to present and discuss the evidence will determine the length of the observation, but it will usually last at least 30 minutes. The educator will provide and discuss materials from his/her evidence binder demonstrating his/her level of proficiency in the agreed upon areas of the Professional Growth and Evaluation Rubrics. One example of an evidence-based conversations is an educator doing a “think aloud” of his/her planning process. Another example is a discussion between the educator and the supervisor regarding a product the educator created for district use or an educator’s work facilitating a task force or district team.

REFLECTING CONVERSATION
After any Extended Observation, the supervisor will contact the observed educator to schedule a reflecting conversation. A supervisor and an educator on the self-directed or administrative track may mutually agree to forego the reflecting conversation. However, if the observation has arisen out of a verified concern, the educator forfeits the option to decline a reflecting conversation and instead is required to meet with his/her supervisor within one to five school days after the observation to initiate a Response Plan or Intervention Plan.

During the reflecting conversation, the supervisor and educator will discuss data collected from the observation. The supervisor is required to sign these documents indicating that he/she has presented the documents to the faculty member. In addition, the educator is required to sign these documents to identify that he/she has been made aware of the contents. By signing such a document, an educator only indicates receipt of the document, not necessarily agreement with the contents of the document. The educator has the option to attach his/her own response comments to the document.

Data that has been collected and documented by an educator’s supervisor for evaluative purposes will be entered into the educator’s permanent personal file once signed. Data collected by any persons other that the educator’s direct supervisor is not to be entered into the educator’s permanent personal file but used for informative purposes by the educator. (Pittsfield PGEP plan, p. 24-26)
Feedback from the parent discussions regarding moving 6th grade to PMHS.

Discussions held at three times the week of 1/27/20 - Monday at 7:30 am, Monday at 4 pm, Thursday at 6pm. Feedback was shared back to all parents in case they couldn’t make it.

- Danielle shared that 6th grade would operate much as they do now at PES, just at PMHS.
  - Three teachers would move up with this cohort. At this time, Mrs.Rautio, Mr. Patsos and Mrs. Jean-Gilles have all offered. We would also have a special education teacher assigned to them.
  - The move would allow PES to have increased space for interventions.
  - 6th grade students are often in middle schools.
  - By moving 6th grade to PMHS, but having it operate with familiar structures like morning meeting and three teachers, it would be a stepping stone to 7th and 8th grade.
  - Our 6th graders currently are often asked to play on middle school teams.
  - It would be a more gradual introduction to the freedoms of 7th grade.

- Parents asked the following
  - Where would the students go in the am?
    - cafe with 7-12 or a 6th grade classroom
  - Would they have access to clubs?
    - Sure thing
  - Can we make a 6th grade community?
    - Or even a 6-8 community?
  - Will there still be parties?
    - Oh yes. PMHS often has food celebrations in advisory.
  - Recess?
    - Not officially, but after lunch they can go outside and they can play outside before school if desired.
  - What about the end of the year celebrations?
    - Yes, we will still do the clap out for them, and a celebration like 6th grade has. Need to do something for the with the yearbook.
  - Band?
    - Yes, we can work on that.
  - Phones in 6th grade?
    - Haven’t talked about it yet. Danielle would lean towards no.
  - Can we keep the same level of communication? Class dojo is awesome.
    - Sure thing
  - Google Classroom?
    - Can still use, and can help students learn how to better manage assignments in it.
  - Space?
    - Have two ideas in mind, but leaning towards three rooms at the end of the middle school hallway
- Bathrooms?
  - With the space above, there would be two single stall bathrooms we could reassign to 6th grade.
- Can we work on providing some homework or ELO projects to support more time management?
  - Yes, I can give that feedback to teachers. Longer term assignments to help them learn time management.
- Afterschool?
  - PYW is open to students in grades 6 and up.
  - Danielle will follow up with Kydstop to see if 6th can still go.
- Dismissal
  - Time difference and a bus waiting spot
- FLEX
  - What will that look like for 6th?
Overview: PMHS is very excited for Learning Studios to continue this year. We are offering Learning Studios in grades 7-12 to engage students and provide an opportunity for them to apply and connect skills from content courses. The characteristics of a Learning Studio can include:

- Student Engagement
- **Rigor**
- Investigation
- Collaborative Partnerships (between students and local professionals)
- Interdisciplinary Work
- Teams of Teachers (across the curriculum)
- **Project-based Learning**
- A benefit to the Community (school or Pittsfield)
- **Exhibition of Learning**
- **Students are the driving force**
MS Only

Project Name: Introduction to German
Teacher(s): Mrs. Heppler
Subject(s): Foreign Language, Culture, Geography, and History
Credit or Enrichment: Enrichment
Limit: 15

Students will learn the basics of the German language. Students will learn about German culture, geography, and history along with the language. An electronic device will be needed and the app Duolingo will need to be downloaded for use during the learning studio.

Project Name: Pleasure Reading
Teacher(s): Mr. Downey
Subject(s): fiction and nonfiction reading, discussions
Credit or Enrichment: Enrichment
Limit: 12, MS only

Students will choose fiction or nonfiction literature to pleasure read and discuss with the group. Students will have a chance to persuade the members of the group to read their book for the second pleasure read. Students will create a summary of each book read with their opinion of the literature.

Project Name: Everyday Science
Teacher(s): Chris Nilsson, Joey Ash, Amenio, Mr. Courtney
Subject(s): Science
Credit or Enrichment: Credit
Limit: 10 (due to lab materials)

Science plays a role in every person's daily experiences. Students will be provided with opportunities to investigate how science governs ordinary activities. Students will brainstorm and decide which topics to investigate. Hands-on and virtual experiments will enhance student research. This semester, Chris will be providing an added focus on reptiles and their care.
ALL Grades 7, 8, 9, 10, 11, 12

Project Name: Basic Sewing
Teacher(s): Mrs. Vary and Mrs. Rodgers
Subject(s): sewing
Credit or Enrichment: Enrichment
Limit: 10

Students will be learning basic sewing techniques on the machine or by hand in order to create simple items out of fabric or felt. Items that are made can be donated to local non-profit organizations for example Head-Start. Students will have the opportunity to earn community service hours. Students will practice threading the sewing machine needle, thread the bobbin and problem solving when something goes wrong.

Project Name: Intro to Theater and The Performing Arts
Teacher(s): Ashleigh Hodson, and Trinity Morse
Subjects: Acting, Theater production, and stage managing
Credit or Enrichment: Enrichment
Limit: no limit

Come join Trinity and Ashleigh in Theater activities such as theater games, monologues, writing scripts, learning songs and choreography, and putting on a mini production.

Project Name: Kindness Campaign
Teacher(s): Mrs. Keller
Student Leader: Gwendolyn Clough
Subject(s): Social Emotional/Community Outreach
Enrichment/Community Service Options

In this world, just a little bit of kindness can go along way. Kindness is easy, and it really makes a difference in people’s lives. It’s time to start spreading some in our school, community, and maybe even a little bit further than us. Join us to spread kindness, learn about the impact it has, and how to help others spread just a little bit of kindness.

This semester will focus on raising awareness and supplies for the homeless youth in our school district. Community service hours will be available.
Topic: Toddler Time!
Facilitator(s): Mrs. Massicotte and Mrs. Harvey
Student Leader(s): Amber Ash, Joanna Jackson
Credit or Enrichment: Enrichment, Credit or Community Service Options!
Half Year or Full Year: Half Year

Students will partner with local organizations to plan and facilitate activities with preschool age youth. Partnerships are planned with the Town Library already. Blueberry, Headstart and PES PreK are options for partnership.

Project Name: Crocheting Learning Studio
Teacher(s): Rebecca Thompson, Claire Drew
Subject(s): Crocheting
Enrichment/Community Service Option
Limit: 15 students

The students will have the opportunity to either crochet items for personal use or to crochet items for donation, including but not limited to: hats, scarves, and lap blankets. If students choose to create items for donation, they will have the opportunity to earn community service hours. The students will have the opportunity to learn about the basics of crocheting: Chain Stitch, Half Double Crochet, Double Crochet Stitch, and Treble Crochet.

Project Name: Empty Bowls
Teacher(s): Mr. Mitchell, Mr. Cobern, Ms. Beck,
Student leader: Isis Young
Subject(s): Ceramics, Culinary Arts, Fundraising Coordination
For Credit
Open to all grades.
Maximum 20 students.

Students will design and make ceramic bowls for sale. Students will plan and make a variety of soups to sell at the Empty Bowls fundraising night on May 21, 2020. Students will plan the evening as well as participate in set-up, serving, and clean-up. All funds raised go to the
Pittsfield Food Pantry. STUDENTS MUST PARTICIPATE IN THE FUNDRAISING DINNER EVENT TO GET CREDIT.

Project Name: Farm to School
Teacher(s): Mrs. Vassallo
Student Leaders: Emily Perkins
Subject(s): Environmental Science, Agriculture
Limit number to 10 students
Enrichment
Students will learn about how to combine agricultural practices with conservation and sustainability. We will research what this means, ways to accomplish it, and why it is so important. Students will be putting what they learn into practice in the gardens at the school.

Project Name: Panther Prana
Teachers: Mrs. Linxweiler & Mrs. Holland
Student Leader Ryder Morse
Credit or Enrichment: Enrichment
Description: Come ready to move and stretch. Every week we will explore a new yoga flow. We will focus on beginner postures and stances. By the third week, all students are encouraged to come to class with a pose, flow or video of interest to share with the class!
Limit 15

Project Name: Panther Press
Teachers: Ms. Allen and Mr. McLeod
Credit or Enrichment: Enrichment
Description: Seeking insightful, professional individuals with an interest in educating the public about community events/issues and becoming the voice of the student body. Students will elect editors, determine what articles and features will be in the newspaper and write, edit and publish the school newspaper. The Panther Press is a great opportunity for students who love to write, draw cartoons, and take photos.
Limit 10

Project Name: Book Club
Teachers: Mrs. Marshall and Ms. Foote
Credit or Enrichment: Enrichment
Description: Students will be choosing a book to read as a group and have creative discussions with. If you enjoy reading in a fun, relaxed environment, come join us!
Limit 15
**Project Name:** Concert production, it’s easier than it looks  
**Teacher:** Mrs. English  
**Instructor:** Alden English and Robert Jackman  
**Subject:** Lights and Music & Sound  
**Grades:** 7-12  
**Maximum # of students:** 10 students  
**Half or Full Year:** Full Year; open to new students!

In our learning studio, “concert production, it’s easier than it looks,” there will sometimes be two groups. Everyone will have a turn to learn the audio and play an instrument if they want to.

Group One: The band! The band part of the learning studio is where we get the students to start choosing a song to learn how to play on stage for our exhibition project.

Group Two: The audio crew! The audio is for those who don’t want to play on stage or are not interested in being in the band. The audio crew is the group that helps to make the show happen.

**Topic:** Scrubs Club  
**Teacher:** Susan Bonavita (community member; retired nurse)  
**Student Leader:** Carolley Garvin  
**Description:** Scrubs Club is a health career exploration program consisting of lessons that introduces students to a variety of healthcare careers. Students will receive First Aid and CPR training as part of this program.  
**Credit or Enrichment:** Enrichment  
**Limit:** 12 students  
**Location:** TBD

**Topic:** Mount Rushmore of Boston Sports  
**Teacher:** Mr. Hamilton  
**Description:** New England sports fans often debate who is the best of the best. In this Learning Studio, students will consider the accomplishments and contributions of Boston athletes, managers, and executives to determine the Mount Rushmore of Boston Sports. Students will be expected to research, discuss/debate, and apply creative and written skills in this Learning Studio. Part of the research component of this project will include a field trip to the Boston Sports Museum at TD Garden in Boston, Massachusetts.  
**Credit or Enrichment:** Credit  
**Limit:** None  
**Location:** 226
**Topic:** Show your Character; Development and Cooperation through D&D  
**Instructors:** Mr. Cleary, Dylan Mills, Mr. O’Connor  
**Description:** Students will work together to create and develop rich characters, and utilize teamwork and strategy to accomplish goals as part of a fictional organization within the context of the D&D tabletop gaming world.  
**Grades:** 7-12 (Max 12 students due to group materials)  
**Credit or Enrichment:** Enrichment  
**Half Year or Full Year:** Full Year

**Topic:** Ancient Civilizations  
**Instructor:** Mr. LaRoche, Amber Peterson, Colby Mayo  
**Description:** Students will look at ancient civilizations and research how people used to live. From Ancient Mesopotamia to the powerful Romans and Greeks, pick your topic area and be ready for a deep dive! As a group we will decide how we want to showcase our learning; perhaps something for the community.  
**Grades:** 7-12  
**Credit or Enrichment:** Enrichment  
**Half or Full Year:** Half Year

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**HS Only**

**Project Name:** PSAT/SAT Prep  
**Teacher(s):** Ms. Engler & Mr. Smith  
**Subject(s):** Reading & Writing and Math  
**Credit or Enrichment:** Enrichment  
**Limit:** 20  
Meetings held in Rooms 218 & 220

Analyze SAT questions; learn test-taking strategies; try practice tests; and boost your achievement on these tests and confidence in test-taking.

**Project Name:** Supernatural/Horror Genre Storytelling  
**Student Leader:** Devon Thompson  
**Teachers:** Mrs. Carson, Mrs. Zachos
Subjects: English Creative Writing
Credit or Enrichment: Credit
Limit: 15

Explore background knowledge of supernatural stories and the horror genre. Students will learn different aspects of narrative writing specific to supernatural and horror genres and create an original piece to be shared at Exhibition.

Topic: Marketing and Business
Instructor(s): Jen Massey and Rick Anthony
Student Leader(s): Jah Gordon
Description: Mic Drop Marketing is a marketing and promotion start up company. CEO Mr. Anthony and CFO Mrs. Massey and president Jah Gordon are looking for hard-working and creative entrepreneurs that want to get in on the ground floor of a startup company. The company will be creating and designing marketing strategies and promotions for area clients. If you are creative, love promotion, graphic design, have social media savvy, and/or artistic ability then this is the learning studio for you.
Credit or Enrichment: Credit
Half Year or Full Year: Full Year

Topic: Team Sports
Facilitator: Hetab
Instructors/Student Leaders: Riley Duquette, and Chandler Norris
Limit: 22
Grades: 9-12

Description: Come and play. Students will learn and play various team sports. The sports played will be decided by the group. Examples of team sports to select from are kickball, dodgeball, basketball, elimination, handball, and many others. Students will decide which activity will be best suited for a tournament. They will then plan and run a tournament to raise money for a local organization.
Credit or Enrichment: Enrichment
Half or Full Year: Half Year, with the possibility of extending to a full year
**Topic:** Medieval Arts  
**Facilitator(s):** Kiza Armour  
**Student Leader(s):** Mike Nevins  
**Description:** Students will research and produce original pieces related to one or more medieval arts: calligraphy, chain maille, metalwork, embroidery, panel paintings, etc.  
**Grades:** 9-12 (Max 10 students due to materials)  
**Credit or Enrichment:** Credit  
**Half Year or Full Year:** Half Year

**Project Name:** APUSH Exam Prep  
**Teacher(s):** Mr. Bass  
**Subject(s):** US History  
**Credit or Enrichment:** Enrichment  
**Limit:** Students taking APUSH exam in May  
Meetings held in Room 219

Specific content enrichment in addition to what is covered in regular US History course using AP prep texts. Students will be exposed to practice tests as well as concentrated writing workshops and multiple choice prep.

**Teacher(s):** Mr. Rossmeissl, Parker Clark, Abraham Marcotte  
**Subject(s):** Soccer  
**Credit or Enrichment:** Enrichment  
**Limit:** 20 students Max  
Meetings held in Room 224

Learn about the rules, formations, team strategies for soccer. Study famous soccer players. Play soccer when weather permits.
READING DAY (1/8/20)
NEASC Self-Reflection Pt 2

If you’d like to consider all of the Descriptors of Effective Practice for each principle, the full NEASC standards doc is here:

You can go directly through Drive to get to all the documents. You should be able to add comments to all of them. If you prefer to work from links, here is the list:

**Standard 1:**
Principle 1.1
   Foundational Element 1.1a
Principle 1.2
   Foundational Element 1.2a
Principle 1.3
Principle 1.4
Principle 1.5
Principle 1.6
Principle 1.7

**Standard 2:**
Principle 2.1
Principle 2.2
   Foundational Element 2.2a
Principle 2.3
Principle 2.4
Principle 2.5
Principle 2.6
Principle 2.7
Principle 2.8
Principle 2.9

**Standard 3:**
Principle 3.1
   Foundational Element 3.1a
Principle 3.2
Principle 3.3
Principle 3.4
Principle 3.5
Principle 3.6

**Standard 4:**
Principle 4.1
   Foundational Element 4.1a
Principle 4.2
Principle 4.3
Principle 4.4
Principle 4.5

**Standard 5:**
Principle 5.1
   Foundational Element 5.1a
Principle 5.2
Principle 5.3
Principle 5.4
Principle 5.5

These two documents are part of the self-reflection, but do NOT require a vote.

*School and Community Summary*

*LookBack (Previous Decade of Changes)*
Standard 1, Principle 1
The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

The Pittsfield School District is in the implementation phase of Principle 1.1. All students, and families are asked to sign a receipt of the school handbook. At PMHS students need to return receipt of handbook in order to participate in homecoming activities. The handbook outlines policies regarding bullying, harassment, and schoolwide norms. The school community consistently provides a safe, positive, respectful and inclusive culture. School norms at PMHS reference the opportunities for student clubs, which honor diversity, to meet. According to NEASC staff survey results, 86.5% of faculty district wide feel that students of all backgrounds are treated with respect “all of the time,” and 57% feel that they themselves feel safe “most of the time.” Additionally 90% of faculty feel that students treat them with respect, even if they don’t know them. According to the results from the NEASC student survey 67% of students at PMHS feel safe at school all the time, while 25% responded “most of the time.” Students at the Elementary school also responded to survey questions with a strong feeling of safety within the building as well as with trusted adults and peers. Students at PMHS have their own Justice Committee. This committee is made up of students, 2 faculty advisers, the Student Support Specialist and the Dean of Operations to resolve low level incidents that take place within the school community. Through the restorative justice process, students work to resolve and work out their issues rather than be issued a punishment. Secondly, throughout the district the use of “Choose Love” as a Social Emotional Curriculum helps to provide strategies for students to support this principle. Students are taught to use courage, gratitude, thankfulness and compassion as tools employed to accept others as they are and to strive to be their own personal best. In addition, both schools utilize strategies to promote a feeling of community within classrooms. Daily PES morning meetings include lessons which follow the Choose Love Program. Monthly Whole School Morning Meetings are used to build community and highlight C.A.R.E.S (Cooperation, assertion, responsibility, empathy and self-control) skills among students. At PMHS the use of advisory programs help to keep track of students goals as well as tracking competency requirements needed for graduation.

There are multiple ways that the district demonstrates a culture of learning focused on the strengths of both students and adults. For example, there is an opportunity for students to be involved in and to start and organize their own learning studios. Learning Studios are groups of students with a common interest coming together to learn about and produce an authentic product to demonstrate their learning. Students choose a studio and participate in project based learning around that focus. PMHS also participates in multiple exhibitions of learning to the community for example a student showcase in the first semester and exhibition day during the second semester. Throughout the district all students are offered multiple means of demonstrating competence, these learning studios are one of these ways. At the elementary school there is an exhibition night each year where students showcase their learning through displays, experiments, multimedia presentations, and various other formats to the community. Another example of a culture based on students’ strengths are the multi-age classrooms at both
PES and PMHS, which give students greater ability to work at their level as well as to act as a leader and teacher to their peers.

There are policies and protocols that define and support respectful treatment of all members of the school community. For example, our handbook and emergency protocols outline procedures that protect the privacy and safety of students and staff. The PMHS community also has access to a Community Concern Form which any member can utilize when they feel disrespected or ill-treated by another member of the community. The district offers many initiatives that ensure that all learners are known and valued and have equitable access to a full range of school programs and services. For example the use of VLACS gives students an opportunity to take advanced classes and Concord Regional Technical Center is an opportunity to develop career readiness. Special education services, the FLEX room, Breakfast After the Bell, food pantries at both schools, and access to many other services help increase equity. One other system in place, but inconsistently used, to ensure all learners receive equitable treatment is the Progression of Supports. Through this system, students are identified and supported with various social/emotional, academic, and behavioral needs.

Implementing

1.1
Strengths:
A written SEL curriculum

Needs:
Increased usage/follow through of the Progression of Support system
The school community provides a safe environment. Pittsfield School District meets Foundational Element 1.1. Both schools have multiple security cameras to monitor common areas. Students are supervised both inside and outside by adults. Each building has CPI trained staff to respond and de-escalate students. The student handbooks outline the discipline policy, as well as expectations for student behavior. Faculty handbooks and district policy outline expectations for adult behavior. 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 10 times throughout the year. The school board has policies covering bullying and sexual harassment. The school also has a memorandum of understanding with the Pittsfield Police Department. The district receives safety reports from the Pittsfield Fire Department, and the Safety Committee regularly reviews potential issues. The superintendent provides support and action for significant safety violations. The Emergency Management Team reviewed a report from the Department of Homeland Security to prioritize needs that would further secure the building such as installing a fob system at the middle-high school. Visitors to both schools are not allowed to enter the building without being buzzed in by the main office. The policies in both schools require visitors to sign in and receive a pass from the office. Exterior doors are required by policy to be locked during the school day.
Principle 1.2

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.

Pittsfield School District is in the developing phase of implementation for Principle 1.2. Collaboration is central to the way professional time is allocated in our district. A mission and vision statement has been established and was generated by faculty and staff during the 2018-19 school year. Faculty and staff used a variety of discussion protocols to ensure all opinions were heard. Beginning last year, and continuing this year, the district has established each Wednesday as an early release for staff collaboration and professional development. Grade level teams at the elementary school meet weekly for Professional Learning Communities. The schedule is designed at the elementary level for Common Planning Time and grade level teams meet at least once a week at this time. The middle and high school have common planning groups that meet on a daily basis, organized by grade level clusters. As a district, we believe in Universal Design for Learning. The district is in the process of developing Universal Design for Learning (UDL) units for each course. The UDL team created a standard template design for creating units of study and sought feedback from faculty and staff. In the 2018-19 school year, time was allocated throughout the year for developing and vetting UDL curriculum with grade level teams.

The district does not yet have a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. At the Middle High School, programs such as Career Readiness, Advisory, Life Skills, and 7th and 9th grade academies, help guide students through their education. There is a process for students with IEPs to help transition them from the elementary school to the middle and high school. Some transition to the Life Skills program. The district agreed upon and established executive functioning lessons to incorporate into elementary classrooms and advisories at the middle high school.

The district ensures core values are known and understood in multiple ways. The district has a website. Staff and students are required to read and sign off on the school handbooks. The Pittsfield School Board meets the first and third Thursday of each month. The agenda is posted in advance of each meeting, and meeting minutes are posted on the district website. According to the district survey taken by faculty in the Fall of 2019, 85% (responding totally true or mostly true) of staff believe the district’s core values influence professional development in the district and 87% of staff believe that the district’s stated core values influence the development of the design of academic programs. Only, 23% of staff stated in the survey that they are not familiar with the core values and beliefs about learning.

The survey was also given to middle and high school students. According to the district survey results taken by the middle and high school student body, 62% of students are very familiar or familiar with the district’s core values and beliefs about learning.

Beginning this year, classroom teachers participate in twice-a-year data meetings with their supervisor that help to drive instruction. Teachers and paraprofessionals create SMART goals and
Student Learning Objectives that guide instructional practices. Competencies have been established for each course for each grade. The ATS (Additional Targeted Support) team was established in the spring of 2019 to support and improve instruction in grades 5 through 8.

The district has established the District Leadership Team (DLT), Building Leadership Teams (BLT), Team Leaders and Administrative Leadership Teams (ALT) to support and promote continued improvement. Minutes are not made public to staff. Team leaders share their work during PLC and Common Planning Time. Finally, 72% of staff (responding totally true or mostly true) believe that administrators lead in a way that is consistent with the district’s core values.

Strengths:
The time allotted for collaboration and planning and analysis of data

Needs:
Create a Vision of the Graduate

Community Feedback:
- Does the mission fit for Vision of the Graduate (not according to NEASC- need the formal articulation).
- Components of the Mission seem to cover what we would want for our graduates.
The school has a written document describing its core values, beliefs, about learning, and vision of graduates.

The Pittsfield School District does not meet Foundational Element 1.2a. The district adopted a new set of core values and beliefs about learning in January of 2013. The district and the community partnered in 2015 to produce a logic model outlining long term goals and benchmarks for both the elementary school and middle-high school. A prior version of a logic model of the vision and mission statement was based on vision, mission, values, and picture of the graduate. In 2018-19 all staff members in the district began the process of reviewing and amending the current vision and mission statement. With the help of outside sources and stakeholders, the new mission and vision statement has been completed. The district has prioritized the writing and implementation of the district's vision of graduates.
Principle 1.3
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.

Pittsfield School District is in the Implementing phase of Principle 1.3. The school maintains and supports high expectations for all students through competency rubrics. The school district is focused on providing a balance of academic, social, and civic opportunities to meet the needs of diverse learners. This is achieved through active implementation of morning meetings at the elementary school and advisory programs in the middle-high school. The middle high-school also provides Learning Studios and a community service graduation requirement. The school district has a plan and services in place to identify and support the social, emotional, and academic needs of students through Progression of Supports and the Flex Programs. Progression of supports is Pittsfield’s version of the Response To Intervention (RTI) program. The FLEX program provides emotional, behavioral, and academic support for students that struggle to make progress in the classroom and that may not be responsive to other interventions that have been attempted. The school district ensures that classroom educators, special educators, and support staff share responsibility for developing learners through the Title 1 program and Progression of Supports. Pittsfield School District also brings in outside support in the form of the SAP, visiting physicians, counselors from PATCH, and Riverbend. SAP is the Student Assistance Program, which provides counseling for students dealing with substance abuse issues. The middle-high school ensures that each student is known by an adult mentor in the school through our advisory program. Students are grouped by grade level and paired with a single teacher for middle school and again for high school. Advisories meet every school day for 33 minutes to provide academic support, social emotional curriculum, and an opportunity for one on one mentoring. Grade level teacher teams discuss individual student needs biweekly and develop plans to support them, with weekly check-ins for particularly high needs students. The school community acknowledges the importance of and assists in building each student’s readiness to learn by providing resources such as breakfast after the bell, flexible seating, and acts as a food pantry distribution site. The school community demonstrates the value it has for all learners through its instruction and assessment practices through UDL and student centered learning practices. At the middle school level, classes are grouped heterogeneously, and at the high school level students may self-select courses based on expectations, though the courses are still heterogeneously grouped.
Community Feedback:
- The range of students' academic skills/knowledge, and their well being is very broad. It is challenging to meet every student where they are and support them to attain their maximum growth.
- Seems we do meet students where they are, but have limited resources.
- Work is done for creating the high expectations, but perhaps not all staff buy-in, believe in what it is, not evident.

Strengths:

Needs:
Principle 1.4

The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

The Pittsfield School District is in the Developing phase of implementation for Principle 1.4. The school district is working on implementing Universal Design for Learning (UDL) across all grades. The district has sent representatives to UDL conferences and provided professional development time to write, review, and calibrate units. These units span the curricula. Starting with the 2018-2019 school year, the district included the elementary school in weekly professional development meetings to ensure that all staff are acquainted with the school's educational direction and mission. Over the years the Pittsfield School District has focused on data analysis to follow student learning trends, data analysis is already an integral part of Professional Learning Communities (PLC) and Common Planning Time (CPT). Each student has data collected on their Northwest Evaluation Association (NWEA), Lexia, and Developmental Reading Assessment (DRA) scores to track growth. Members of PLCs collaborate to develop student learning objectives (SLO) which track a specific area of student learning over the course of a year. Most recently, the Progression of Supports (POS) initiative has been adopted to provide focused intervention for students who exhibit needs in academic and social emotional areas. In each student's Google folder, staff can enter and view data pertaining to the student. This allows for multiple educators, administrators, and parents to provide input regarding a child's performance. The Pittsfield School District welcomes visitors from other schools and countries to observe different facets of our district including competency-based learning and multiage classrooms. To ensure that the mission and vision of the district is a central focus of all Pittsfield faculty and staff, the Professional Growth and Evaluation Team was created. This team vets SLOs, Smart Goals, tracks professional learning activities, and provides feedback to promote best practices as outlined in Danielson's Rubric. The Pittsfield School District uses feedback data from multiple sources. One source is the Site Council which meets at the middle-high school. The Site Council includes students, faculty, administration, community members, and parents. The goal is to look at relevant data and make decisions to improve school policy. A district wide source for family feedback is Title 1. Title 1 meets with families during conference and hands out surveys for parents and students to
get feedback regarding interventions that have positively impacted students and suggestions for grant money allocation.

Developing

Strengths
The time allotted for team collaboration
The PG&E team for vetting professional responsibilities

Needs
Implement UDL across all grades and courses
More focused development of initiatives- some things come (and go) so quickly that we don’t have time to become proficient before we’re on to the next thing. ex. executive function, zones of regulation, choose love

Community feedback:
- School provides extensive time for educators to work together on improvement goals/efforts.
Principle 1.5

The school's culture promotes intellectual risk taking and personal and professional growth.

The school culture:

- is dynamic and vibrant with a shared sense of agency and responsibility
  - Site Council
  - Morning Meeting
- ensures learners and educators understand that learning from mistakes is an important part of intellectual and personal growth
  - Growth mindset- perseverance, resilience, embracing failure
- promotes norms and protocols that support respectful discourse, including acceptance of diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others
  - Team charters
  - Practice, modeling
- emphasizes the importance of persistence and opportunities for revision of student's written work.
  - Competency
  - Workshop model

Overall, the Pittsfield School District is in the Development phase of Principle 1.5

We strive to create and maintain a dynamic and vibrant culture with a shared sense of agency and responsibility. At the Middle/High School, handbook policies are monitored and controlled by Site Council, a governing body comprised of students, faculty, administration, and community members. This team votes on any changes or amendments to the Student Handbook, assuring that students have a say on any school policies not linked directly to a school board policy. At PES, the day begins with a morning meeting based largely on the tenets of Responsive Classroom- including sharing and responding, listening, and engaging in activities together- in order to create and maintain a supportive community. Whole body listening and appropriate sharing and responding are all practiced daily.

The Middle/High School has an organization whose goal is to help students understand how their actions affect others and take steps to remedy the problem. This is the our-Justice Committee, which has been helping students apply restorative justice
for the last eight years. This group is comprised of students, with guidance from faculty, who dedicate time to facilitating mediations between students and others in the school community.

We also study and practice the growth mindset as a district. This heavily emphasizes changing attitudes around learning and failing and encourages the revision of work. We share stories and literature about the value of failure and how necessary failure is to success. We practice reframing our words in order to guide our mindset. We share our own mistakes and set goals for how we will move forward to success.

Our school culture is supported by a myriad of our social curricula: Responsive Classroom, Zones of Regulation, Growth Mindset, Choose Love, and Executive Functioning. Responsive Classroom and Choose Love emphasize, through language and action, caring for one another and presenting in a loving and accepting way, lifting one another up emotionally, group success, and shared sense of agency.

Professional staff at both schools are encouraged to enrich themselves by participating in as many professional growth opportunities as possible. Additionally, time is allocated regularly for collaborations with other professionals in committees, focus groups, PLCs, and other teams.

Strengths:
- Faculty and staff dedication to the implementation of socioemotional curricula and supporting a positive school culture and climate.

Needs:
- Allot time to collaborate with colleagues; experiment with merging of social curricula inside the classroom environment and report back; share ideas and methodology.

- Implement systems that consistently support the structure of respectful discourse. Consistent consequences for breaking the norms of respectful discourse are needed to guide the students’ choices.

Community Feedback-
- Bullet about promoting innovation - some staff do very well getting students to come up with varying ways for students to promote mastery and increases engagement.
Principle 1.6
The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

Pittsfield School District is in the Implementing phase of Standard 1.6. Consultative and Collaborative Decision Making in Pittsfield's Schools are outlined in a district document as Directive, Consultative and Collaborative. Pittsfield District Teams include District Leadership Team, Administrative Leadership Teams, Education Leadership Team, TeEam leaders, Building Leadership Teams, Professional Learning Communities and Common Planning Teams. The District has an organizational structure that promotes voice and engagement. Each team has their own charters to help define the work. Various leadership teams meet regularly and consult their constituents in decision making. The Good to Great Team regularly does audits of teams for strengths and recommendations. Individual teams do annual team effectiveness evaluations.

Pittsfield Mission and vision rework: The Pittsfield school community revisited our vision and mission during the 2018-2019 school year. Groups met monthly discussing priorities in school core values, beliefs and vision for Pittsfield graduates. A revised mission and vision statement was unveiled with a district publication at our first district faculty meeting of the 2019 school year.

The PMHS Site Council began as a component of school redesign initiatives with Pittsfield teachers and students making numerous school visits. Since 2012, the PMHS Site Council has met bi-weekly. Their mission is defined as providing the Pittsfield Middle High School with a student-majority governing body composed of students, educators, parents, and community members, who will review, modify and make decisions regarding the Student and Family Handbook. Student voice is also articulated through our Student councils. Another initiative that now has a legacy at PMHS is our Student Led Conferences which have been in use for the last eight8 years. Students plan and lead their academic reviews with help from their advisors. Students get leadership skills by presenting their accomplishments and challenges twice a year to an audience that includes their parents, guardians and/or school personnel. Student Led Conferences are being implemented in the elementary school as well.

Staff are encouraged and given the opportunity to try new and innovative techniques and curriculum in their classes. Our district Universally Designed Lesson Team has supported teachers in creating course lessons. Staff and students are able to design and run innovative classes (Weekly Learning Studios) geared to increase student
interests and promote engagement. The district’s PG & E plan encourages teachers to reflect on past practices and refine areas of need in instruction. All staff and students are encouraged to take on leadership roles within the school community.

The Administrative Leadership Team, District Leadership Team, Educational Leadership Team, and Department Teams all work collaboratively with the Deans, Superintendent, and School Board to make sure everyone is working collaboratively towards the Mission and Vision.

There are District Organizational Flow Charts (Organized by Program, Teams, and Reporting Relationships) that define each administrator’s role, authority, and decision-making.

1.6 Rating: Implementing

Strengths:

Systems are in place and functioning for District Teams to reflect on the Mission and Vision.

Staff, students, parents, and community members have a voice in how the school performs through the PMHS Site Council.

Needs:

Lack of salary equity leads to turnover of teachers and staff, which in turn hinders the ability to develop teacher leaders.
Principle 1.7

The school culture fosters civic engagement and social and personal responsibility.

The school culture:

- encourages social awareness, upstanding behavior, and fair and respectful treatment of all
  - School norms
  - Handbook
  - Restorative Justice
  - Choose Love
- relies on the democratic values of agency, civil dialogue, adjusting thinking in the face of new information, equality, and a commitment to the common good to inform the curriculum, characterize classroom behavior, and guide school governance
  - Site Council
  - RC
  - CARES
- encourages learning experiences that connect to or make an impact on the community beyond the school campus.
  - Exhibition Night
  - Community service
  - PTO
  - Literacy Nights
  - Learning studios
  - Summer academies
  - Title 1 Summer learning

The school culture fosters civic engagement and social and personal responsibility. The Pittsfield School District is in the implementation phase with programs and initiatives to meet this standard. The Pittsfield School district places emphasis on social and emotional awareness and upstanding behavior through focus on recognizing students who exhibit exceptional competency of social-emotional skills, leadership and academics. This is done through Whole School Morning Meeting and daily morning meeting at the Elementary School. Monthly assemblies are held at the Middle Highschool for noteworthy acts of leadership and social responsibility. Requirements for community service for graduation and environmental committees initiatives are examples of the efforts of the district to incorporate community engagement within every day student life. Students are responsible for initiating their Student Led Conferences twice a year. The district implemented initiatives to incorporate social-emotional learning within the curriculum such as Responsive Classroom, Choose Love,
Zones of Regulation and CARES. The school district provides opportunities for civic engagement within the high school and greater community through Site Council. Site Council is currently in the process of revising school norms in order to be easily understood by all stakeholders. Students practice the skills of social and personal responsibility through engagement in the Justice Committee, where restorative justice is used to mediate and reconcile harm done to the community. To create activities for teachers and students, with the intention to improve school culture and climate, the organization IMPACT meets monthly and plans the assemblies at the middle high school. Students can choose to participate in the Kindness Campaign, a learning studio that focuses on community improvement. Through annual Empty Bowls Learning Studio, students can help raise money for the local food pantry by creating ceramic bowls and hosting a soup dinner. The district involves all members of the community through semi-annual Exhibition Nights and Parent Teacher Organization. Due to consistent implementation of these programs the students and community have become aware of the avenues for change and improvement within the district.

Strengths:
Student involvement, attendance and representation of Site Council. This year students and staff had had consistently high attendance at Site Council meetings. At these meetings each grade is represented.

Needs:

Assessment of the effectiveness of the Choose Love program and teacher implementation
Familiarize all community members on the restorative justice process
Assess the effectiveness of restorative justice process
Increase training on Responsive Classroom practices.
Revitalize student interest in IMPACT.
Standard 2, Principle 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.

The school is in the developing phase of Principle 2.1. Pittsfield School District is in the process of laying the groundwork to develop and implement this vision to include the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and to provide feedback to learners and their families on each learner's progress in achieving this vision. Students, staff, and parents completed the NEASC self-reflection survey in the fall of 2019. Results were tabulated and shared with the staff to analyze and determine the vision of a Pittsfield School District graduate. According to the NEASC Student Survey results, 40% of students believe that the school has a clear vision about the skills and knowledge they need to develop to be successful in life. The faculty results show that 56% of faculty believe that the school is clear about the skills and knowledge students need to be successful in life. Using data from these surveys, staff is working to further develop and implement the work done over the past two years regarding the school's vision of the graduate. There are elements already in place to ensure that students attain transferable skills, knowledge, understandings, and dispositions necessary for future success. All of these skills are transferable skills that prepare learners for college and workplace readiness. There is evidence of district-wide competencies that focus on skill development. Most departments have completed curriculum maps and implemented standard rubrics. Some departments are developing common assessments for their curriculum. Each curriculum map is a live document and is updated regularly to reflect changes to the curriculum. Middle school and high school Advisory is enriched with transferable skills that translate to future success through practices ranging from social-emotional strategies to real-world, applicable skills such as time management, team building, planning, leadership, college and career planning, resume writing, student-led conferences, and Freshman Seminar. The elementary school implements Morning Meeting and Zones of Regulation to emphasize social-emotional development and executive function skills. Like the middle-high school, there has not been one consistent program fully implemented due to new initiatives introduced to faculty and staff every couple of years, such as executive functioning and Choose Love. There is a rubric-based process to assess and communicate progress through PowerSchool, which is constantly updated with competency scores and comments to reflect current progress to students, parents, and teachers. District-wide, teachers are using standardized test scores as a benchmark tool to note whole-district progress toward learner achievement.

Developing

Strengths: Frequent feedback to students and families through PowerSchool. Advisory and Morning Meeting provide a strong opportunity for skill development.

Needs: Implementation of technological practices that students will need for future success.
around 21st Century skills. Develop uniform advisory expectations. Further refine the vision of the graduate.
2.2 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.

Standard 2, Principle 2

Pittsfield School District is in the dDeveloping phase of Principle 2.2. There is an approved template for documentation of written curriculum using Universal Design for Learning (UDL), rubrics, syllabi and year at a glance curriculum guides. We are currently rewriting our curriculum into these UDL templates to provide a consistent format for all courses in all departments. Each unit of study will include guiding/essential questions, concepts, content and skills students are expected to learn. Not all departments have had opportunities to make timely updates to written curriculum with what is taught and rubrics are always being created or revised. Teacher turnover significantly impacts this principle. Each teacher brings their own strengths and specialities to the curriculum and adjustments to the curriculum often take place accordingly. There are many aspects of the curriculum that are steadfast and necessary to its scaffolding and, therefore, run consistently throughout. Due to the challenges of staff availability to develop, write and complete a curriculum that lasts for any length of time, the curriculum frequently fails to be updated in a timely fashion. Professional development opportunities would help address this area. At the end of the 2018-2019 school year, a timeline for the year 2019-20 was established and deadlines were set for completing the written curricula. Historically, the district has had it's curriculum documents in different places and organization and accessibility has been an issue. As part of this years’ curriculum overhaul, the district has created a “curriculum table of contents” where all curriculum is located and everyone has access to each others rubrics. This promotes vertical alignment. As we develop the district’s curriculum, we are developing multiple, diverse assessment opportunities for our students to achieve competency under UDL methodology. These assessments are specific to the course and student requirements. As part of our district’s curriculum development, we are identifying specific transferable skills that students are to apply year after year. This is being developed through vertical alignment. Each department is developing their curriculum under either nationally or state-aligned standards.

Developing

Needs: Time, supportive technology, peer collaboration for vetting and vertical alignment, time for rewriting all curriculum into new UDL formats.

Strengths: Developing curriculum table of contents to centralize all curricular documentation into one document for easy access.
Foundational Element 2.2a - Student Learning

There is a written curriculum in a consistent format for all courses in all departments across the school.

The district does not meet Foundational Element 2.2a. There is a written curriculum for most major courses in the core content areas and for most elective courses outside of the core content areas. Differences in formatting exist across content areas and grade levels. Each course outlines a syllabus, year at a glance, and competency rubrics. There is some progress in regard to UDL units and assessment maps. Curriculum still needs to be developed for some courses and formatting modifications are needed to ensure consistency. There is a district-wide initiative to rewrite course units in UDL format, with courses reflecting 50% completeness by January 2020 and 100% completeness by January 2021.

Does Not Meet the Standard
Standard 2, Principle 3

Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.

Pittsfield School District is in the implementation phase for principle 2.3. The curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge through the use of project-based and authentic learning experiences. These experiences include Project Lead-the-Way, STEM-based projects like designing plans for a model farm in math, writing letters to local and state lawmakers, designing advocacy campaigns to leverage support for important local and global social issues, robot design and construction at the first-grade level, and district-wide projects that are presented at the spring exhibition. There is evidence of district-wide competencies that focus on skills development. There are both content-area and grade-level competencies. Assessment is based on a 4, 3, 2, 1 rubric system that delineates between exceeding expectations, meeting expectations, approaching expectations, and developing. Pittsfield School District does not currently use district-wide analytic rubrics; however, it is common practice to vet competency rubrics in a team setting to test for validity and alignment with curriculum and grade-level expectations. Throughout the district, teachers are working on the construction of rubrics that reflect vertical alignment of grade-appropriate skills. Assessment is guided by rubrics that are designed to show evidence of skill progression between grade levels, building upon prior knowledge. Universal Design by Learning (UDL) plans and units are in the beginning stages of development and implementation, with limited professional development on how to fully implement UDL. Teachers meet frequently with common planning teams to discuss curriculum. Teams are beginning to utilize a formal protocol system for lesson and unit vetting to ensure that curriculum aligns with assessment rubrics, that it is meeting guidelines for rigor, and that it addresses individual student learning needs through a variety of instructional and assessment tools. Some teachers collaborate in an effort to make cross-disciplinary connections.

Implementing

Strengths: Project-based learning experiences that encourage the application of knowledge and skills learned, and effort to create lessons and unit plans that meet UDL guidelines.

Needs: Work to better vertically align curriculum among grade levels and content areas.
Standard 2 Principle 4
Instructional practices are designed to meet the learning needs of each student.

The Pittsfield School District is in the implementing phase of Principle 2.4. Educators strive to ensure that instructional practices are designed to meet the learning needs of each student. The district utilizes student centered learning strategies where educators provide individual students with various options to show their understanding of the lessons and thus has implemented the Universal Design for Learning (UDL). Educators also strive to ensure instructional strategies are designed to meet the needs of each learner within the regular classroom by providing organizational, grouping and tiered intervention strategies, as well as scaffolded instruction and reteach/retake opportunities as students work toward mastery of competencies. Many teachers use Google Classroom as a tool to reinforce lessons and as a resource for students to use to review notes and course materials. At the middle-high school level, students have built-in weekly opportunities during content block time to seek out additional academic support from teachers. Educators provide an environment with structure and support to equip all learners with access to rigorous learning opportunities. The district is implementing the co-teaching model, providing additional support and alternative strategies in the regular classroom. Paraeducators collaborate alongside the classroom educators to support students in working at their own pace and provide support where it is needed. Staff, administration, and faculty members are committed to the success of each student, providing personalized instruction, small group instruction, and credit/competency recovery options and providing support whenever possible. The district offers independent study opportunities through programs such as VLACS, Apex, and Rosetta Stone, broadening the choices available to students. The district also provides educational experiences that are meaningful and relevant to the personal needs of each individual student through programs such as the CRT (Voc-Tech career training).

At the beginning of each course educators provide every student with a syllabus that outlines the course description, the course competencies, and the ways that the students can demonstrate their understanding of each. They also include student expectations and course evaluation and assessment practices. Each teacher creates a written curriculum in a consistent format for all courses in all departments across the district. Teachers utilize common planning time provided to them daily to provide the opportunity for them to collaborate with the primary purpose of improving student learning both for individual students as well as the students as a whole within grade level teams. The district utilizes formative and summative assessments, and various methods to meet the needs of all learners. Formative assessments are designed to assess student progress and to inform teacher instruction. Students are given the opportunity to improve their grades and knowledge of the material through these assessments. Educators observe the students in their classes and review their work to determine their strengths, weaknesses, and the best methods of instruction. Group learning is purposefully organized giving students the opportunity to learn by talking amongst themselves about key concepts, ideas and interests. Programs like NoRedInk and Khan Academy are used in classes to assess
each student's individual progress in different subjects and provide additional support to the specific areas where they may be struggling.

Rating: Implementing

Strengths: The use of the co-teaching model which pairs special education teachers with content area teachers.

Needs: Continue transforming current instructional practices to create new and innovative learning opportunities for all students. However, unemployment rates and our salary structure for support staff has lead to a shortage of paraprofessionals and has not been to the benefit of students who need support within the classroom.
Standard 2, Principle 5

Students are active learners who have opportunities to lead their own learning.

The school is implementing Principle 2.5.

Pittsfield School District students are active learners who have many opportunities to lead their own learning. Students are provided choices about topics (depending on class teacher), classes to enroll in real world application of learning in course areas and creativity over their course content and assessments. Project-based learning is embedded across curriculum areas, however, with staff turnover there are areas that truly show this, while other areas are lacking. With the dissolution of i3 (Investing in Innovation), the group that worked to spearhead this initiative, our new staff have not been trained in true project-based learning practices. Projects are designed with student choice/creativity in mind, to highlight student individualized expression and personal interests.

At both schools, students are creating goals for themselves and student choice has enabled students to reach their goals. At PES, students have used Dreambox and are currently using Freckle to improve math goals, with Lexia being used for English/language arts. At PMHS, Khan Academy, No Red Ink, and Mindplay are used to set individual goals for students in math and English/language arts, respectively. At PMHS, students have the autonomy to choose elective courses through their entire middle high school experience. Students are able to choose from a variety of online classes, VLACS, in order to tailor their learning to classes that may not be offered here. At PMHS, 26% of our students are enrolled in these classes, with them being able to choose the class or classes they would like to take. Opportunities are provided to students to learn outside of the school building by enrolling in CRTC classes and Dual Enrollment classes to gain college credit. We currently have 11 students participating in various CRTC classes and 31 students taking Dual Enrollment classes. Students are often encouraged to select their own topics during long-term assignments and the medium by which they present information. PMHS students are also able to lead learning studios, which allows them to focus on an area of interest and lead a group of peers through that area. Of the 19 learning studios that are being offered, 42% of those have student leaders that are active leaders teaching fellow students.

STRENGTHS: Students at PMHS have many opportunities to lead their own learning (VLACS, Dual Enrollment, CRTC, Learning Studios). With a variety of course/program choices, students are able to lead their own learning.

NEEDS: Staff turnover has negatively impacted growth of PBL

-Dissolution of i3 has caused a gap within both schools to help train new teachers in PBL practices, thus, hampering students in leading their own learning.

Rating: Implementing
NEASC Principle 2.6

2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

Pittsfield School District is in the Initiating phase of implementation for Principle 2.6. Both Pittsfield Elementary and Middle High Schools provided a snapshot of what each classroom was teaching in a given four day window. Faculty and staff also provided lesson and unit plans, in UDL format, for review. In reviewing these documents, it is evident that some instruction is designed for learners to engage in inquiry, problem-solving, and higher-order thinking skills in many courses. Through Learning Studios, students are challenged with opportunities to engage in activities that prioritize deep understanding, analysis, synthesis, creativity, making connections, and understanding relationships in a project based learning environment.

Through math, science, and laboratory investigations, students are asked to analyze data and make inferences by asking testable questions and analyzing data. Students are expected to interpret graphs and apply this to trends in scientific principles. This often requires flexible thinking and persistence. Many activities that prioritize deep understanding, analysis, synthesis, creativity, making connections, and understanding relationships are offered. In English classes, students are encouraged to work in a group setting to promote the use of the English language by asking questions and providing solutions that relate to their every-day academic and social environment. Higher order thinking skills and analysis are part of the English curriculum; however, this is not necessarily accomplished district wide. In English classes 7-10, students are required to fill out self-assessment rubrics to reflect upon their work and assess their progress in these areas. In classrooms, students are asked to demonstrate understanding in multiple formats, including both group and individual projects. At PES many teachers use critiquing, self reflection, and peer scoring by students to bring forth higher order thinking skills and reflection. The Pittsfield School District offers many opportunities to participate in the arts. Classroom instruction includes many opportunities to express creativity through problem solving project based learning, as well as and building meaningful relationships with peers. Art lessons have been collaboratively prepared through the PACE learning initiative. PES and PMHS regularly hosts visiting arts to support student learning in the arts. Drama and music productions at PES and PMHS give students opportunities to produce arts events in a variety of ways, whether through performance, lighting and sound, programming and graphic arts. Students are involved in all aspects of concert production, creating a collaborative experience to be enjoyed by the community.

Students may be challenged to use their higher order thinking skills; however, many teachers report that students struggle to do this. Time constraints can be a factor in teaching higher order thinking skills and meeting content standards. Student work indicates that students are not reaching a deeper level of understanding on a topic or process and do not always have the critical thinking to reach that next level of understanding.
Initiating

Strengths:
- Collaboration to ensure vertical alignment of content and skills through grade levels
- UDL Unit Plans designed instructing in and including critical thinking and creativity

Needs:
- Offer professional development in developing curriculum, lessons, and assessments providing learners opportunities to engage in inquiry, problem-solving, and critical thinking skills.
- Develop a strategy for high staff turnover and its impact on instruction/assessment of these skills.
2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.

Pittsfield School District is developing in Principle 2.7. Throughout the district, all educators use a wide variety of formative and summative assessments to determine student learning and understanding of the curriculum. Summative assessments are used to drive the overarching content, while formative assessments are used to inform teachers on their instructional success. Summative assessments are also used to guide instructional strategies and differentiate based on specific student needs. Sometimes, however, differentiation does not result from this information. To ensure differentiation, the district started work to apply the principles of Universal Design for Learning (UDL) to curriculum units during the 2018-2019 school year. All units will be completed by the 2020-2021 school year. Using ongoing formative and summative assessments, teachers check to ensure that students are understanding concepts and mastering skills. Common assessments are used across grade levels and courses in order to provide consistent and equitable learning opportunities for all students. Some assessment strategies used throughout the district include analyzing student work, think-pair-shares, classroom polls, exit tickets, end of unit tests, final projects/portfolios, presentations, journals, and self-evaluations. Throughout the district, students are often given rubrics or guidelines that provide specific and measurable criteria for success prior to an assessment. Also, students have many opportunities throughout the school year to demonstrate their learning to peers, families, community members, and school professionals through in-school presentations, exhibition, work celebrations, performances, and community/school displays.

Strengths:
- A variety of assessments used across all grade levels
- Common summative assessments
- Varied opportunities for students to demonstrate their learning

Needs:
- Increase professional development around UDL and differentiated instruction;
- Provide time for rewriting all curriculum using the principles of UDL
- Provide time across grade levels to align assessment strategies
2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

Pittsfield School District is developing in principle 2.8. The district is scattered in its use of differentiated instruction and diversified opportunities which give students the opportunity to demonstrate their learning, reflect on their work, and make necessary corrections with guidance from a teacher. Educators are working to provide students with multiple opportunities to demonstrate their knowledge; however, some educators continue to give students minimal methods and limited opportunities to relay their understanding of the curriculum. Through formative assessments and ongoing quick checks, students receive feedback from their teachers, as well as opportunities to make corrections to further their learning process. Throughout much of the district students receive feedback through one-on-one conferences, the use of genuine praise, and receiving assignments back in a timely manner. For instance, the first grade team uses one page quick assessments for main concepts and then uses those assessments to guide their teaching to meet specific student needs. Teachers across the district use evaluations and assessments which are given, scored, and returned to allow students and teachers to work collaboratively in the direction of learning. Students are given time in class for peer feedback and to review their work, use feedback to set academic goals, and revise their work. During the 2015-2016 school year, the district worked to create rubrics for how to assess each competency. These rubrics help teachers assess and evaluate student learning in a uniform manner, although they lack in the assessment of students work habits and the methods they learn best with as individuals. While teachers use a range of assessment strategies and collaborate as best they are given with the opportunities granted, a method for assessing student work habits and strategies that would benefit them in their learning would be advantageous.

NEEDS:

- Provide opportunities for students to demonstrate their knowledge using various means of representation
- Engage students as active self-directed learners
- Use of rubric to assess student work habits as well as individual learning

STRENGTHS:
- The individual attention through formative assessments for each student's work
- The use of check-ins and summative assessments to gauge children's learning of a specific topic
Standard 2, Principle 9

Pittsfield School District is developing in Principle 2.9. The district's technology plan includes two logic models that reflect students' use of technology; the sections are Ensuring Student Ownership for Learning and Raising Student Achievement. Both of these logic models provide the initial conditions of the district's technology use, as well as a plan and timeline for full implementation. As evidenced in the above reports, technology use by Pittsfield School District does not currently support student ownership of learning. Although there is a wide variety of applications, online platforms, and content specific software available among grade levels district-wide, almost a third of teachers report they do not use them. The use of technology is mostly left to the individual initiative and expertise of the teachers and students. Tech use at the elementary school has risen dramatically with the number of iPads increasing in classrooms and the introduction of online platforms such as Lexia, Freckle and other online resources, but this does not appear to have translated into greater use at the middle high school level. The middle school has 1:1 devices, and the eighth graders have a requirement to complete a digital portfolio. Due to budget constraints, the high school recently moved away from 1:1 access and is using mobile carts, classroom desktops, computer labs and the media center to access tech-based platforms and resources. Other tech resources to support students' learning that are being used in some grade levels include NWEA Map Testing, PowerSchool, YouTube videos, Lightsail, Artsonia, Reading A-Z, ClassDojo, Rosetta Stone, No Red Ink, assorted learning apps on the iPad, Google Classrooms and shared Google Drive Folders.

Developing

Need: Offer teachers professional development in software, online platforms, classroom management for using technology, setting technology goals.

Need: Provide all students district-wide access to technology devices in order to support, enhance, and demonstrate their learning.

Strength: The District's Technology Plan includes initial conditions and a comprehensive plan with strategies/activities/goals, implementation objectives/actions, measurement (person or team responsible), a timeline and budget allotments. The Plan culminates with long term outcomes (7-10 years).

Please see the district's technology plan includes two logic models that reflect students' use of technology; the sections are Ensuring Student Ownership for Learning and Raising Student Achievement.
Principle 3.1 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.

The Pittsfield School District is in the developing phase of Principle 3.1. The district has developed and is in the process of updating a school improvement/growth plan. Priority areas have been identified by the involved faculty and staff. Additionally, we have in place a school Mission and Vision, which guides our decision-making processes. The district’s improvement/growth plans have been the logic models at Pittsfield Middle High School and Pittsfield Elementary School, and are connected to the NEASC Standards for accreditation. District priorities have informed our initiatives such as a need to address Social and Emotional Learning. To this end, we have implemented the Choose Love program. Our Logic Model is also aligned with district priorities and is reflective of the school’s core values and beliefs about learning in that it specifies alternative learning plans, differentiated instruction (scaffold to student-centered learning), includes opportunities for dual enrollment and extended learning opportunities. It promotes the expansion of community resources for extended learning opportunities, flexible schedules, inquiry-based learning, Learning Studios, off-site college opportunities, online learning opportunities, Summer Academies, and year-round learning accessibility. The PES Logic Model promotes the involvement of the school community through student clubs, organizations, leadership, and student-led conferences. The PES Logic Model additionally promotes the school community through researching and implementing transition plans for students. The PES Logic model aligns with district priorities in that it specifies ways to improve student-centered learning, to engage the community, incorporates social-emotional learning, raises student achievement, and to ensure student ownership for learning. The Logic Model informs decision-making within the schools and the district by forming the foundation for creating committees such as Student Council and Site Council. The logic models were developed with input from students, faculty, staff, administrators, parents, community members, and local government representatives. In May 2019, the faculty and school board were presented with a district logic model that aligns directly with the standards for accreditation. The new district logic model is based on the revised district’s mission and vision. From the district logic model, Pittsfield Elementary School and Pittsfield Middle High School will develop a work plan to include strategies, objectives, and measurable outcomes. The logic model will include specific and measurable goals with expected learning impacts. The logic model will also promote a strategic mindset that incorporates initial conditions, implementation plans, and long-term outcomes.

Strengths:

- Experience with developing logic models and work plans which include the development of a new logic model aligned with the standards of accreditation
- Active solicitation of student and community input into our district priorities and Logic Model
Needs:

- Development and approval of district logic model and work plans for each school
3.1a The school has a current school improvement/growth plan.

Pittsfield School District meets the criteria in Foundational Element 3.1a. Both schools in the district have logic models and work plans which direct decision-making. The elementary school has a plan last revised in 2015. The middle-high school has a plan last revised in 2017. These plans are formal statements of district goals based on the mission, vision, and picture of the graduate. The logic models have been developed with input from all stakeholders. In the 2018-2019 school year, the faculty and staff of the whole district came together on multiple occasions to revise and renew the vision and mission. Faculty facilitators trained by a consultant from Brandeis University aided in this process. There were also opportunities for community members to give input into areas of our logic model. Groups met to discuss priorities that they felt needed to be addressed in the new logic model, as well as specific strategies and programs that currently address those priorities and strategies that are not currently in place. They are consistently used as a reference to guide decisions about the direction of instruction, professional development, and programs in the district, as well as measured outcomes for students, faculty, and community. The Pittsfield Middle High School and Pittsfield Elementary School logic models identify five areas of importance: student ownership of learning, increased student achievement, work-study habits, systems and infrastructure, and community engagement. Each element has several initiatives. The advisory program is designed to implement student ownership. Student-centered instructional and assessment strategies are practiced as part of raising student achievement. Freshman seminar, seventh grade seminar, an executive functioning curriculum, and collaborating on executive functioning report card comments contribute to developing work-study practices. Professional learning for both teachers and students is practiced to develop leadership activities and opportunities. The Pittsfield Middle High School Site Council involves students, teachers, and community members to implement changes to the school handbook, support systems, and infrastructure. Teams such as the Family Engagement Team and the Good to Great Team actively solicit community participation and support engaging with the community. The school district is in the process of revising the logic model to encompass the entire district. Each school will develop its own work plan to carry out the goals in the new district logic model and present the plan to the community.

Strengths:
- PES logic model 2015
- PMHS logic model 2017
- Professional development time devoted to developing, revising, and vetting the logic models and work plans

Needs:
- Present the new district logic model to the stakeholders for approval and feedback
- Develop work plans for both schools based upon the new district logic model
3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.

The Pittsfield School District is in the implementation phase of principle 3.2. Our district is improving student learning and well-being by engaging in ongoing reflection, formal and informal collaboration, and professional development. Our district has early release days every Wednesday for our staff to engage in professional development for 90 minutes. The current professional development activities include Universal Design for Learning (UDL), children in trauma, social and emotional programs (Advisory, Choose Love, Executive Function, Freshman Seminar, Responsive Classroom, Seventh Grade Seminar, and Zones of Regulation), Student Led Conferences, curriculum work, and Project Based Learning (PBL). Every grade level, department, and team creates a charter. These charters are plans and guidelines for engaging professionals in examining their practice and their analysis of student learning. The charters are reviewed and revised annually. Our district provides daily opportunities through Common Planning Time (CPT) for grade levels and weekly Professional Learning Communities (PLC) at PES for engaging in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning. Additional groups that engage in ongoing reflection, formal and informal collaboration are our department meetings, content area meetings, and faculty meetings that happen after school hours. These groups use School Reform Initiative (SRI) protocols to collaborate whether it be student work or lesson planning or reflection. The district takes it one step further for our students who need extra support emotionally, academically, or physically; conducting wrap-around meetings as needed. Wrap-around meetings extend the school’s resources by inviting community programs and organizations into our meetings in order to help families. Our district is currently developing units based on Universal Design for Learning (UDL). One of the protocols we plan to use comes from the UDL program at the Center for Applied Special Technology (CAST). A team of UDL facilitators is actively engaged in peer observation through instructional rounds in order to identify weaknesses in our program that affect all students and engage teachers in peer observations. This was conducted with a small group of teachers. We plan to expand this practice in order to maximize the benefit. We (specifically the High School) are also looking at teachers’ and students’ work through video observations in order to improve student engagement and achievement. Our Professional Growth and Evaluation (PG&E) Plan provides timely feedback to all faculty, staff, and administration to improve practices that result in an increase in student learning. The plan also provides for reviewing the skills and knowledge gained through professional learning. These skills and knowledge are directly observed through ongoing and regularly scheduled observations by district supervisors and administrators.

Strengths:
- Common Planning Times and Professional Learning Communities
- Prioritized scheduling for CPT (PMHS 4 times a week for 55 minutes) and PLC at PES (1 time a week for 50 minutes)
- Professional Growth & Evaluation Plan
• Social and Emotional Curriculum (Advisory, Choose Love, Executive Function, Freshman Seminar, Responsive Classroom, Seventh Grade Seminar, and Zones of Regulations)

Needs:
• Continue to expand on UDL practices
• Continue to support collaboration and reflection for PD
• Expand on the use of instructional rounds to promote UDL
• Develop UDL units
3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Pittsfield School District is implementing Principle 3.3. Educators regularly examine a variety of evidence of student learning and well-being to improve instruction, assessment practices, programs, and services. Grade level teams have developed common units, as well as formative, and summative assessments for most academic areas. Teachers utilize Universal Design for Learning (UDL) and backward planning to ensure students are meeting learning goals for each unit and to inform instructional choices. About half of the staff responded that they often use student work and assessments to make instructional decisions, and 49% of staff report using student work to make instructional choices daily or 1-2 times per week. Pittsfield School District teachers have the opportunity to devote Common Planning Time (CPT) and Professional Learning Community (PLC) time to use protocols to discuss student work with the goal of norming grading practices and supporting areas that need improved instruction. Pittsfield School District teachers use standardized testing data, like Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) data, to find weaknesses in student subgroups and skill areas, using this information to inform instruction. The district Behavior Team reviews and examines School-Wide Information Systems (SWIS) behavior data; reviews student concerns; and reviews and creates behavior plans to support individual students as needed. The Behavior Team also reviews and revises school behavior expectations and procedures for common areas. The district applies multiple social/emotional curricula to support the behavioral needs and well-being of all students; some of which include Responsive Classroom, Choose Love, The Zones of Regulation, and Restorative Justice. Pre-adolescent Teen Community Health (PATCH) services support the district providing health services on site. The Pittsfield Interagency Community Coalition (PICC) gathers professionals from various services to support students and families. The district also works to improve students’ well-being outside of school times. The food pantry sends bags of food home with students on a weekly basis. Both the elementary school and the middle-high school provide breakfast after the bell and snacks throughout the day. The elementary school also provides every classroom with a fruit snack every day.

Strengths -
- Common units and assessments.
- PLC and CPT teams and weekly meetings.

Needs -
- Train teachers in progression of supports and progress monitoring of interventions.
- Provide models, resources, and ideas of best practices for collecting and tracking data.
3.4 Collaborative structures and processes support coordination and implementation of curriculum.

Pittsfield School District is implementing standard 3.4 Collaborative Structures. Abundant sources of evidence are found in the Curriculum Table of Contents for each discipline, for all grade levels, which links and identifies year at a glance, syllabi, competencies with rubrics, elementary school progression rubrics, and a district-wide template for universal design for learning (UDL). Each department follows either nationally or state-aligned standards, which is best evidenced by individual UDL units. Evidence of collaboration within the professional learning community (PLC) and common planning time (CPT) processes can be best indicated by examples of all team charters and meeting notes. For example, the 11-12 team used this collaborative process to determine policy as follows, “Late work policy: Formative work - If a student is absent due to sickness or other excused reason, formatives can be made up for full credit. Formative labs must be made up to participate in the summative assessment. For each sick day, a student is allowed one day to make up missed work. Missed formatives will receive a NE (no evidence). Formatives will be assessed on a point scale of 5 to 50, depending upon the resulting summative and weight of the formative. Summative work - Each teacher reserves the right to place a final deadline on summative assessments. Summative assessments not turned in on their assigned due date may result in additional formative and/or summative work to demonstrate full competency.”

Faculty meets monthly in department and content meetings to ensure best practices and develop vertically aligned curriculum among grades of Pittsfield Middle High School. Starting in school year 2018/2019, a district-wide collaborative effort was initiated to revise our mission and vision statement. Included in this process were all faculty and staff of Pittsfield School District including administrators, teachers, office staff, paraprofessionals, students, and custodial staff. Meetings were held with various stakeholders, including community members, to gather their input and feedback. By the end of school year 2020/2021, each course is expected to have all units in UDL format. Further evidence of collaborative processes within the district include school-wide initiative of teaching executive functioning skills and social/emotional learning as implemented in our advisory program, 9th and 7th-grade seminar, and incorporated in universal classroom norms across the district.” Another example, the 9-10 team used this collaborative process to determine the schedule of our social/emotional curriculum; “Advisory Planning for next week AND first week of December: Grade 10 --By 12/13 - do Lesson 4 of Unit 2; Lesson 5 before XMAS Break; Lesson 6 week of 1/6; Lesson 7 the following week. We all do different scheduled days -- ie: Armour does Terrific Thursday because Brian isn’t here Fridays; Carson does Choose Love Tues-Thur, usually Tues; Armour does it Wed; Ajang does Wed-Thur., TUES - content blocks & check-ins, Wed: Choose Love and Thursday: Team-Building. Grade 9: Mon - weekly check-ins and content block, Tuesday - Gratitude tree and List of Core Values, Freshman Seminar Planning for Next Week: Continue Too Good For Drugs - Lesson 6.”
Strengths:
- Organization of the curriculum table of contents and requirements for progression through grade levels.
- Collaboration between grade-level faculty and student support programs.

Needs:
- Provide support to faculty with writing UDL units.
- Administrators confirm fidelity of UDL implementation.
3.5 School-wide organizational practices are designed to meet the learning needs of each student.

Pittsfield School District is in the developing phase of Principle 3.5. There are many procedures that are currently in use to develop school-wide organizational practices that are designed to meet the learning needs of each student. All learners have access to challenging academic experiences through Universal Design for Learning (UDL), the word work block, and Virtual Learning Academy Charter School (VLACS). Courses throughout the curriculum reflect the diversity of the student body through mainstreaming, inclusion, and multi-age classes. Students are not put on learning tracks, but have the opportunity to take courses at their level. Learning environments and practices that are inclusive include multi-age classes, UDL, Title 1 programs at Pittsfield Elementary School, and competency-based curriculum. Students have the opportunity to showcase their learning during exhibition night. Students have the opportunity to learn from others in heterogeneously grouped classes, multi-age classes, and book buddies. In addition, students at Pittsfield Middle High School are able to extend their learning and leadership opportunities through participation in the Advisory Council, Learning Studios, IMPACT Team, Justice Committee, Site Council, Student Ambassadors, and Student Council. For several years, Pittsfield Middle High School students were able to learn outside of school through an Extended Learning Opportunity in connection with a community member. The district would benefit from additional resources in meeting the needs of the more advanced learners, as well as, students with significant social and emotional needs.

**Strengths**
- Universal Design for Learning implementation—district-wide
- Online and digital learning (tech-assisted)—district-wide
- Mainstreaming and inclusion—district-wide
- Multi-age classrooms (elementary and middle school)
- Competency-based Education—district-wide
- Leadership opportunities for students—district-wide

**Needs:**
- Acquiring funding for Extended Learning Opportunities for all grade-level students
- Acquiring funding for resources to meet the significant social and emotional needs of students—district-wide
- Providing curriculum and staff development to support the needs of advanced learners
3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Pittsfield School District is in the developing phase of Principle 3.6. Some elements of the principle are in place and the school has developed plans and timelines for full implementation in order to develop productive student, family, community, business, and higher education partnerships that support learning. The school district enables and supports relationships as evidenced by our garden community partnership, site council meetings, community scholarship funds and public school board meetings, Good to Great team, boosters/PTO and Pittsfield Listens. These public school board meetings, and other evening events hosted by the school district to provide input, provide the opportunity for families to engage in the school improvement process including the improvement plan and mission and vision statement. The district had a full time community liaison position, but that position was cut in 2019. Students are encouraged to lead their student-led conferences. In this conference, the students lead their parents and teachers in an open discussion about their current progress in school, their progress towards their goals, and other pieces of their personal learning plan. This school year 88% of students in the district participated in student-led conferences. Title 1 supports our students and families by providing struggling learners with extra support by providing 1:1 instruction or small group instruction. The school holds wrap-around meetings with students, families, and outside supports such as Riverbend, counselors, police officers, and medical providers to better support families in the district. Community relationships are supported by our field trips to local businesses. Higher education institutions come into the district and meet with our students. Students have the opportunity to be dual enrolled in SNHU courses, eStart, and take online VLACS Advanced Placement courses. Students can go to NHTI in Concord or the UNH Manchester campus during the school day to attend college courses. The school also hosts an “I applied” event where students can apply and get immediate acceptance to all NH colleges through using the Common Application. The district provides opportunities for authentic learning experiences by providing access and transportation to the CRTC (Concord Regional Technical Center) program. The students have the opportunity to go to Concord Regional Technical Center where they can participate in programs such as automotive, healthcare training, culinary arts, and construction. The high school had an Extended Learning Opportunity program and a coordinator which used community partners to offer students opportunities beyond the school walls to gain both experience and high school credit. Unfortunately, that program was cut in 2017.

Strengths:
- High school’s onsite I applied event
- School’s Farm-to-School partnership
- Student-led conferences
- District’s wrap-around meetings with invitations to external resources.
- CRTC partnership

Needs:
- Provide a community liaison
- Reinstitute the ELO program
Principle 4.1
All students receive appropriate intervention strategies to support their academic, social, and emotional success.

The school is developing Principle 4.1. There are many appropriate and programmatic intervention strategies in place to support students' academic, social, and emotional success; however, additional programs, resources, and strategies are needed to support students' emotional and social growth. The cornerstone of this process is facilitated by the Pittsfield School District Administration, Building Leadership Team (BLT). The Pittsfield School District Administration oversees school counselors, special education teachers, paraprofessionals, school psychologists, and nurses. The BLT identifies at-risk students based on data reviews and nominations from staff to the Progression of Supports (POS) system. Students have stated that these programs (Choose Love, Zones of Regulation, and Flex) are helping. Students expressed that since the programs have started, disruptions are less frequent and issues are being resolved. At-risk students are identified through referrals by administration/faculty/staff, school/outside counselors, and families. Referrals are initiated via a referral form and include a thorough review of academic, personal and social/emotional factors. BLT assigns an administrative contact to meet with the team around the student. There is a Progression of Supports protocol with a process map to provide a monitoring system for students who are struggling academically, behaviorally, and/or socially/emotionally. Behaviors that impact instruction are an ongoing factor. Implementation of programs such as Responsive Classroom, Choose Love, and Zones of Regulation have been adopted to help support students within the classroom. Additionally, the Flex Program, Student Support Center/Pitt Stop, Check-in Check-out with students, Sensory Room, and Justice Committee have been developed for students with behavioral needs and as proactive support prior to an out-of-district placement. A behavior specialist provides services at the district level. As a community with a population of 55% at or below the poverty level, 39 students were identified as homeless last year, and 40% of PMHS students and 36% of PES students have an IEP or a 504 plan. It is a challenge for the district to provide adequate staffing and programs to address the wide array of significant student needs. One area of potential improvement is to find affordable resources for staff/faculty professional development for programs adopted by the district. Due to high staff turnover, not all staff/faculty have received training for the programs already in place. Training would increase building-wide awareness and understanding of implementation. Other areas of potential improvement would be in the development of additional academic interventions for non-special education students and increased awareness of social/emotional issues. Due to staff shortages and absences, interventionists such as Title 1 teachers, special education teachers, and paraprofessionals are pulled from providing interventions to fill in for classroom teachers. This occurs frequently, which interferes with the continuity and frequency of interventions, thus adversely impacting student learning.
Strengths

- Compliance according to the NH Department of Education file reviews
- Structured supports in place for academic intervention and students with behavioral needs

Needs

- Require paid training for all programs already in place that support students with behavioral/academic needs and mandate staff/faculty compliance.
- Fill all open positions in a timely manner and with comparable pay.
- Additional programs, resources, and strategies are needed to support students’ emotional and social growth.

Building Leadership Team (BLT) Charter
Progress Of Supports (POS) Process
POS Referral Form
Special Education Referral Form
504 Referral Form
Outside Intervention Services
Professional Growth and Development where we reflect on our professional practices while working our students
Reading Interventions and Assessments
FOUNDATIONAL ELEMENT 4.1a The school has intervention strategies designed to support students.

The school provides:
- a range of intervention strategies for students
- a process to identify and refer students who need additional assistance.

The school meets all of the criteria in Foundational Element 4.1a. There is a range of intervention strategies in place for all students. Identification of students in need of support starts with a Progression of Supports (POS) referral. This includes: teacher reflection (including strategies already attempted by the classroom teacher), Common Planning Time (CPT)/Team reflection, an Intervention meeting, and an Intensive meeting. When a student is identified as a student with a POS, a member of Administration is assigned to that student to oversee the POS process. Following the implementation of an intervention, reviews of student progress are conducted during CPT/Team meetings and adjustments are made as needed. Non-programmatic supports are also available to students, including after-school help from teachers, peer mediation, or online resources. Once a referral for special education is made, an evaluation planning meeting is conducted within 10 calendar days. The participants of the evaluation planning meeting include the school psychologist, the parents or guardians, a special education teacher, and a regular education teacher. If deemed necessary, the director of student services, a licensed Speech Pathologist, a licensed Occupational Therapist, Physical Therapist, Vision Services Provider, and School Nurse are also invited to the meeting. During the meeting, it is decided which evaluations will be given to the student. The team is provided sixty calendar days to execute the selected evaluations. Participants from the evaluation planning meeting reassemble for the evaluation results meeting to review the results from the evaluations and the team determines, based on state regulations, whether or not the student qualifies as a student in need of Special Education. If the team determines that the student qualifies for an IEP, a meeting is set within the next 30 days. Then, once the IEP is crafted by the special education teacher, the team reassembles to review. If the parent and team are in agreement with the IEP, the plan is implemented. Accommodation/Modifications are included in the IEP to support the student in their classes. Federally mandated three-year re-evaluations and annual reviews are completed in accordance with the law within the required timeframe. Additional actions may include referring the student to a counselor or undertaking a special education evaluation.
Other services that our students may be provided with is support from Title I, the Renew program. RENEW focuses on supporting each young person as they design and pursue a plan for the transition from school to adult life. Our school also has Behavior Support plans, that are created by our Behavioral Specialist, and Flex programs in all three buildings.

Strengths:
• Students in need of special education services are efficiently identified through our progression of support.

Needs:
• Additional staff to support the Renew program

Progress Of Supports (POS) Process
POS Referral Form
Special Education Referral Form
504 Referral Form
4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

- Include delivery of collaborative outreach and referrals to community and area mental health agencies and social service providers.

Standard 4, Principle 2
- Include the implementation of a written, developmental program
- Ensure regular meetings with students to provide personal, social, emotional, academic, career, and college counseling
- Include individual and group meetings with all students
- Include delivery of collaborative outreach and referrals to community and area mental health agencies and social service providers.

The school is implementing Principle 4.2. A variety of counseling services are offered in an effort to meet students' personal, social, emotional, academic, and continuing education needs. The guidance department and school psychologist work in partnership with various service providers (i.e., Riverbend, Warren Street Family Counseling, Optimistic Youth Counseling, Hope Counseling Services, Student Assistance Program, Merrimack Anger Management Counseling, Homeless student liaison, Merrimack County Child Advocacy Center, DCYF) to provide students with counseling to address personal, social and emotional needs. There is a deliberate effort to collaborate with community and area mental health agencies and social service providers. Providing information and referrals to families is a priority, however, staff and faculty are not always successful in achieving family involvement.

The Office of College and Career Readiness, in collaboration with New Hampshire Higher Education Assistance Foundation, offers counseling to prepare students for college and career choices.

The Responsive Classroom system is in use at the elementary school. Choose Love is incorporated across the district. The district is in the process of incorporating the Zones of Regulation, primarily at the elementary school. Group meetings are incorporated through daily morning meetings (at the elementary level) and advisory (at the middle/high school levels). Individual meetings are offered and/or available on a daily basis. Once a month, PES participates in a whole school morning meeting with social/emotional and academic connections.
The Student Support Center (referred to as PittStop at the elementary school) is a behavioral intervention program available to tier 1 and 2 students. The Student Support Center provides behavioral support through PBIS and Zones of Regulation with the goal being successful reentry into the general education classroom. All behavior referral data is kept through the SWIS data portal. PSD has 2 student support specialists who are available to teachers and students to assist with behavioral needs. The district employs a full-time behavior specialist through the special education department who provides a variety of services to staff and general/special education students. Services include but are not limited to staff training and professional development, as well as individualized behavioral, social/emotional and academic programs for students.

PSD offers a Flex program at the elementary, middle and high school levels. This program is designed to provide flexible learning opportunities and provide tools for self-regulation and executive functioning. Flex program staff strive to provide proactive support when students are struggling or in crisis, such as teaching coping skills and providing a safe place to return to baseline. The Life Skills program provides students with adaptive behaviors, self-care, social skills, and everyday skills needed to be a part of a successful and contributing member of society. The communication between classroom teachers and internal and external counseling providers coordinate the needs of all students so they are all adequately met; socially, emotionally, and academically.

Strengths:
- On-going weekly professional development meetings
- On-site school counselors and SAP program

Needs:
- Strengthen family-school partnerships
- Incorporate an in-district social worker
4.3

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

Pittsfield Elementary (PES) and Pittsfield Middle/High School (PMHS) are implementing Principle 4.3. All students have access to health services to support their physical and emotional well-being from adequate, certified/licensed personnel. The NH Dept. of Education requires school nurses to have a minimum of three years experience in pediatric nursing or other related nursing areas. There are two full-time Registered Nurses that support less than 600 students district-wide.

Nursing staff frequently collaborates with other building staff including teachers, support staff, school guidance counselors, psychologists, occupational therapist, physical therapist, speech-language pathologist, behavior specialist, and administrators.

Nurses support students with a variety of preventive health services and direct intervention services. These include annual screenings for vision and hearing, brief interventions, and referral to treatment. Immunization reviews are audited annually and reported to State of NH, DHHS. They are maintained, reviewed, updated, and secured for both staff and students. Medication can be administered and is monitored by health care clinicians.

Nurses provide ongoing assessment and/or intervention for students with chronic and acute health concerns such as diabetes, asthma, seizure disorders, life-threatening allergies, acute illness, and injuries. Nurses refer students suspected of sustaining traumatic brain injury (TBI) to parents and recommend a medical evaluation. If diagnosed, students are placed on a TBI protocol and the nurses coordinate with the student's teachers, school counselors, athletic department personnel, administrators, and parents to ensure necessary accommodations are implemented to assist in the recovery process.

Students' physical and mental health needs are assessed and referrals made to parents and clinicians as appropriate. The nurses provide information about appropriate internal and/or external resources including Student Assistance Program (SAP), which provides counseling free of charge for students grades 6-12. For example, internal referrals may include the school guidance counselor or school psychologist. Direct external referrals in a crisis situation might include emergency services for physical or emotional needs. Nurses also refer families to nutritionists, allergists, therapists, or others for additional/complementary services.

The PES nurse schedules Lions Club Vision check as well as a dental sealant clinic provided by Concord Dental Sealant Coalition. The PMHS nurse also facilitates and coordinates learning activities with the health class.

The District Wellness Team analyzes wellness policies and reviews and implements wellness initiatives with the help of consultants from UNH Cooperative Extenion.

PATCH is Pittsfield Adolescent to Teen Center for Health, which is staffed by residents of Concord Hospital. They are available one day a week at the Middle/High School and see students as needed. They can be referred by the school nurse, parents, or other staff. During the summer months, PATCH provides physicals for up to 5 students.PATCH works with the Life-Skills and Health classes to provide health counseling.

Nurses are spending an increased amount of time during the day supporting students with social-emotional challenges, including anxiety and depression, which decreases the time they have to implement preventative services.
Strengths:
- Two full-time DOE certified, registered nurses, one at the Elementary School and one at the Middle/High School.
- Pittsfield Adolescent to Teen Center for Health, which is staffed by medical residents from Concord Hospital, is are available one day a week at the Middle/High School and seessee students as needed.

Needs:
- Provide consistent coverage for each building when school nurses are absent
- Provide information to students, staff, and community about District Wellness Policy
4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.

The school is implementing Principle 4.4. All students receive library/information services that support their learning from adequate, certified personnel. According to the NEASC Student Survey, 50% of students and 75% of staff surveyed stated that students did use the library for learning with only 22% of students stating that they did not. Library services at Pittsfield School District are provided to all students through the learning commons at Pittsfield Elementary School and the media center at Pittsfield Middle High School, which is staffed by a certified media specialist and a teacher in elementary education and technology. The librarians are part of common planning time, focus groups, department meetings, and content groups, where teachers discuss curriculum and instruction. Library services are offered throughout the school day, providing students with multiple opportunities to access library materials and resources in a comfortable environment. Learning Commons and the Media Center are where students learn technology skills and literacy skills that directly relate to their learning in the classroom. Educators use the learning commons and media center as a resource for supporting students. The PES learning commons teacher teaches students K-6. The PMHS librarian is in charge of all online classes and is available as a resource. College and career information is available for students. Both schools teach how to use Google tools to support students in their preparation and creation of products that they use to illustrate their mastery of competencies during Exhibition Night in June. Some of the skills practiced are how to conduct research safely using digital citizenship skills, how to use a library to enhance their learning, and how to protect themselves while using online resources. Learning Commons is also a place to practice STEM skills in inquiry-based learning experiences. The PMHS librarian is knowledgeable on College Board and college admissions. The library collection is robust and is selected to meet the recreational and academic needs of students, faculty, and staff in print and digital formats. The collection is purposefully extended through state-wide and town library resources, which include Interlibrary loans, BookShare, EBSCO, NewsELA, Hoopla, and Reading A-Z. The selection of materials for inclusion in the school library is done in response to curricular needs in conjunction with student interests and needs. The libraries are welcoming and comfortable spaces with consistent access to flexible seating and offer access to computing technology. Both school spaces are used extensively. The high school media center has 30 computers and 2 laptops that are available for online classes, face-to-face classes, and individual student and staff needs. There is also a Chromebook cart available for teachers to check out and use. There is seating at tables for 50 students. The elementary school Learning Commons has 36 desktop computers, including SmartBoard and circulation desk computers, and 6 iPads for coding. There are different seating options for students, including the rug, book boats, and tables with chairs. In order to best serve the school community, the media specialist takes an active role in collaborating with faculty from basic assistance, such as locating resources for classes, to implementing integrated support using research and reading oriented topics. The media specialist is available to students throughout the day. Students are encouraged to consult the media specialist for assistance with locating reading material, research questions, assistance with technology in the library, and other general needs. The Pittsfield Middle High School
librarian is actively engaged in the school’s curriculum and instructional practices, including vetting rubrics and lessons, through common planning and after school meeting time with all teachers. The Pittsfield Elementary School librarian meets with the other unified arts teachers to discuss and calibrate the student learning objectives, which are school-wide objectives.

According to the NEASC Student Survey, 56% of students surveyed stated that it was either true or mostly true that they could use the library when they need it. Due to financial restraints of the school district, the library and learning commons are not open before and after school but are open during school hours. The libraries are occasionally open during school and summer vacations. PES struggles to retain a librarian from year to year. The PMHS librarian is the coordinator for Virtual Learning Academy Charter School (VLACS), which offers online classes to all NH students. VLACS is used extensively by PMHS students. There are 65 different students who signed up for 148 online courses per semester. Of the first semester courses, 35 are SNHU and 3 are E--Start dual credit courses. Due to the increased enrollment in online classes, the district may need additional faculty support for the high school library program for the librarian to fully support students and teachers during the school day. Only 55% of staff surveyed reported that they had access to technology to support student learning. Across the district, there is outdated technology, which is not always reliable to support learning.

Strengths:
- Experienced, certified staff that are available in both schools to support student learning
- Comfortable space available to all students in both schools that is geared towards learning

Needs:
- Provide increased funding for before and after school support in both school locations
- Provide newer devices that are more reliable with a focus on flexible use to accommodate more activities and allow for a greater variety of learning experiences for students.
Standard 4, Principle 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.

Narrative
Pittsfield School District is developing Principle 4.5. The staff works to provide all English Language Learners, students with special needs, and students with 504 plans with appropriate programs and services that support their learning from licensed personnel. Since we do not have many English Language Learners, not many teachers are aware of supports that are available or needed. English Language Learners are supported by an English Language Learner certified educator, based on need, and evaluated annually. If needed, translation services are available for families in a variety of settings as needed from either an in-house staff member fluent in Spanish, Special Coordinator and Facilitator for World Language, or a contracted service provider through the office of civil rights or other agencies. Students with special needs are supported by professional staff including a Director of Student Services, 16 special education teachers, a behavior specialist (projected BCBA June 2020), 30 paraprofessionals (as designated by individualized education programs), 1 speech and language pathologist with 2 licensed speech/language assistants, a school psychologist, 1 physical therapist, and 1 occupational therapist with 1 certified occupational therapy assistant (COTA). A board-certified behavior analyst (BCBA) and 2 registered behavior technicians (RBT) are contracted through an outside agency. The BCBA provides training and supervision to the RBTs, as well as supervision to the behavior specialist as part of the behavior specialist’s certification requirements. The behavior specialist serves the district in grades pre-K through post-graduation. Given the high population of students with behavioral needs, the behavior specialist’s services have not been sufficient to meet the level of need. Students are placed in the least restrictive environment that meets their learning and social-emotional needs as defined in a student's individualized education plan (IEP). A mixed push-in and pull-out model for special education services with common planning time is used. Three-year re-evaluations and annual reviews are filed in accordance with law within the required timeline. For students needing additional classroom support, there are alternative environments. The Flex program provides space, services, and supports for students with social/emotional disabilities. Life Skills courses are provided for students with severe disabilities who require an environment that includes both academic and vocational skills. Individualized academic programs utilizing Applied Behavior Analysis methodology are offered to students with significant learning needs (primarily students with ASD). Students who are not able to access the curriculum due to significant
academic, social-emotional, or behavioral needs may be placed in private day school or residential school agreed upon by the IEP team. The school district works with the out of district team to develop Individualized Educational Programs (IEPs) and interventions. They regularly meet to discuss and monitor academic and social-emotional progress. The goal is always for the students to return to their home school if appropriate and the least restrictive environment. Pittsfield School District also offers Extended School Year services to support and sustain academic growth achieved by special education students for students that qualify. Students with 504 plans are monitored by special education teachers and supervised by the Director of Student Services. Students with 504 plans are supported by accommodations within the regular classroom and any other assistance as required by their plans. All students with IEPs or 504 Plans are monitored during the year for progress through periodic meetings with families, special education teachers, general education teachers, service providers, and other specialized staff, or the Director of Student Services. With all programs and support services, additional common planning and/or consult time would be beneficial to ensure services are coordinated, students receive appropriate services, and students with disabilities are successful learners.

**Strengths:**

Individual assistance and training by Behavior Specialist, FLEX program staff, and other certified staff

**Needs**

Investigate needs of ELL students and find other resources for them

Hire additional professional staff with behavior training
Standard 5, Principle 1

The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

NARRATIVE

The district is developing Principle 5.1. The community and district provide sufficient school buildings and facilities that support the delivery of high-quality curriculum, programs, and services. The district provides a safe, secure, healthy environment that supports the diversity of the student body. The buildings are adequately sized and meet the code requirements for the current population of 578 students.

Classrooms at PMHS are expected to hold up to 30 students with furniture for all students and staff. Per School Board policy IIB, the district strives to maintain class sizes no greater than 20 students grades K-4, and up to 24 students grades 5-12. There are SmartBoards and/or projectors in each classroom. There are appropriate spaces to support student learning and the curriculum, but space to provide individual or small group instruction, as well as provide services is limited at PES; some reading groups, small curriculum intervention groups such as math and writing remediation are provided in the hallways. One classroom serves as an office for six special education teachers with 3 intervention areas for small groups. There are also limited spaces where teachers can plan in groups. A PES room that was meant to service the supplies for using the gym as an auditorium is now used as a conference room for IEP meetings, etc. A PES room that was a single-use bathroom is now being used as an office for the technology integrator. The
learning commons at PES is used for computer instruction, a library; a Guided Reading Library for staff, and as an intervention space. OT services are being provided in a common vestibule area, because the space previously dedicated to the delivery of these supports is currently used for individualized/small group instruction.

Many of the students’ interests are supported through a variety of facilities including the gymnasium, Drake Field, computer and science labs, an auditorium and stage, and spaces for health and wellness. The cafeteria and gymnasiums are large enough to accommodate the number of students and staff for their uses, and PMHS has a lecture hall. At PMIIS, science labs and technology rooms are in abundance and sufficiently sized. The PMHS school library is sufficient, it provides a variety of books, periodicals, and other resources, access to technology and space for class meetings. The district provides Drake’s Field for baseball, soccer, homecoming activities, and field days. PMHS has ample office and classroom spaces. PMHS also provides a lecture hall, two conference rooms, computer and science labs, and a library which also provides access to technology. Both buildings include a cafeteria, gymnasium, guidance offices, behavior intervention space, spaces for art, music, PE, and health offices. At PES, there is a developmentally appropriate play structure for grades K-3. The recess area for grades 4-6 is inadequate. During several months of the year it is unsafe due to muddy and/or icy conditions; which also results in dirt getting tracked throughout the building. The four square courts and basketball hoops are located on the road/parking area and are not available for use during morning recess.

The buildings are well-maintained and safe. The custodial staff cleans daily. Over the summer routine deep cleaning, painting, larger repairs, and equipment replacement are completed. The
mechanical systems are in working order. The two boilers at PES are near the end of their expected life span. Plans for replacing them need to be developed. The custodial staff monitor temperature data and the temperature in the building fluctuates between too hot or too cold throughout the day. The building meets all applicable federal and state laws and in compliance with local fire, health, and safety regulations (reports available at the SAU).

Rating

Strengths:
- Buildings and facilities are well-maintained.
- PMHS has adequate space for instruction, meetings, and extracurricular activities such as performances and sports activities.

Areas of Need:
- Allocate dedicated space for services (PT, OT, Speech, and ELL) and space for individual and small group interventions/remediation that provide a quiet, less distracting environment for learning.
- Replacement of the boiler at the elementary school in the near future.
- Provide an automated control system to maintain a consistent temperature throughout the building.
- Provide a developmentally appropriate recess space for grades 3-6.

Evidence: PES Map and PMHS Map
The following documents are available at the SAU office: Emergency Management Plan, Building Inspections, and Safety Inspections
Foundational Element 5.1a

The school site and plant support the delivery of curriculum, programs, and services.

Narrative

The school is initiating concepts of Foundational Element 5.1a. The district buildings include classrooms, labs, and specialty areas, supporting the delivery of class curriculum, programs and services. However, space for the delivery of personalized curriculum programs and services is inconsistent. Ideas for creating additional space are being considered by the school community. For example, there is a possibility of the sixth-grade sixth-grade classes being moved to the middle-high school. This would open up two classrooms at the elementary school to maximize learning in small and large group settings rather than having students work in hallways and open foyers. Student interests are somewhat supported in both district buildings through a variety of facilities including the gymnasium, outdoor fields, and computer labs. PMHS provides science labs, a lecture hall, and a stage. The elementary school lacks science labs and a stage. The district provides space for a variety of extra-curricular programs that take place after school within the buildings as well as at Drake's Field. The library media center and the cafeteria are sufficient to meet all needs. PMHS was originally built in 1945. The gymnasium was added in 1964. Further renovations were made in 1994. The elementary school building was constructed in 1988. Both buildings are clean. Repair and maintenance issues are almost always addressed “in-house” and then contracted out as needed by the head custodian. At PMHS there is air-conditioning provided in the media center, lecture hall, and some offices. At the elementary school, the offices are air-conditioned, while the majority rest of the building is not, including the media center. Classrooms without air conditioning can become uncomfortable during the first and last few weeks of each school year. The heating system at the elementary school inconsistently ventilates causing overheating of classrooms in the winter.

Rating

Does Not Meet
Principle 5.2
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.

Narrative

The district is implementing principle 5.2. The district provides sufficient time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. There are 3 full professional teacher workshop days and 32 early release days in the 2019-2020 school year. The content of the professional time provides opportunities to enable research-based instruction such as mindfulness training, technology integration, curriculum development and review. Time is used for the development and improvement of school programs and services. The school and the district facilitate weekly professional time for faculty and staff to work as part of professional learning communities (PLCs) as well as meet professionally on common planning teams (CPTs). Professional development is provided each month in the form of staff meetings, department meetings, content meetings and teacher-directed time. Topics include building initiatives, mandated trainings, professional collaboration, and curriculum writing and review. All district professional development resources are centrally controlled by the administrative leadership team. The Dean of Instruction directs professional development initiatives. When possible, the Dean of Instruction provides substitute coverage for teachers to observe their colleagues’ teaching, in an effort to strengthen, align, as well as improve teaching practices, and to support professional collaboration through peer observation. The school and district provide a limited amount of paid professional time during the summer months for teachers to collaborate on curriculum development and revision. Common planning time is organized for a number of teachers who are teaching within the same grade span or like-courses to collaborate.

Strengths
- Educators and paraeducators provided with some similar professional training
- Educators familiar with current practices
- Specific professional development requests honored
- Opportunities to seek professional development outside of the district frequently available
Weaknesses
- Frequent release time equals less instruction time with students
- Frequent change in focus leads to ineffective implementation of school programs and services
Standard 5, Principle 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.

NARRATIVE

The school is developing Principle 5.3. Some elements of the principle are in place, and the school has developed some plans and timelines for implementation. The community provides adequate funding to continue implementing curriculum, but due to some budget cuts there are still gaps or needs partly due to the elimination of positions. The budget is not initially passed without revisions and cuts to lines and items which staff often find necessary to operate. Eliminated positions include a World Language Teacher and an ELO (Extended Learning Opportunity) coordinator at PMHS. World language is now done through a Rosetta Stone program with a supervising staff member. A replacement for the ELO coordinator has not been made. If a student seeks an ELO opportunity, it is up to the student to work with a classroom teacher to help coordinate in conjunction with their other course load. At PES, tutoring is available through Title I funding but there is no late bus provided for students requiring transportation. At the middle school, programs and services include PATCH (Pre-Adolescent Teen Community Health), SAP (Student Assistance Program), NHHEAF (New Hampshire Higher Education Assistance Foundation), and College and Career Readiness. Both schools have a food pantry that students in need may access. Students and staff have access to technology including desktops, Chromebooks, iPads, and Smartboards. One full time and one part-time person is employed within-district to handle technology issues across both buildings. Tech surveys have been given to staff and there is a district tech team that meets monthly. There is a designated amount of funding for instructional materials and supplies for teachers. Budget requests are made by teachers in September for the following school year. Any funding for Learning Studios is done as student fundraisers within the learning studios. PES resources include a Scholastic Book Room which allows teachers to pull small sets of books for students, Leveled Literacy Intervention, online programs such as Freckle, Lexia and Multiplication.com. PMHS resources include Rosetta Stone and access to VLACS courses. The district provides NWEA assessment for longitudinal data on K-8 students and College Board assessment for 11th and 12th graders. Other applicable technology apps can also be purchased. The buildings are properly maintained by custodians within each building, though there are areas in need of improvement. For example, the conference room at PES, which is used for meetings with families and visitors, is in need of renovations. The ceiling tiles are water damaged and crumbling. Because the conference room abuts the gym, noise is frequently an issue during meetings. Co-curricular clubs and activities are still offered at PMHS, but because of lack of funding for appropriate stipends, teachers are not incentivized to offer their time. Sports and ski-club are pay to play activities. PES offers a limited number of co-curricular activities.
including band for 5th and 6th graders, Drama Club for 6th graders, and Girls on the Run for 3rd through 5th-grade girls.

Governing bodies could improve sufficient professional support/staff by offering more competitive pay. Technology issues could be improved by hiring additional technology support. Pittsfield School District currently has numerous vacancies to fill including paraprofessional and substitute positions. The pay rate for substitutes and paraprofessionals as well as the lack of benefits, such as health insurance for paraprofessionals is not commensurate with other schools in the area. Because of this and low overall unemployment rates, Pittsfield School District suffers from staff shortages and frequent turnover. Pittsfield School District pays a substitute $65 per day, while neighboring Concord has a pay rate of $75 per day and $85 after 5 consecutive days in the same teaching assignment. More dependable funding is needed to improve programs such as staffing, foreign language, athletics, etc. Several funding cuts have been implemented over time, which substantially decreased available programs.

Rating

Developing

Strengths: Funding for curriculum materials including online resources, grant-funded services at PMHS

Needs: Adequate funding to aid in filling substitute and paraprofessional positions

Community Feedback:
DO NOT MEET (but don’t want to have to say no)- based on state of NH not meeting constitutional requirements. To the best of our ability we do our best to meet, but still fall short.
Standard 5, Principle 4

The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

Pittsfield School district is implementing Principle 5.4. The district maintains short-term and long-term plans to address the capital and maintenance needs of its buildings and facilities. A schedule of regular maintenance and repair for the district can be found in the maintenance office at the high school. There is an annual maintenance and repair schedule that is conducted by Control Technologies which is the district’s HVAC provider. For the first time School Board Members identified priorities for the upcoming 5-6 year period at the September 2019 meeting. Historically, there has not been a long term capital improvement or maintenance plan to address building needs and facilities, but recently the School Board researched and identified facility needs for both the elementary and middle-high school. At this time, no cycle of review or updating the facility needs have been identified. A maintenance plan to ensure a safe, secure, and adequate building and campus is in place and reviewed periodically. As enrollment changes, staffing needs are taken into consideration and the necessary adjustments are made in a timely fashion. At the end of each school year, the elementary school looks at the number of students in each grade, the number of teachers for that grade and estimates the class size in order to align the budget with needs. For planning purposes, teachers are surveyed about the importance of co-teaching, departmentalizing, multi-age classes, and looping (teachers follow their students to the next grade). The school district has a technology plan for the years 2020-2023. Technology use at the elementary school has risen dramatically with the introduction of online platforms such as Freckle, Lexia and other online resources, but this does not appear to have translated into a corresponding increase in use at the middle-high school level. The middle school has 1:1 devices. Due to budget constraints, the high school recently moved away from 1:1 access and is using mobile carts, classroom desktops, and computer labs to access tech-based platforms and resources.

Strength: Plan in place for short and long term maintenance of buildings and facilities.

Need: Regular review and updates to a capital improvement plan for facilities maintenance and building needs.
STANDARD 5, PRINCIPLE 5

The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

NARRATIVE:

The District is implementing Principle 5.5. The District has built the infrastructure and put specific protocols and procedures in place to ensure effective responses to crisis situations. Protocols for both emergency situations and behavioral crises are written and available on the Google Drive. The District maintains a safety protocol by having staff and students practice evacuation and safety procedures multiple times throughout the year, and emergency procedures and exit maps are posted in every room. Online and in-person trainings are offered to staff for use of automated external defibrillator (AED), cardiopulmonary resuscitation (CPR), and first aid. All staff are trained in the use of epi-pens, universal precautions for blood-borne pathogens and bodily fluids. There are AEDs on campus accessible in unlocked wall cabinets strategically located throughout the buildings. Two additional AEDs are assigned to the Athletic Department; and are brought to athletic practices and games. The school nurses provide verbal and written documentation to staff on students with special physical/medical needs including, but not limited to, allergies, diabetes, and asthma. The nurses also provide regular communication and documentation to appropriate teachers, staff, parents, and coaches in accordance with the District’s concussion policy. The school communicates information annually to staff and students about emergency procedures; and provides staff with pertinent information about the district’s behavioral response protocols. There are Memorandums of Understanding (MOU) with local police, fire & rescue, and community mental health. There is a crisis team (Emergency Management Team) in place that meets monthly to review/revise procedures and protocols in response to both emergency and behavioral incidents, as well as to review and debrief incidents in which the emergency and/or behavioral response protocols may have been implemented. The EMT follows the team’s charter, which is reviewed and updated annually. Additional meetings occur on an emergency basis when there has been an occurrence that could have an effect on a student or the student body.

Strengths:

- Emergency Management Team in place, and transforming the safety practices and procedures implemented throughout the district
- Behavior Response Protocols and Emergency Procedures established, and reviewed and updated regularly and implemented effectively
• Ongoing training provided on safety management throughout the district (ie Epi-Pen, First Aid, and CPR, Blood-born Pathogens, AED, Child Abuse, Homelessness, Evacuation Procedures...etc.)
• MOU’s exist between Pittsfield School District and EMS as well as community mental health

Weaknesses:
• To complete the transfer of the Emergency Management Plan from “Red Binders” and Word Docs to the EMT Folder in the Google Drive
• Provide more frequent regular training and refreshers on Emergency Protocols and Procedures

Community Feedback-
• More timely notification/communication about crisis situations (urine in soap dispenser cited as an example-biohazard).
• Policies are in place for how admin responds
School District and Community Summary

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 6 Pittsfield Elementary School (PES), the grade 7-12+ 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, 12 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. 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, called IMPACCT (Inspiring Mastery of Post-Secondary Achievement in College, Careers, and Training), 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-8 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 people, 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 of mainly 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 level. 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%. 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 25th 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 2016-2017). 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.

The 2017 Youth Risk Behavior Survey of statewide grade 9-12 students, shows Pittsfield high school studer consistently engage in riskier behaviors than state peers. When comparing Pittsfield students to the state average, Pittsfield students' marijuana use (22% vs 23% state) and alcohol use (27% vs 29.6%) is close to the state average and Pittsfield students are only slightly more likely to use tobacco (13% vs 7.8% state). The number of high school students using harder drugs (synthetic marijuana, heroin, meth, and/or ecstasy) is small, but still nearly double state averages. Pittsfield high school students are more likely to have tried marijuana (9.6% vs 5.3%), alcohol (18.8% vs 10.7%), and tobacco (12.3% vs 6.6%) before age 13. However, they are less likely to have been offered, sold, or given drugs on school property (11.4% vs 16.3%), and fewer feel they have easy access to drugs, alcohol, or cigarettes. Pittsfield high school students are also more likely to have experienced sexual violence, and are less likely to have used a condom during intercourse. Pittsfield students are significantly more likely to have engaged in self-harm, to be depressed, or to have attempted suicide. They are significantly less likely to have seen a doctor (60% vs 78.6%) or dentist (63.5% vs 82.8%) in the past year. They are more likely to have parents in the military or incarcerated. Pittsfield students are more likely to carry weapons, including on campus, and to have been threatened by a weapon, but slightly less likely than the state average to have been in a physical fight on campus. The number of students involved in physical fights or weapons violations is low; in 2018-19, there were two incidents of fighting and 3 incidents of weapons possession, and none of the weapons possessions resulted in any injuries. Students report they are more likely to have been bullied on campus, including via cyberbullying. However, in 2018-19, there were no reports of bullying at PES, and only three reports at PMHS; investigations at PMHS found only one substantiated incident of bullying. In terms of nutrition, Pittsfield high school students are somewhat less likely to eat fruits and vegetables or be physically active, but slightly more likely to have classes in which teachers provide intentional movement breaks. As of April 2018, PMHS offered 13 school clubs or organizations, with 28% of the student population participating in at least one. PES school clubs include Ski and Snowboard Club (22 participants in grades 4-6) and Student Council (20 participants in grades 5-6).

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, 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 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 Listens. 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 (PYViT). 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 totalling 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. Pittsfield School District is now a community in which continuous improvement and rapid prototyping of new ideas is the norm, and student-centered, competency-based education is the expectation for all.
Selected Reference Links:
1 https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#none
4 https://my.doe.nh.gov/profiles/compare.aspx?d1=439&d2=0&d3=&s1=&s2=&s3=&year=2017
PYW: http://www.pittsfieldyouthworkshop.org/
Pittsfield Self-Reflection Report Part 1 - A Look Back...

The past decade has been a time of massive redesign in the Pittsfield School District. What has changed? Everything! Staff and families hardly recognize a ten year old description of our schools!

We are transitioning from two separate, relatively traditional schools to become a unified, competency-based, student-centered pK-12+ district. Along the way, we have made wholesale adjustments to our curriculum, instruction, assessment, and reporting systems. We have improved opportunities for student leadership, as well as available technology. We have changed the way we use time and group students, as well as our expectations for educator leadership. We have developed a new educator evaluation system, integrating it with a new professional development system. We are transitioning from a traditional behavioral system to a restorative justice system. Throughout all of this, we continue to adjust how we engage families and the community. In the past decade, we have completely redesigned education in the Pittsfield School District.

With so many changes in our district, it is difficult to identify specific recommendations from the 2011 PMHS accreditation report that remain a priority. We asked our district leadership team (DLT) to review all of the 2011 recommendations and to identify continuing priorities, while adjusting for district-level language. We also asked staff who felt they had been in the district long enough to have a perspective on the changes to identify those that gave them the most pride or concern. We are most proud of our transitions to become a pK-12+, student-centered, competency-based system. Ongoing concerns from our last Decennial Accreditation Visit include the need to fully document curriculum, articulate and implement our Vision of the Graduate, and upgrade usability of technology. Other areas of district-wide concern include the development and consistent implementation of a responsive classroom / restorative justice discipline system, improved implementation of Universal Design for Learning (UDL), and sustaining strong partnerships with families and community.

From two separate schools, we are becoming a single pK-12+ district. In 2008-2009, first year superintendent Dr. John Freeman established a district leadership team (DLT) consisting of administrators and teachers from the elementary and middle high schools. This began our transition toward a single unified school district. In 2013, we transitioned from two separate building principals and isolated administrators to a single team of district-wide administrators. (Please reference our District Organizational Charts A, B, and C.) The Dean of Instruction works with faculty and provides educational leadership. The Dean of Operations oversees logistical matters such as budget and code compliance, and supports student attendance and behavioral systems. The Director of Student Services coordinates special education and related services. The Director of College and Career Readiness coordinates all counseling services. The Director of Intervention coordinates Title I, Family Engagement, and our new Progression of Supports system. This team of building level administrators meets regularly with the Superintendent, whose offices moved on-campus in the fall of 2009.

For the first time, we are pursuing district-wide NEASC accreditation this cycle. Following a DLT book study of Wiggins and McTighe’s Schooling By Design in 2009-10, we gathered members of the entire educational community to help describe and define our district vision, including a “picture the graduate” activity. In 2011, as part of a large grant process from Nellie Mae, PMHS developed a “Logic Model” plan for improvement.
PES then developed their logic model in 2015. From 2012-2019, our redesign efforts were guided by these logic models. In them, we identified five “focus areas for change”:

- Ensuring student ownership of learning
- Raising student academic achievement
- Ensuring 21st century learning/ civic responsibility/ social emotional skills (skills to ensure success for future)
- Redefining adult roles and performance expectations
- Engaging with the community

In 2018-19, with the conclusion of the Nellie Mae grant and our original logic model, we began a district-wide process to develop our next five year logic model. However, we realized that our planning would benefit from the integrated grade level, deep self-reflection we would be doing for NELC. We solicited feedback from all district teams to help identify which initiatives would need to “maintain” during the 2019-20 school year, which needed to progress, and which could temporarily scale back. We allocated resources, including professional growth time, accordingly. As we finish our self-reflection in Spring 2020, we will resume our work to develop our next five year, district-wide logic model, and continue our work on our identified priority areas for growth.

All current mission, vision, and core values work has been done at a district level, as will future work on our Vision of the Graduate. Our 2011 PMHS NEASC recommendations included numerous references to our lack of school-wide rubrics for 21st century learning expectations. We have had several abortive attempts to write and implement these, initially only at PMHS, but we began a common district-wide program for a district level agreed upon set skills beginning in 2017 with narrative feedback being provided twice a year to families. We need to articulate a district-wide Vision of the Graduate and incorporate it into our culture, so that it can help guide our decision-making. We need to develop a way to communicate student progress toward that vision, and incorporate it into our curriculum documentation. We expect to resume work on this, as a PK-12+ community, in the Spring of 2020.

Increasingly, our professional growth options and focus group teams are district-wide. As of August 2014, monthly special education case manager meetings are district-wide. We developed our current curriculum unit template with district-wide faculty feedback and consensus. As of August 2019, all monthly faculty meetings are district-wide.

*Our educational community is proud of the direction and progress of this change to a single educational community. However, we recognize the need to complete and implement district visioning documents, including the Vision of the Graduate and new district-wide Logic Model.*

From a traditional system of assessment and reporting, we have transitioned to a competency-based system. PMHS began discussing competency-based education (CBE) in 2009-2010 in response to the 2005 changes to the Ed 306.27 rules, requiring that high schools award graduation credit based on demonstrated mastery of course competencies rather than seat time by 2008. Fred Bramante, a member of the NH State School Board, addressed the full PMHS faculty to strongly advocate for the transition to competency-based education. Consultants from the Concord Area Center for Education Support, including Rose Colby, worked with the faculty to discuss possible forms for competencies. In 2010-2012 PMHS wrote competencies, indicators, and rubrics for all courses, and vetted them with both content area and grade level groups of teachers. Given our need to improve course expectations and rigor, a “3” (“meeting expectations”) level was to be a Bloom’s Taxonomy “Application” level or better, or a Webb’s Depth of Knowledge of high “2” or “3” level.
Knowing that our gradebook system would not allow different “weights” for competencies, and in order to simplify the process for everyone, all competencies were to be “equal chunks” of enduring understandings or discipline-specific skills.

Following a pilot in the spring of 2012, all PMHS teachers implemented competency-based rolling grades in 2012-2013. In the beginning, PowerSchool was not designed to work well with competencies, but we wrote custom web pages to show information in a form that fit our implementation. In addition to our usual methods of communicating with families, including articles in the local newspaper and PTO meetings, we held a community pig roast in the center of town to explain the new system to families who may not have traditionally felt as welcome within the building. At first, the entire educational community viewed CBE as a simple shift in the way teachers reported grades - we tended to grade assessment products, sometimes even still marking a percentage grade on the paper, then “translated” those marks to competency grades. That paradigm shifted within the first two years, to seeing assessment products as sources of evidence of student progress toward competencies. In the early years, students and teachers frequently explained the competency-based system to their families at Student-Led Conferences; this is still a common means of explaining our system to families who are new to the district. In the fall of 2016, we transitioned to a newer PowerSchool gradebook designed for standards-based reporting, but we kept the appearance of our reporting websites the same. As we write our self-reflection, competency-based grading is the norm. We no longer grade products, we use products to help assess competency on task-neutral rubrics.

From the beginning, we separated the internal reporting system on competencies from the external, traditional, reporting system used for final transcripts and reporting to post-secondary institutions. We have always required students to meet all competencies in order to earn credit for a course. Initially, end-of-course marks were reported as “A,” “B,” or “INC” - aka “You’re not done yet.” Due to limitations of the computer grading system, we used a 4-3-2-1 scale for entering and internally reporting competency marks. Due to concerns about the sudden jump in the level of expectations, we decided to “temporarily” set 2.5 as the “passing” level for a competency. We had adopted a “failure is not an option” approach and a “learn at your own pace” approach. Many students heard this as “There are no more deadlines and the lowest grade you can get is a B.” We literally had students beginning courses in 2012-2013, and turning in assessments two years later to “complete” the course. In 2013-2014, we brought back the concept of a course grade of “F” for students who had not met at least half the course competencies by the scheduled end of a course and had not been making reasonable progress, and a “C” for students who were “close enough” - a 2.5 average. Students who met at least half the course competencies were eligible for a “competency recovery plan” to complete the course over the summer (or afterschool during second semester.) The first couple years, we offered every teacher ~10 hours of paid summer time to teach “competency recovery” sessions. In the initial years, we also shifted from averaging assessments of various point values, to counting formative assessments as no more than 20% of a final mark, to not counting formative assessments at all once the related summative has been taken. In addition, we have revised our practices for late work many times, from assessing work based purely on competency and not entering any marks until the student was ready to complete an assessment, to entering “NE” (“No Evidence”) when a student is not ready to complete an assessment on course pace and requiring evidence of readiness before allowing additional assessment attempts.

Meanwhile, the paradigm of the whole community was shifting, from looking at a percentage grade on an assessment and translating that into a competency rubric mark, to looking only at competency marks but still constantly averaging them to determine if the “overall” grade meant they were “passing” the course. In 2015-2016, we changed our PMHS academic privileges calculations to consider the number of individual competency marks below a 2.5 level, as well as the “overall” for the course. Over the summer of 2014, family
and student complaints about insufficient differences used to compare students to peers, calculate GPA, class rank, and honor roll led us to return to a traditional A, A-, B+, B, B-, C+, C, F set of final letter grades. With students in Spanish courses moving from one “course” to the next at their own pace, students would sometimes begin a course near the end of one school year. We implemented “NCY” marks to indicate that a student was “Not Competent Yet” but not expected to be -- they were continuing the course in the following school year. As most teachers are no longer paid for summer competency recovery time, re-enrolling in the course the following year to complete competencies has become more common. Students who do not need further instruction but simply need to complete assessments earn an “INC” and develop a competency recovery plan to specify what assessments are needed and the deadline for them. (Please see our handbook’s section on competency-based education, page 9.)

Faculty have extensively revised competencies, indicators, and rubrics over the years. Given faculty turnover rates, many sets of competencies were being discarded and re-written en masse, as there was initially no expectation for newer teachers to follow the (undocumented) curriculum or expectations of a prior teacher. Somehow we missed the fact that newer teachers had none of the philosophical consensus we had built; for the first few years, none of the new rubrics or competencies were vetted with anyone. Teachers began writing rubrics for a competency-level understanding, dropping indicator-level specificity, and stating competencies in various forms. With a new administration in place, we recommitted to common language, and to the concept of “task-neutral” rubrics. We did a better job of empowering students to work with teachers to develop their own forms of assessment products. Initially, competencies and rubrics were the essential keys to the curriculum, identifying the skills and understandings students needed to demonstrate to earn credit for the course, regardless of where they learned them. As different consultants have worked with different subject areas, some subjects have developed the same set of competency statements K-12, with content for different courses/grade levels differentiated only within the rubrics. Given staff turnover, there are sometimes disconnects between the content knowledge a teacher expects students to demonstrate and the stated expectations in the competency rubrics. Just as we must meet students “where they are at” in terms of course content and skills, we must meet educators “where they are at” in terms of competency-based education.

The change from averaging grades on individual assessments to evaluating student competency in a small number of “big picture” key concepts and skills caused a natural shift in the way teachers used formative assessment results to differentiate learning activities. When each student must demonstrate mastery of each competency, educators and students must make effective use of time, choosing learning activities that target areas of need in formats that work well for the student. Educators started to let go of the concept of all students having to complete a specific set of learning activities and assessments for a course. Instead of differentiating a single lesson or assessment, educators increasingly worked with students to offer a variety of options, and to develop learning paths that worked well for the individual student. We were implementing core tenants of Universal Design for Learning before the phrase was widely known in the district. For a time, options outside the classroom were common. We had hired an Extended Learning Opportunities (ELO) Coordinator, and students increasingly used ELO experiences to learn and then demonstrate mastery of individual competencies in courses. With the elimination of that position due to district financial constraints, the use of combinations of ELO, online, and alternate experiences to demonstrate mastery of course competencies declined.

At PES, grades had traditionally been reported in various formats for each grade span. Some teachers assigned grades by averaging the scores on classwork and end of unit assessments, but inconsistencies existed as not all teachers followed this formula. Based on improvements in student-centered learning using competencies at PMHS, the elementary school began the shift to using a competency based-system in 2015.
During this year, teachers created grade-level competencies and competency rubrics with the support of Kevin Perks, an outside consultant. Teachers also considered the use of competencies and rubrics at PMHS when shifting the mindset from averaging grades to assessment of the whole sum of a student’s evidence of competence. Grade-levels made common assessments to correspond to each competency, as well as some performance assessments. Competencies were fully implemented during the 2016-2017 school year for ELA, math and CARES (our assessment for SEL at PES). Unified Arts began using competencies the following year. Students are able to demonstrate proficiency using the task neutral rubrics for a variety of assessment types throughout the school year. Student-led conferences were piloted by some teachers at PES in the spring of 2019, focusing on the students sharing individual data and goals. All students will participate in a student led conference in the spring of 2020.

*Overall, our educational community is very proud of the direction and progress of our shift to competency-based education.*

From a traditional teacher-centric paradigm, we are transitioning to a truly student-centered environment.

This has been a gradual process that synergistically combines many changes while simultaneously fueling ongoing reconsideration of every aspect of our school design. When PMHS first implemented an advisory program in 2004, teachers were very nervous about how to interact with students outside of the traditional teacher-student roles in a classroom setting. Most of our students were accustomed to traditional passive roles in their learning. Initially, changes were very slow. We did not even require all core faculty to be advisors until 2010. However, the advisory program gradually changed the nature of the relationship between faculty and students. The conversations changed. Faculty and students came to know each other more as individuals. “Rigor - Relevance - Relationships” became a commonly heard reference.

Getting to know students better led educators to want to better engage all students by making stronger connections to their interests. We offered graduate courses in the district related to Project-Based Learning in 2009-2011. Many of our early visits to other districts emphasized student projects. The Investing In Innovation (i3) group focused some sessions on projects as one form of performance-based assessment. “Personalizing learning” came to mean much more than offering a choice of topics on a teacher-structured project. Simultaneously, our transition to competency-based education meant that teachers were letting go of the expectation of controlling the learning progression and assessment devices in a course of study. In the beginning of our redesign work, we saw competency-based education as a separate initiative from student-centered learning, but we came to see them as intensely interconnected. How can a student own their learning if earning credit requires following the teacher’s curriculum design and demonstrating learning through the teacher’s planned assessments? In advisory and in classes, teachers and students increasingly worked together to find the best way for each student to develop the skills and understandings, then demonstrate their competency. Sometimes, students combined experiences outside of school, Extended Learning Opportunities coordinated through the school, online competency modules from the Virtual Learning Academy Charter School, independent project work, face-to-face classroom instruction, and afterschool or summer work with a
teacher to eventually “meet” the competencies required for a course credit. “Anytime, Anywhere” learning gained significance as we sought to merge academics and “real life.” The more educators seek to incorporate meaningful project-based learning, the more students must be involved in designing their own learning, actively making connections between the curriculum and their areas of interest.

For students to own their learning, they need a significant voice in the design of their learning experiences and assessments. In advisory, students spent time learning about how they learned and what kinds of assessment products helped them use their strengths to best showcase their competency. In Student-Led Conferences, they discussed their learning, their goals, connections between school and their “real life.” Meanwhile, teachers were beginning to implement competencies, and students increasingly offered meaningful feedback. Student leaders were working alongside adults in various learning structures, and often the students in the class supported a newer teacher in understanding how to implement competency-based education. “Student ownership” became the common term.

Systemic changes began to cascade, as we transitioned from “reforming” our school to “redesigning” it. Structures and practices designed to efficiently support mass education from the teacher’s or school’s perspective often conflict with those that best support education from the individual student’s perspective. We began to change the ways we use time, the ways we define and develop curriculum, the ways we assess students and use those results. Role expectations for students and educators began to shift. We were learning to more rapidly try new approaches, and to better support one another in doing so. The student “ownership” emphasis broadened to become “Student-Centered Learning” (SCL). SCL encompasses student involvement in the design of their learning, as well as in the broader educational environment. It involves shifting the lens we use to judge how well practices “work,” and for whom.

For a time, we had a more simplistic view of students “learning at their own pace.” In many courses, instruction became a sequence of individual learning tasks. With every student working at their own pace, classroom collaboration structures broke down, teachers were acting more as tutors, and we were losing many benefits of a face-to-face classroom environment. We needed to reintroduce the concept of a “course pace,” without losing student involvement in the design of their learning. We needed to be able to use time more flexibly to support individual learners. Teachers began to use more “menus” and options with students, providing suggested learning experience sequences and assessments while being open to student initiative. Changing to a Universal Design for Learning approach to educator practice seemed like a natural progression in the shift to student-centered learning.

While all of these ongoing changes work together to help us move toward more student-centered learning, they can be overwhelming to educators. High staff turnover and educator exhaustion results in wildly inconsistent experiences for students. When educators use more traditional learning structures in classrooms, students fall into more traditional roles - more passive, less skilled in self-advocacy, less prepared to successfully engage in the design of their learning.

Students at PES have increasingly been given ways to take ownership over their learning and a voice in their education. With the shift to competencies, students are informed of their learning goals, often creating their own based on personal data, and can articulate what they need to do to meet a goal. During the 2016-2017 school year, multiage classrooms were piloted and have been in place every year since. These classrooms
allow students to focus on their own learning needs and receive instruction based on what they need to move forward. The multiage classroom assist students in recognizing their strengths and areas of need in order to maximize their progress in the classroom. These areas can be academic, behavioral, or social-emotional. PES students have the opportunity to receive personalized reading support during an ELA support block with push-in or pull-out assistance from Title 1 staff. Once a month, grade-levels are responsible for planning a whole school morning meeting to build community and recognize student achievement. In 2017-2018, a Student Council was started in order to give the upper elementary grade students more of a voice in decision making at PES.

*Our educational community is especially proud of the direction and progress of this foundational change to the design of our schools.*
As part of our transition toward student-centered learning, we have significantly increased opportunities for student leadership and leadership development. Well before the redesign process, PMHS had a traditional student council, and class officers who conducted grade level class meetings throughout the year. We had a strong peer mentoring program, connecting high school students with upper elementary and middle school students in a big brother/big sister relationship. We involved a small number of students in interviews for principals and faculty, and as members of disciplinary and attendance review boards. As we transitioned to student-centered learning, we constantly asked one another how we were incorporating student voice into our adult working groups. Many groups added roles for students, and students and staff created new structures to better support student leadership. As the relationship between adults and students shifted to give students more authority over their own learning, the need for student leadership skills increased and diversified. In 2010, PMHS began research and design work to establish a Site Council, and the bylaws were approved in June 2012. Site Council is a legislative body composed of students, staff, and community members. Students have the majority of voting positions, and a student co-facilitates. Site Council has authority over any matters not addressed by laws or School Board policies. Although the Dean has veto power, the Site Council can overturn that veto. In 2013, Site Council ratified the constitution and bylaws of the Justice Committee, a group of students who mediate disputes and assign restorative consequences as appropriate. Site Council has a non-voting representative who attends School Board meetings. As faculty visited other schools and offered presentations about our system changes at education conferences, we began including more students. In the past ten years, our student leaders have presented, or co-presented with faculty, at the following: National Association of Secondary School Principals Conference in Dallas, New England Association of Schools and Colleges Showcase in Massachusetts, League of Innovative Schools Conference, Youth Leadership Institute, Education Writer's Association, and the NH State Legislature. When visitors came to our school, we often asked a range of students to provide initial tours and to spend time answering questions. In 2014 our superintendent began offering some additional leadership and interview development to these students, naming them “Student Ambassadors.” Students co-facilitate “Learning Studios” with staff members, sharing in the responsibility for planning units. We have maintained the peer mentoring program, but we now have additional opportunities for academic tutoring during content blocks. The PMHS Impact team plans and facilitates monthly assemblies. In 2012, a student leader opened a PMHS school store as part of an independent study project; two years later, students formed a Future Business Leaders of America club, and continue to operate the school store.

The PES student council began in 2018, providing a decision making voice for students in the upper elementary grades. The students take on active leadership roles in supporting school events such as the annual Food Drive and PTO literacy night, as well as finding new opportunities for PES students such as a school store. Students in upper elementary classrooms act as afternoon helpers to get kindergarten students onto the buses, or as peer supports for end-of-day check-outs with younger students. Book buddies, where an older student partners with a younger student to read books, was implemented schoolwide in the fall of 2012 and occurs on a weekly basis.

As part of the transition toward student-centered, competency-based education, we have made significant changes in our curriculum and assessment programs. Our 2011 NEASC report gave several recommendations related to documenting our curriculum, improving course rigor and differentiation, and implementing school-wide rubrics for 21st century learning expectations. A decade ago, we had very few updated written curriculum documents, and no common format. In 2010-2011, we purchased Atlas rubicon software to support common documentation of units, and hired consultants from WestEd to support teachers. In 2011-2012, we hired a grant-funded 20% time curriculum coordinator to support development and
documentation of units in an Understanding By Design format k-12. We offered teachers stipends to work during the summer to develop and document units. However, in our competency-based system, the competency statements and rubrics are actually the key part of our curriculum. All PMHS teachers were heavily invested in developing and vetting competencies and rubrics for full implementation in 2012-2013, and in the significant revisions that followed initial implementation. As we transitioned toward student-centered, competency-based education, our curriculum was rapidly changing. Our early attempts to document the curriculum were undertaken by individual teachers, and seen as a task to be completed, disconnected from the changes actually happening in the classroom. We eliminated the curriculum coordinator position at the end of 2012-13, with the expiration of the grant that funded the position. We decided that Atlas was too cumbersome for the fast-paced curriculum changes occurring in our district, and that it did not provide enough transparency and useability for students, families, and other educators. In spring 2015, we discontinued use of the Atlas system, but required all k-12 teachers to post a course syllabus and “year-at-a-glance” curriculum overview document to their websites.

Visits to other schools and many conferences, professional development through the federal Investing In Innovation (I3) grant project, WestEd consultant classroom observation sessions on “Teach 4 Success” methods, and a set of in-district graduate courses in Project-Based Learning (2009-2011) combined with the extensive professional development early in the redesign process to prompt dramatic changes in curriculum, instruction, and assessment. Implementation of Common Planning Time at PMHS caused us to intentionally eliminate most electives, as nearly every teacher taught one fewer period of the day. We believed that other initiatives, especially the emphasis on student-centered, differentiated learning and the implementation of learning studios, would better address individual student interests than maintaining under-sized individual classes of elective courses that often did not fit into a student’s schedule. Under the School Improvement Grant (2011-2014), PMHS had a mandate to improve standardized testing scores. We did, but the kinds of instruction and assessment that tends to improve standardized test scores was not a good fit with the student-centered, competency-based direction we were taking. In 2014-2015 Pittsfield joined the NH Performance Assessment of Competency Education (PACE) program, attempting to use embedded performance assessments, jointed developed and collaboratively assessed by educators in a cohort of schools, to replace most federally and state mandated standardized testing. As part of that project, all k-12 teachers completed “assessment map” curriculum documents for their courses. We used PACE assessments for three school years. The logistical record-keeping and educator time burdens of participating in PACE were too much for our small district, and we discontinued our involvement with PACE at the end of the 2017-2018 school year.

When PMHS initially developed course competencies, we expected to use school-wide competencies and rubrics to assess 21st century skills, and course-specific competencies and rubrics to assess subject-specific understandings and skills. We very intentionally removed “soft skills” such as punctuality, workmanship, collaboration, oral presentation, perseverance, and effort from our course competencies. The school had an extensive history of reporting “effort” and “conduct” scores for students in each course, and used them as part of honor roll and athletic eligibility determination. However, there had never been a defined rubric or written common understanding of the marks, and inconsistencies were common. As we transitioned toward competency based education, we eliminated those marks. In the spring and summer of 2010, we identified five 21st century learning expectations, and developed six point, school-wide rubrics for each. The six point scale allowed each grade level band (7-8, 9-10, 11-12) to use a four-point range, consistent with course competency rubrics. We customized PowerSchool to report individual course and aggregate information on these school-wide competencies. However, we decided that developing and implementing course competencies and school-wide 21st century skill competencies at the same time was too much. Teachers
were giving inconsistent assessments on the expectations at the end of each quarter, without evidence from specific assessments and without intentional instruction in the skills. We decided to discontinue use of the 21st century learning expectations to concentrate on implementing just the course competencies at first. Administration changed, and the 21st century expectations were dropped for a time. We spent a year attending some state-level conferences on the development of “work-study” competencies, and the 13 participants worked with some school-level rubrics as part of the state-level Performance Assessment Work Group (PAWG). Then at a PMHS faculty meeting in 2015, we decided to switch to the use of the “soft skills” descriptors that Concord Regional Technology Center had used the prior year. We again made changes to PowerSchool to report these skills only where educators could see them, and asked teachers to use them for assessments. We chose not to show the results on the family portal pages or printed progress reports while we checked our internal calibration, running a few protocols to reach a consensus understanding of the competencies and rubrics. At the end of the 2015-2016 year, we decided that there was too much inconsistency among teachers to publicly report marks or use them as part of internal systems such as honor roll, athletic eligibility, or academic privileges.

In 2014-2015, PES began discussions about implementing competency-based education. Teachers drafted and vetted competencies and rubrics for ELA and math in 2015-2016, for implementation the following year. PES teachers do not use mastery of competencies as the primary factor in promoting students to the next grade level, but use collected work products to update an overall progress mark on each applicable competency rubric each quarter. In 2016-2017, PES piloted “No Grades - No Grades,” multi-age classes for grades 1-2 and 4-5 with the implementation of competencies. There have since been various combinations of multi-age rooms. Since 2013, PES teachers have used formal assessment results to regroup students, initially during designated “What I Need” (WIN) blocks, then during regular instructional periods among co-teachers or grade level teams. The increasingly flexible grouping of students and district push for student-centered learning drove significant changes in PES curriculum.

As the redesign process ramped up, educators more frequently engaged in protocols for examining student work and standardized testing results. We increased the frequency of NorthWest Evaluation Association (NWEA) and CollegeBoard standardized testing. Educators improved their skills for using a variety of assessment results to adjust curriculum and instruction, and collaborated more frequently to do so.

As we shifted our practices and emphasized student ownership of their learning, we realized we were increasing our expectations for student executive functioning (EF) skills, but were not providing any coordinated instruction or reporting on student progress. Over the summer of 2016, a few PMHS teachers developed a “Freshmen Seminar” curriculum to help better support freshmen with the learning habits and study skills needed for high school courses. All incoming freshmen have been required to take the seminar during first semester learning studio time since fall 2016, and all grade 9 teachers are expected to maintain a common word wall of freshman seminar skills. At the end of 2016-2017, all Pre-K-12+ teachers participated in professional development by Tim McElroy on a defined set of executive functioning skills, with lesson plans. After adopting the set of skills, PES decided to teach the lessons during Morning Meeting time; PMHS decided to create 15 minute blocks of time on Wednesdays immediately before advisory, allowing for whole grade level or individual advisory instruction each week. All teachers are expected to maintain posts of the EF skills and definitions in classrooms. For 2018-2019, the additional instructional time for EF at PMHS was eliminated, with advisors instructed to fold them into ongoing advisory conversations, while PES teachers continued to interweave lessons during Morning Meeting time. At the end of each semester of 2018-2019, all teachers provided specific feedback to each of their morning meeting or advisory students on at least three of the EF skills, with input from unified arts and grade level team teachers. Over the summer of 2019, middle school
teachers developed a grade 7 seminar curriculum to support work habits and study skills of students transitioning into middle school. Beginning in the fall of 2019, all incoming grade 7 students are required to take the grade 7 seminar course during fall semester learning studio time. The EF feedback continues in 2019-2020.

Ongoing student surveys about school climate and bullying, as well as discipline system and anecdotal data from educators, showed us that we needed to implement a more intentional social-emotional learning curriculum. At PES, teachers have incorporated Responsive Classroom as part of their curriculum for decades. In 2017-2018 they began reporting on student progress of the CARES skills. In the spring of 2019, Scarlett Lewis spoke to the PMHS community. We implemented the Choose Love curriculum during PES Morning Meeting and PMHS advisory for 2019-2020.

As our transition toward student-centered learning advanced, so did our expectations for educational practices that are designed to meet the needs of every individual student. Though we had been trying to improve the quality, expectations, and differentiation of instructional practices for many years, that goal gained focus in 2018-2019 with the adoption of a Universal Design for Learning (UDL) philosophy. A district-wide group of educators attended some additional training in the spring of 2018, and led professional growth sessions during 2018-2019. Every district educator had a voice in adapting the UDL lesson plan format into a common template for all Pittsfield curriculum unit plans, which was adopted in the spring of 2019.

It is important that our curriculum remains responsive to student and staff needs, and that documents remain "living" documents. Changes to the way educators use time have resulted in far more formal and frequent professional discussions, feedback, and adjustments to curriculum documents. With varying frequency but generally at least once a month, educators are involved in protocols for tuning lessons or units, examining student work, and or vetting competency rubric changes or UDL unit plans. However, we still do not have completed curriculum documents for all units of all courses. We have been working on a published timeline with firm expectations to complete all unit plan documents on the UDL template by January 2021.

*Our educational community identifies curriculum documentation and improvement of academic expectations as an ongoing concern identified in the 2011 NEASC report recommendations. Especially in light of our staff turnover rates, improving our implementation of UDL practices to provide all students with better access to the curriculum continues to be a priority.*

As part of the transition toward student-centered and competency-based education, we have changed the opportunities for technology to support learning and student ownership. Before 2011, technology support had been managed by four part-time teacher technology coordinators, and contracted time with an external company for hardware, software, and network support. For 2011-2012, we hired a full-time technician; there were three different technicians in the first three years. In 2012, we hired a grant-funded full time Technology Integrator to provide professional development and coaching for teachers, and to assume the advocacy and forward planning responsibilities of the technology coordinators. We became a Google Apps for Education school. We upgraded the wifi network throughout the district and rolled out grant-purchased 1:1 iPads for students in grades 5-12. We installed projection devices in all classrooms that did not already have a SmartBoard. In almost every classroom, we installed AppleTV devices to allow iPads to project. We purchased licenses for Notability for all students.
For a few years, students extensively used iPads as we transitioned from Microsoft Office to the greater collaboration and live feedback possibilities in Google’s Apps. We found that the number of iPads, combined with the existing technology in the district, was not manageable for a single technician, and hired a second technician specifically for iPad support. To provide a certified teacher position for technology-related instruction at PES, we combined two unified arts programs for computers and library skills facilitated by paraprofessionals into a "learning commons" course. We lost the technology integrator position at the end of 2016-2017 at the expiration of the grant funding, but did not restore the technology coordinator positions we had before. Because our technology plan expired in 2015, we attempted to rejuvenate the district technology team to draft a new plan. We completed a driver diagram in spring 2016 and drafted a plan over the next two years. Without funding to replace older iPads, we had to eliminate 1:1 iPads for students in grades 9-12 over the summer of 2018. However, we were able to offer bundles of 5-10 iPads for k-4 classes by recycling the usable 9-12 ipads, and purchased two chromebook carts for PES and one for PMHS. An additional chromebook cart and ipad cart were purchased with “No Grades-No Grades” grant money and reside with the multiage classrooms. The acquisition of these iPads enabled the students in multiage classrooms, as well as some others, to adopt blended learning techniques to help personalize instruction. With expanded PES access to iPads, we implemented DreamBox and Lightsail apps district-wide to support math and reading skills, then added Lexia for reading support. We implemented app access via Clever, to allow younger students to use badges and all students to use single-sign on to various apps. For 2019-2020 we changed from Dreambox to Freckle (which includes the four main content areas), and discontinued Lightsail. A grant source funded an additional chromebook cart for the grade 9-10 team at PMHS in the fall of 2018. In 2018-2019 some upper elementary students began using the Libby app for digital access to books from the local library.

For the 2008-2009 school year, we changed to a new student information system, PowerSchool. This system allows us to make student progress visible to all stakeholders via customizable web portals, and to generate internal reports for any information we choose to store in the database. We have created and adjusted various custom pages as we transitioned our forms of assessment and reporting. The flexibility of the system has allowed us to tailor the ways we define athletic eligibility, academic privileges, and honor roll. For the 2017-2018 school year, we implemented SchoolMessenger, discontinuing Alert Now. The SchoolMessenger system allows administrators to schedule calls and emails out to the community, and can be accessed directly through PowerSchool.

In addition to increasing hardware access, improving access to online courses and the use of blended learning were early redesign emphases. We hired a grant-funded full time dual enrollment and online coordinator in 2012-2013, and lost that position in 2016-2017 when grant funding expired. Responsibilities for supervising and supporting students in online courses were folded into the library media generalist’s position, and 16 additional computers were added to the PMHS library. When we first moved to Google Apps, many teachers used Drive to share files with students, and many linked classroom resources through their class websites. Classroom teachers were beginning to work with flipped classes. Early in the redesign process, all teachers were asked to transition their class websites to a common Google Sites template and post basic curriculum documents. During visits to RSU #2 in Maine, we learned about a learning management system designed from the ground up for competencies; we began implementation of that system, Empower, in the spring of 2017, but lost funding for it at the end of 2017-2018. Some classroom teachers in grades 5-12 have been using Google Classroom; most PES teachers have been using the Class Dojo app. There has been little technology-related professional development time in the past few years; given staff turnover, blended learning is no longer a district priority.
In addition to shifting from exclusively using Microsoft Office on Desktops to extensive use of Google Apps on a range of platforms including iPads, Chromebooks, individual student smart phones, and desktops, we have shifted other student uses of technology. In 2010-2011, we transitioned the middle school computer unified arts class to a career exploration class, though it still incorporated computer use skills. We purchased a 3D printer, and began using it in Computer Aided Drawing and Design classes in 7-12, before that teacher position was eliminated due to budget cuts. A grant supported the purchase of a poster-size color printer in 2014-2015. We maintained independent study opportunities in robotics/programming for high school students. In 2018-2019, a grant supported the addition of Project Lead the Way pre-engineering classes as middle school unified arts electives.

**Our educational community identifies improving access, community competency, and usability of technology to support a 21st century curriculum as an ongoing concern. The need to upgrade infrastructure and improve technology support was identified in the 2011 NEASC report recommendations.**

From traditional time usage and role expectations, we have shifted to a more flexible use of time, more adjustable and targeted grouping of students, and greater expectations of educator leadership. In 2009, the New Hampshire Department of Education identified PMHS as a “School in Need of Improvement.” PMHS had just concluded a Comprehensive School Reform grant for implementation of a Breaking Ranks model a few years earlier. It was becoming clear that we needed to redesign our school, not just continue reforming a malfunctioning system. As part of the School in Need of Improvement Grant, PMHS connected with the Center for Secondary School Redesign (CSSR). We brought in a consultant to work specifically with new Principal Bob Bickford on building collegial relationships among staff. To support educators through the change process and improve student learning, we developed many new team structures. CSSR consultant Dr. William Bryan helped shift our culture to view staff and student time as a valuable resource, to be allocated according to our values and needs. Knowing PMHS faculty would need significant professional development time to implement significant changes, we radically changed our schedule.

One significant and innovative 2010-2011 schedule change was the implementation of Common Planning Teams (CPT). CPT are grade-level groups of teachers who meet for a full period every day, in addition to individual teacher preparation periods. CPT groups provide time for teachers to provide feedback and support to one another on curriculum, instruction, assessment, specific student concerns, and the educational philosophy of the school. Crucially, they also provide a vehicle for teacher representatives on various teams (such as Site Council, Justice Committee, Educational Leadership Team, Advisory Council, Professional Growth and Evaluation Team, and IMPACT) to report out and hear feedback from the teachers they represent. Finally, they provide time for advisors of each grade-level cohort to coordinate advisory activities, as well as time for grade level teachers to plan for freshman and grade 7 seminars. Increasingly, CPT has become the vehicle by which we maintain some consensus about educational philosophy.

Another significant and innovative 2010-2011 schedule change was the implementation of “Late Start Wednesdays,” (LSW) a 90 minute professional block every week. Students in grades 7-8 were still expected to attend Wednesday mornings, but paraprofessionals provided support and enrichment activities while faculty attended professional development sessions. Alternative bus routes brought students in grades 9-12 to school for 9:30 am every Wednesday. On some LSW, faculty met in “Focus Groups,” self-selected task force groups designed to investigate a specific problem and recommend potential solutions. On other LSW, faculty met in intentionally intermixed grade level and subject area groups called “Communities of Practice” (COPs) to
discuss educational articles and our developing competency-based education practices. External consultants from a wide variety of organizations led most of the other early LSW sessions. A group of administrators and teacher leaders met weekly to monitor progress and review feedback on the professional development sessions.

At first, all PMHS classes met for shortened periods on Wednesdays. In 2012-2013, modelled on the Parker Charter School Wednesday schedule, we experimented with several “Extended Learning Time” days. On those days, no regularly scheduled classes were held. Instead, teachers created a schedule of topic offerings, then scheduled students into appropriate topics based on student need. Many students moved from one room to another as their needs dictated rather than on a schedule of topic changes. We found that having an entire day of these offerings provided too much unstructured time for some students, but we liked the ability to offer focused topic / intervention times to students based on need / interest rather than scheduled class period.

In 2013-2014, to allow time for our new “learning studios,” create common meeting time for Site Council and the Justice Committee, and maintain “content blocks,” we initiated a new alternating “red” and “blue” Wednesday schedule, with only three of the six class periods meeting each Wednesday. Each week for content blocks, teachers identify a specific topic for support and/or enrichment; advisors schedule students into appropriate content blocks based on student needs that week. Site Council and Justice Committee meet on alternating Wednesdays during content block times. Initially, middle school students did not participate in content blocks, having additional UA classes one year, then a STEM/Humanities class in later years, then core class support blocks. In 2019-2020, some content blocks became 7-12 offerings and all teachers used a common google doc and spreadsheet to schedule all students into content blocks. Unlike content blocks, learning studios are scheduled in advance by the semester. Learning Studios are designed to be student-led groups, facilitated by educators, in which students meet to learn about a topic of common interest and create an authentic assessment product for Exhibition. Exhibition, an end-of-year showcase of student work, had initially been planned during the school day. However, given that families are the primary audience, the faculty voted to simply shift the school day. On June 11, 2015, PMHS held its first noon - 7pm school day, with Exhibition in the evening. This same year, PES shifted from a traditional curriculum fair to an Exhibition night modeled after those held at PMHS, making Exhibition a district-wide event. In the 2016-2017 school year, PMHS began holding afternoon Learning Studio Showcase sessions at the end of January to give students a better chance to show their first semester learning studio products and first semester course work. Initially, learning studios were for enrichment only. However, for the past several years, as competency-based learning has become a stronger norm, some learning studios have offered opportunities for students to earn ½ credit per semester.

We have experimented with different combinations of content blocks and common planning teams. Very early in the process, our unified arts teachers volunteered to give up some CPT time and advisories in order to offer a fifth class period and provide enough scheduling options for students. In 2014-2015, we tried a year in which all 11-12 CPT teachers had an additional open period in the morning as “office hours” to encourage further flexibly scheduled time among older students. The time was not well utilized. We tried a year in which a math interventionist teacher was scheduled for an additional period afterschool each day specifically to provide math support. Our other math teachers often stayed after school multiple days a week anyway, so the additional time afterschool was not well used. We experimented with a 9-12 CPT, as many of our students often cross grade level teams in their second and third year of high school. That schedule left too few classes available that period, and the benefits of the four-grade team did not outweigh the disadvantages of having so many students in unstructured or study hall time at once.
Many larger changes are first researched in focus groups, including implementation of Site Council, Restorative Justice, Multi-age teaching, and several changes to the PMHS advisory program. An early success of the focus group teaming structure was the implementation of Student Led Conferences (SLCs). The SLC focus group researched this dramatic change to the traditional “parent-teacher conference” in the fall of 2010, and a teacher piloted them in the spring in 2011. The focus group explained the new concept to all PMHS faculty, and every advisor implemented fall and spring SLCs for 2011-2012. SLCs are a perfect fit for our student-centered learning philosophy, in which students own their learning. In an SLC, students meet with their families and advisor to explain their personal learning plan - their progress in school and why they are doing well (or not) in each competency. Students discuss their goals, as well as how their classes, learning studios, community service, and other learning activities support those goals. SLCs are dramatic examples of the changing roles of students, families, and educators. Before, attendance at PMHS Open Houses and Parent-Teacher Conferences had historically been extremely low. With the implementation of SLCs, family participation increased to nearly 100%. Not only were students owning their own learning, they were providing family members and advisors with details about how to better support their learning. Educators learned to step back and let the students run the meeting. Students became more reflective about their own learning, and more empowered to self-advocate in the classrooms.

After several years of intense changes, faculty self-advocacy and expectations for professional growth time had significantly changed. In 2013, PMHS faculty and administration decided to fire all the external consultants. With the help of Bill Bryan from CSSR, we had been developing skills and experience in running efficient outcome-based meetings. The extraordinary number of disconnected, whole faculty, undifferentiated, and occasionally contradictory professional development sessions provided by external consultants were no longer tolerable. We asked each consultant to specifically describe how they contributed to our transition toward student-centered, competency-based education, then rehired a smaller set of them to work with specific groups of educators and students. Our professional growth time shifted to rely more on the combined expertise and research of internal educators, and allow more time for peer feedback on the massive changes we were undertaking. We spent less time passively hearing about new concepts, and more time doing the work of changing our practice. Although Critical Friends Groups protocols had been introduced in 2005, we did not begin to really use them until staff began regularly working together in teams. As protocols became more common during LSW, common planning time, and after school meetings, Arnold Clayton, of CSSR, offered multiple trainings in protocol facilitation from the spring of 2013 to the spring of 2014. From 2010-2013, a group of teachers participated in off-site training in Parker Palmer’s Courage to Teach concepts, including alternate structures for protocols and support for internally initiating system change. The PMHS Educational Leadership Team (ELT), a longstanding group consisting of administrators and teacher leaders, began to more intentionally include support for leadership and team facilitation skills. More and more visitors came to Pittsfield schools, and more of our educators and students offered time to explain our various initiatives and discuss how our implementation was progressing. Expectations for educators shifted. Just as we expect students to own their learning and be engaged members of their community, we expect educators to be actively engaged in ongoing professional discourse, contributing their voice to the evolving practices in the schools. It is no longer acceptable for educators to metaphorically “close the classroom door,” working in isolation without implementing concepts from professional growth time. In Pittsfield, we constantly push our practice.

Meanwhile, PES educators were also discarding notions of isolated self-contained classrooms. Teachers began meeting with grade level peers during their planning times, using specified protocols to guide discussions, planning and review of student work. Grade level teams implemented co-teaching strategies to include the special education teachers as in-class instructors. In 2012, PES began regrouping students within
grade level teams for WIN intervention blocks. All PES teachers began meeting for 45 minutes a week in a Professional Learning Community (PLC) during the 2012-2013 school year. Regrouping students across teams of teachers based on assessment results became more common. A master scheduling change for 2016-2017 created common times for content instruction, making it even easier to regroup students. In 2016 the Title I program transitioned to a Whole School designation, allowing interventionists to work with any student, further enabling teachers to do more frequent flexible grouping of students.

Early in the redesign process, the team Student Learning Objectives (SLOs) required as part of the newly approved Professional Growth and Evaluation system helped push all district educators to accept responsibility for the education of all students, not just those specifically assigned to the educator. Team conversations helped to make that a new norm for our district. Early PMHS content block offerings were mostly individual teachers offering support to students in their own classes. As we have come to accept common responsibility for all of our students, it has become more common for teachers to offer content block support and enrichment opportunities open to students they don’t have in classes. Not only do educators directly work with various, changing groups of students for targeted support, we support one another as sources of ideas or sounding boards for approaches to take with students we may not even know yet. Our Progression of Supports (POS) intervention system, introduced in 2017, specifically requires educators to seek such team support before involving more specialized resource personnel.

As we progress in our shift to competency-based, student-centered learning, age-based grade level cohorts have become less meaningful. In 2016-2017, PES implemented multi-age classrooms as one of two schools in the first cohort of the “No Grades, No Grades” program. That same year, PMHS implemented a multi-age “divisions” approach in English 9-10. A divisions focus group that year provided time for teachers to discuss the use of portfolios, improved differentiation, and alternate year curricula to support implementation of multi-age courses. In 2018-2019, all middle school core courses became multi-age, combining grade 7 and grade 8 in alternate year courses. Faculty turnover has resulted in inconsistent understanding of, and experience with, multi-age teaching among the staff.

The CPT, PLC and weekly professional growth time have proven crucial to sustaining our district’s growth mindset culture and effective teacher practice. With the 2019-2022 Master Agreement, these became a negotiated part of the district’s support to educators. Initially, PES only had monthly 90 minute Wednesday afternoon professional growth blocks, while PMHS had weekly 90 minute Wednesday morning time. This made coordination of professional growth activities and team meeting work difficult. With the expansion of PES time and the elimination of grant funding for the additional buses, the entire district shifted to weekly Wednesday afternoon time for the 2018-2019 school year.

Over the past ten years, we have become a more progressive, innovative district. We have changed our mindset, to constantly question how our practices are contributing to positive student outcomes and fit our beliefs about learning. We have the courage to take risks, to make changes to improve. We have learned structures to support our ability to implement system level change, such as logic models, position analysis, driver diagramming, team charters, and a variety of protocol forms. Our language has changed, helping us clarify and consider which other teams and positions may need to be involved in a change, and at what level of interaction or decision-making authority. This practice of constantly implementing new ideas, evaluating, and adjusting is known as “rapid prototyping.” However, staff turnover creates challenges for maintaining consistent practices and vision.
While we have been transitioning to student-centered, competency-based education, ongoing NH state education funding inequities as well as changing grant funding and district priorities have led to the creation of some educator positions and the elimination of others. A comparison of the faculty and staff rosters from the 2010-2011 versus 2017-2018 Annual Reports shows that the number of classroom teachers in the district remained consistent, at 43. Changes in specific classroom teaching positions included combining the PMHS business education and computer education positions into a single position in 2010-2011, as well as adding a kindergarten teaching position when we implemented full day kindergarten in 2015-16. We also eliminated and then reinstated the PMHS music teacher position, and created, then eliminated, a PMHS math interventionist classroom teaching position during those years. At PES, specific grade level positions have shifted with enrollment numbers, and now include multi-age classroom teachers. We were having difficulty finding qualified applicants for our paraprofessional positions, so we increased the number of special education case managers from 11 to 13, while decreasing the number of paraprofessional positions from 57 to 35. Other changes to paraprofessional positions included moving from paraprofessional-facilitated PES computer and library classes to a certified teacher for the combined PES Learning Commons class. Meanwhile, the number of related services and other educators dropped from 17 to 15, and the number of administrative positions dropped from 7 to 6, as the two building level directors of Student Services were combined into one position. Changes to related services educators include the loss of the full time social worker, one literacy interventionist, the speech/language pathologist, and the occupational therapist, with the addition of a behavioral support specialist, ESL teacher, and Community Liaison position. We also created and eliminated a dual enrollment and online coordinator full time position, shifting those responsibilities to the PMHS media generalist position. We also briefly had a School Resource Officer position, partially funded by a grant to the town’s police department. Since 2018-2019, we have eliminated the PMHS Extended Learning Opportunities Coordinator. We have eliminated the PMHS world language teacher position, replacing it with a paraprofessional position. We eliminated the traditional PMHS technology education position (industrial arts) and replaced it with a 50% math, 50% Project Lead the Way (middle school pre-engineering) position. We have eliminated the community liaison position. We have created a Substance Abuse Prevention counselor position. We have shifted two special education case management positions to additional combined Flex classroom teaching and case management positions. It is also worth noting that as of the beginning of 2019-2020, only 24 professional staff members (including classroom teachers, related services educators, and administrators) and five paraprofessionals had been with the district for at least ten years.

**Our educational community identifies the improvement of staff retention rates as an area of concern. Lower staff turnover rates should reduce inconsistencies in teacher leadership loads, communication, behavioral and SEL approaches, instruction and assessment, and overall educational philosophy.**

From an out-dated teacher evaluation system, we have transitioned to a research-based, integrated professional growth and evaluation system. Prior to 2012-2013, the district had been forced to use a 1981 evaluation checklist system. In the prior decade, attempts by previous administration to unilaterally change the evaluation system had resulted in court cases and wholesale removal of evaluation reports from teacher files. When the District Leadership Team was created in 2008, one of its earliest priorities was an attempt to resolve the contentious issues around teacher evaluation. In December, 2010, a district-wide group of teacher leaders and administrators began work with a consultant from WestEd to develop a new system. Our identification as a “School In Need of Improvement,” and resulting receipt of a School Improvement Grant (SIG) from the NH DOE, brought significant additional requirements for our teacher evaluation system, including the use of student results as a significant portion of a teacher’s evaluation. Our Master Plan for Staff Development, a
completely separate system, was also expiring and needed to be revised that year. The team eventually decided to combine the evaluation and professional growth systems, one of the first in NH to do so. This team was one of the first to push the use of norms and protocols to build meaningful trust, to change meetings from information exchange sessions to work sessions, and to specifically value the responsibilities of a facilitator. One of the earliest great successes of our redesign efforts, a research-based, integrated system for professional growth and evaluation was approved by both the Pittsfield School Board and the Education Association of Pittsfield for implementation in 2012-2013. The new system uses rubrics from Charlotte Danielson, combined with unscheduled mini-observations as outlined by Kim Marshall and a portfolio of evidence for an annual summative evaluation conference. Teachers who are in their first few years in the district or struggling to meet expectations also have scheduled formal observations in the more traditional pre-conference, observation, post-conference style. The system also requires the use of Student Learning Objectives (SLOs) as part of teacher evaluation, as required by the SiG grant.

The plan includes a mechanism for continuous conversation and potential revision during monthly Professional Growth and Evaluation (PGE) Team meetings, as well as mechanisms for approving evaluation rubrics for educators outside of traditional classroom teaching roles. Initially, the PGE Team included stipended positions for members from each grade span team of educators. The early years of the plan coincided with the shift to the new administrative structure, and changing expectations for the roles of administrators. Early adjustments included the approval of rubrics for our new Extended Learning Opportunities coordinator and Online / Distance Learning Coordinator. The team members provided support sessions to help teachers transition to the new system, and new administrators received training and calibration time to learn to implement the system. With higher than expected teacher turnover and the corresponding higher number of mini and traditional observations required for newer staff, the team reduced the overall number of observations, and those revisions were approved by the board and EAP. The PGE Team also created evaluation structures for paraprofessionals and administrators. In the early years, the team also lead protocols to examine data and develop school / district professional development goals. Turnover, loss of teacher stipends, and changing district priorities caused a decline in engagement with the PGE Team. The team now has minimal involvement in setting professional development goals. In 2016-2017, the Good to Great Team completed a program audit of the PGE system. In 2017-2018 and 2018-2019, the team was not able to act on the recommendations of that audit. In 2018-2019, the team recognized that the use of student results in teacher evaluation may no longer be considered best practice, and that advances in competency-based education may require changes to the evaluation rubrics. However, there was insufficient time available, and necessary personnel were no longer involved with the team. In the spring of 2019, the team decided to suspend monthly meetings for 2019-2020, and have only a single after school session for the approval of team SLOs.

From a fragmented, inconsistent, more punitive system for student behavioral management, we are transitioning to a more consistent restorative justice and responsive classroom system to support student self-regulation of behaviors. The elementary school implemented Responsive Classroom (RC) in 2002-03, sending many new teachers to full week professional learning sessions during the initial years. For several years, we paid teachers additional stipends to serve as RC coaches for newer teachers in the district. Many of the teachers who attended the initial trainings have left the district, and we have eliminated RC coaching positions. Prior to the start of the 2017 school year, we offered an in-district training for level 1 RC certification for existing and new staff. RC remains an expected part of the school culture, but discipline concerns have been increasing. This same year, the PES Student Support Center was renamed the Pitt Stoł and now uses a social mapping process to help students better understand their behavior and what they might do differently the next time they are faced with a similar situation. In conjunction to the changes with the Pitt
Stop, and in response to increasingly complex behaviors, a Student Support Specialist was hired and the Flex Program was started at the elementary level. In 2018-2019, in response to increased social emotional needs of students, some PES teachers piloted a "Zones of Regulation" system to complement the RC system by helping each student to self-regulate their behaviors. That system has expanded, functioning as a tool to help students identify their emotional reactions to various situations and determine coping strategies. At the beginning of the 2019-2020 year, the district psychologist presented information for implementing the Zones system for all students.

Early in the redesign process, the middle school experimented with Developmental Designs (the middle school extension of Responsive Classroom) but massive teacher turnover and other priorities derailed that attempt. At the middle high school, we supplemented a strictly punitive demerit system with attempts to implement a Positive Behavior Intervention System. The result was not especially effective. In 2011, PMHS Principal Bob Bickford asked the IMPACT team (Individuals Making Positive Actions Count Today, a student group) to investigate alternatives to traditional discipline systems. IMPACT connected with Bill Prebble and Bryan Partridge from New England College, visited the Francis Parker Charter Essential School to meet with their Justice Committee and skyped with the Compass School in Vermont. The team conducted a discipline analysis, meeting with students, teachers, admin, and families, and concluded that the punitive system in place at PMHS was not working, and that the levels of offenses were not even consistent (i.e. tipping back in a chair could be a higher level offense than sexual harassment). They decided that a restorative justice system was a more appropriate fit for a student-centered school. IMPACT organized a school-wide effort involving all members of the school community to develop new school-wide "norms" of behavior. They wrote the constitution for our Restorative Justice system, and the Site Council and School Board ratified that constitution in 2013. Student members of the Justice Committee attended a week-long training in the summer of 2014. We had replaced the strict system of offenses and punitive consequences and limited Positive Behavioral Intervention Supports (PBIS) attempts with the use of behavioral norms, a system of conferencing with offenders, provisions for peer adjudication, and expectations for consequences intended to restore the community that had been damaged by the offense. Initial process maps for the new system and training of peer mediators occurred in 2013-2014. The lead educator who was the facilitator for the restorative justice program left the district in 2017-2018 after training a first year teacher; however, that teacher left the district at the end of the following year. Two veteran teachers picked up the facilitation for 2019-2020.

While IMPACT was researching a restorative justice program, some PMHS faculty were also researching alternative classroom environments. In 2013-14, PMHS began a “Flex” program for students at risk for dropping out. In addition to offering flexible pathways for earning credit, the program supports students who have difficulty with the behavioral norms of a regular classroom setting. The program provides an alternative space for students, but also helps them deescalate from confrontational situations and teaches them self-management strategies. The Flex program has since expanded and adapted; the elementary flex room opened in 2018-2019, and a middle school flex program began in 2019-20. Also in 2017-2018, the district prioritized faculty instruction in “Choice Theory,” using four of the 90 minute Late Start Wednesday professional growth sessions. From 2017-2019, a PMHS focus group on the student discipline system met to develop recommendations, especially related to the functioning of the Student Support Center.

*Our educational community sees the development and consistent implementation of an effective responsive classroom / restorative justice system as a major ongoing concern in the district.*
As a way to further engage with the community, the district has increased and is continually revising opportunities for family engagement. Pittsfield schools have had family engagement teams for more than 15 years. The teams were run by administration, based in a single building, and included some faculty members. At times, especially when required by the Title I grant, family members’ input was requested and used to inform practices.

In the 2013-14 school year, PSD utilized grant funds to hire a Community Liaison. The purpose of the Community Liaison was to form an authentic relationship between the school district and members of the community. The Community Liaison worked to strengthen two-way communication between employees of the school district and members of the community.

In the summer of 2014, a team including both PSD staff and Pittsfield community members, participated in a week long professional development series hosted by Karen Mapp at Harvard. The series, titled “Family Engagement in Education”, provided an intensive look at how to create powerful relationships between schools and families. The workshops were based around the Dual Capacity-Building Framework for Family-School Partnerships.

Upon returning from this conference, a group of PSD employees and community members, including the Community Liaison, revitalized our family engagement team based on their new learning. We continued researching the best practices associated with family engagement and created consistency between the buildings by making the team district-wide. In 2015, we were joined by Pittsfield Listens, a community based group. Together we moved forward to increase our understanding and implementation of family and community engagement opportunities.

In the spring of 2016, the Community Liaison and the Director of Interventions worked with a consultant from the NH Department of Education to create a family engagement professional development plan for the Pittsfield School District. The implementation of this plan began in the late spring of 2016 when all staff were trained in the process of home visits as a tool for engagement. Throughout that summer and the following school year, all staff participated in family engagement trainings, including Identifying barriers to engagement and an assets based approach to relationships.

During the summer of 2017, we were recognized for our work with family engagement and asked to apply for a Family Voice Award that was co-sponsored by the NH Department of Education and Scholastic. This award allowed our staff to participate in trainings free of charge and also provided us with Family Night materials for our elementary school. In the 2017-18 school year, the family engagement team worked to create a volunteer handbook that we could use across the district to try and encourage more community members to become part of our school. In the 2018-19 school year, the family engagement team created a best practices list for teachers to use when communicating with families through applications such as Class Dojo. The team also worked to improve the plans for the district wide open house that occurs at the beginning of the school year.

Our educational community identifies difficulties in building and sustaining partnerships with family and community as an ongoing concern.

Details?
Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton, Dean of Operations
Subject: Board Meeting – February 20, 2020
Date: February 13, 2020

ACTION

1. **Donations.** The Trustees of the Sanderson Trust Fund have generously accepted proposals for the following school projects and programs.
   - Music Program – Choral Condenser Microphones ($200.00)
   - Quilting Learning Studio ($554.96)
   - Drake Field Summer Recreation Program ($5,500.00)
   - Third Grade Artist-in-Residency Project ($5,377.26)
   - Ski and Snowboard Club ($6,000.00)

   According to Board policy KCD, public gifts and donations, Board approval is required for gifts in excess of $500.00, and a public hearing must be held in order to take action on gifts of more than $5,000.00.

2. **Site Council Proposal.** The Site Council has finalized the revision of the Pittsfield Middle High School norms (a copy is enclosed). Members of the Site Council plan on attending the Board meeting to provide an overview of their process and the revised norms. Your approval of the norms is requested as they are stated in the Student and Family Handbook.

3. **Technology Plan.** The Technology Team presented the proposed District Technology Plan for 2020-2023 at the Board’s December 5 meeting. At the Board’s January 16 meeting there were no questions or requests for additional information. At this point, we request your approval of the proposed plan in order to move forward with the establishment of an action plan for the 2019-2020 school year.

INFORMATION

1. **Advisory Action Plan.** The Advisory Revitalization Team, an ad hoc group formed to develop an action plan based on the Good to Great Team’s audit of the advisory program, has completed its task (see enclosed). Teachers and administrators have reviewed the plan and provided feedback, which has been integrated into the plan. The next step is re-convening the Advisory Council (the first meeting is expected to be March 4) to work with Danielle, Jessica, and common planning time teams to address the proposed action steps.

2. **Girls on the Run Program.** We are fortunate again this year to have the support of parent and community members to offer Girls on the Run during the spring season. Donna Keeley will be acting as our site coordinator and she will be coaching the team with Farah Lavigne and Cara Peterson. Girls on the Run is open to all girls in grades 3-5. A registration night was held on February 11 at 4:30 p.m. at the elementary school. The girls will meet twice a week starting on March 17 through June 4. The program seeks to build confidence and install other important life
skills through dynamic, interactive lessons and physical activity. It culminates with a 5K run at Memorial Field in Concord on Saturday, June 6.

3. **Scrubs Club.** In 2016-2017 we introduced Scrubs Club as a Learning Studio and ran it again the following year. Without an instructor last year, we were not able to offer it, but this spring a new community member and a student leader are taking the lead to offer it this semester. Susan Bonavita, a retired nurse and grandmother of two elementary school students, and Carolley Garvin, a senior at PMHS, will be the project leads. Scrubs Club is a health career exploration program that introduces students to a variety of healthcare careers through engaging, hands-on activities and real-life experiences. As part of the program, participants will receive CPR and First Aid training.

4. **School District Newsletter.** A copy of this month’s newsletter is enclosed. The highlights include an overview of the proposed operating budget for the 2020-2021 school year, an outline of the decision making process for weather related closings, and a photograph capturing the fun our PES students are having with Dash and Dot.

5. **School Visit.** On Wednesday, February 12, the Justice Committee hosted the Student Leadership Council and the Director of Next Charter School in Derry, New Hampshire. The group had an interest in restorative practices and how to integrate them into their school. The Justice Committee shared a brief presentation, held a question and answer session, and also ran through a mock mediation. I would like to thank the Justice Committee and their advisers, James Cobern and Dan Courtney, for hosting Next Charter School.
PMHS NORMS

Although not enforced the same as rules, norms are behaviors expected of everyone when interacting within the community.

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

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

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

Diversity
- We value the diversity of people and cultures and help everyone feel comfortable being themselves.
- We value the diversity of opinions and perspectives while allowing every voice to be heard.
ELEMENT 1: PURPOSE AND OBJECTIVES

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<td>Review the advisory program purpose and procedures stated in the Student and Family Handbook to confirm that it aligns with the current program vision and goals.</td>
<td>Advisory Council (in collaboration with CPT teams)</td>
<td>Completed by the end of 19-20 school year</td>
<td>See pages 6-7 of the Student and Family Handbook.</td>
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<td>Organize, review/revise, and/or establish grade level curriculum and expectations for grades 7-12 (syllabus, year at-a-glance, etc.)</td>
<td>Dean of Instruction and Director of Student Services (in collaboration with CPT teams)</td>
<td>Completed by the end of 19-20 school year</td>
<td>This action step includes a review of all existing documents and resources (advisor binder, website, and Google Drive); this step should also ensure that advisers are using the same competencies and rubrics and old resources are archived or removed.</td>
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<td>Establish an annual professional learning plan, that includes but is</td>
<td>Dean of Instruction and Director of Student Services</td>
<td>Established and implemented for the 20-21</td>
<td>Dean of Instruction and Director of Student Services may establish the plan, but advisors would take an active role in designing/leading staff trainings.</td>
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<td>not limited to, advisory training at new teacher orientation and annual</td>
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<td>school year</td>
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<td>review and training on grade level expectations.</td>
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<td>Establish a meeting time on Wednesdays for the Advisory Council to meet</td>
<td>Building Administration in consultation with Site Council and Justice Committee</td>
<td>Start of the second semester during the 19-20</td>
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<td>during content and meeting block</td>
<td>advisers</td>
<td>school year</td>
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**ELEMENT 2: STRUCTURE AND ORGANIZATION**

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<tr>
<td>Review and/or establish Advisory Council charter to include a clear</td>
<td>Advisory Council (charter is approved by the Dean of Instruction and Director of</td>
<td>Completed by the end of the 19-20 school year</td>
<td>This action step includes establishing a student and/or adult roles for team facilitator, communication lead, notetaker, and/or other roles</td>
</tr>
<tr>
<td>breakdown of team roles and autonomy</td>
<td>Student Services)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designate a member(s) of the Advisory Council to share out talking</td>
<td>Advisory Council</td>
<td>Completed by the end of the 19-20 school year</td>
<td></td>
</tr>
<tr>
<td>points at class meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish an annual activity plan that outlines advisory</td>
<td>Dean of Instruction and Director of Special Education</td>
<td>Established and implemented for the 20-21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>school year</td>
<td></td>
</tr>
<tr>
<td>outmis and visits (i.e. Browne Center and UNH College Fair) for all grade levels to support team development and college and career interests</td>
<td>Include allocations and/or requests for funds to support advisory activities, outings, and/or visits, in the annual operating budget</td>
<td>Dean of Operations (note that requests outside of general allocations to be approved by the Dean of Instruction and Director of Special Education)</td>
<td>Process established at the start of the 20-21 school year (for the 21-22 operating budget)</td>
</tr>
</tbody>
</table>

**ELEMENT 4: DELIVERABLES**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIME FRAME</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that the program deliverables (goals) align with the stated purpose of the advisory program and that they are clearly stated in the same language in all district documents and locations (advisory binder, website, Google Drive).</td>
<td>Advisory Council</td>
<td>Completed by the end of the 19-20 school year.</td>
<td>This action aligns with the review of program purpose (see element one).</td>
</tr>
<tr>
<td>Clearly establish a hierarchy for decision making regarding</td>
<td>Dean of Instruction and Director of Student Services in</td>
<td>Completed by the end of the 19-20 school year.</td>
<td>This action aligns with the review and establishment of</td>
</tr>
<tr>
<td>ACTION</td>
<td>PERSON(S) RESPONSIBLE</td>
<td>TIME FRAME</td>
<td>NOTES</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>The professional development plan is evaluated and adjusted on an annual basis.</td>
<td>Dean of Instruction and Director of Students Services</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Professional learning opportunities are available and differentiated throughout the course of the school year.</td>
<td>Dean of Instruction and Director of Student Services</td>
<td>Annually</td>
<td>Grade level team feedback stressed the need for differentiation of professional learning for new versus experienced advisors.</td>
</tr>
<tr>
<td>The position analysis for advisors is included in the advisory binder, school website, and Google Drive.</td>
<td>Dean of Instruction and Director of Student Services</td>
<td>Completed by the end of the 19-20 school year.</td>
<td>Recommended by the Good to Great Team but may not be necessary as its not used this way for other roles.</td>
</tr>
</tbody>
</table>
2020-2021
School District Budget

The deliberative session for the Pittsfield School District budget is Wednesday, February 5, at 7:00 p.m. in the PES gymnasium. The proposed operating budget includes a full-time foreign language teacher at PMHS, a part-time district social worker (the other half is supported by the Foss Family Foundation), and pay increases for support staff members. The estimated tax impact of the operating budget is -$1.90 per thousand due to increases in state funding. To review all of the warrant articles, and the impact of a yes or no vote, please visit the school district website. Voting day is March 10 at the Town Hall.

FEBRUARY
19
Whole School Morning Meeting

The multi-age classes will be hosting this month's whole school morning meeting at PES on Wednesday, February 19, at 8:15 a.m. Each month a grade level hosts our school assembly according to the Responsive Classroom morning meeting structure (greeting, share, activity, and closing). We also celebrate a student of the month from each classroom that has exhibited one or more of the CARES characteristics (cooperation, assertion, responsibility, empathy, and self-control). Family and community members are welcome to join us!
Meet Ms. Allen

Jessica Allen grew up in Epsom and now resides in Pembroke. She graduated from Pembroke Academy and later received her bachelor’s degree in English education with a minor in anthropology. Ms. Allen is currently enrolled in the conversion program at NHTI that will lead to a Master’s program offered through New England College. Ms. Allen has worked for a number of years as a Special Education Teacher in Manchester. When she is not in the classroom she enjoys crafting, reading, and exploring New England. Ms. Allen is excited to be the Special Education Teacher for the new Middle School Flex.

School Cancellations: What is the Decision-Making Process?

Although this winter has been milder than years past, a curiosity persists about how the school district determines whether to keep school open or closed. The decision lies with Superintendent of Schools. The Superintendent takes three factors into consideration. First, the Superintendent consults with the Superintendent of Public Works on the road conditions. Secondly, consideration is given to the weather forecast and lastly, consideration is given to inexperienced drivers on the road and the distance staff members have to travel. The Superintendent of Schools tries to keep schools open and on a regular schedule for the convenience of students and families, but driving conditions and safety ultimately lead to the final decision.

Coding in Learning Commons

Students have been enjoying coding with Dash and Dot!

PARENTS CORNER

Girls on the Run Information Night

Girls in grades 3-5 are eligible to participate in Girls on the Run, a program that builds life skills through physical activity. An information and registration night will be held on Tuesday, February 11, from 4:30-7:00 p.m. in the Learning Commons.

Middle School Dance

The Class of 2025 is hosting the Winter Waltz for middle school students on Friday, February 21, from 6:00-8:00 p.m. in the PMHS cafeteria. Admission is $5.00 per student and snacks will be available for purchase.

Winter Break

Winter Break is February 24-February 28. The main office in both schools will be closed over the break. School will re-open on March 2.
To: Pittsfield School Board

From: Jess Bickford

Subject: Board Meeting – February 20, 2020

Date: February 14, 2020

INFORMATION

1. **Compliance:** The State is beginning to pull compliance data from this year around our special education students and Pittsfield’s timeliness of evaluations. I will keep you posted as our data comes in from the Department of Education.

2. **Job Vacancies:** Over the last few weeks, I have been able to fill a couple of open vacancies. We are currently short three positions in special education. However, there are some applications coming in and I am hopeful I might be able to fill all positions soon. I was thinking I might have to do a Job Fair type event, but at this time, I don’t think that will be necessary. This might be something to consider doing in the future if needed.
Pittsfield School District

To: Pittsfield School Board

From: Melissa Brown – Director of Career Readiness

Subject: Board Meeting – February 20, 2020

Date: January 30, 2020

ACTION

None at this time.

INFORMATION

1. *Home is Where the Heart is.* The annual *Home is Where the Heart is* presentation was held on Tuesday, January 7 in the PMHS Lecture Hall. This is a college and career discussion that includes a panel of PMHS alumni facilitated by Angela Castonguay, a college counselor from the New Hampshire Higher Education Assistance Foundation (NHHEAF). Students in grades 5 to 12, were able to ask the alumni questions about their post-secondary experience. Alumni include students who are, or were in college, the military, and/or work force. An alumni reception followed in the media center.

2. **Concord Regional Technical Center (CRTC).** Students in grades 9 and 10 attended a one-hour presentation about Concord Regional Technical Center (CRTC) on Tuesday, January 14. The presentation was facilitated by CRTC Director, Steve Rothenberg, instructors, and current PMHS students who are enrolled in the program. The presentation explained the incredible programs that CRTC offers. Students received a brochure that detailed each program, as well as completed a survey informing CRTC staff of the two programs they are most interested. The staff will use the information from the survey to organize the students into groups for the “Program Shadow Day” on Tuesday, February 4. The students will have the opportunity to shadow those two programs for an extended length of time. The following eleven programs are offered at CRTC:

   - Automotive Technology
   - Computer Engineering
   - Construction Trades
   - Cosmetology
   - Criminal Justice
- Culinary and Pastry Arts
- Education and Behavioral Science
- Emergency Services
- Graphic Design and Creative Media
- Health Science
- Theater and Film

Many of the programs offer multiple dual enrollment opportunities and significant certifications (i.e. Adobe, LNA, EMT, ServSafe, Homeland Security/Emergency Management, Paul Mitchell, OSHA, etc.).

3. **Senior Financial Aid Night.** On Thursday, January 2 Angela Castonguay from the New Hampshire Higher Education Assistance Foundation presented an overview of financial aid information to several students and their families. The presentation aimed to help families navigate through the Free Application for Federal Student Aid (FAFSA), explore what type of additional aid is available, review scholarship searches, and highlight the importance of meeting deadlines.

4. **Summer Employment Opportunities.** Ralph O’Dell and Stand Up Pittsfield have been working on exploring summer employment opportunities for students. Stand Up Pittsfield will bring a proposal forward to the School Board when we meet.
Pittsfield School District

To: Pittsfield School Board

From: Kathy LeMay

Subject: Board Meeting 02/20/20

Date: February 14, 2020

ACTION

1. None at this time

INFORMATION

1. **Competency Recovery:** At the close of Semester 1, 45 grades of “Incomplete” (INC) were recorded in Powerschool. In order to be eligible for an INC grade, students must have passed at least half of their competencies. Students and teachers then work together to create Competency Recovery Plans that, if completed successfully, allow students to earn credit for their class. Nine students had multiple plans created.

2. **Juniors:** During the first weeks of February, I have been meeting with the class of 2021 to discuss their credit audits. The credit audits have then been shared with families to help them understand where they stand as far as reaching their plan for graduation in the Spring of 2021. The students and advisors will be using this information when they sign up for classes in the next couple months.

3. **Family Engagement Training:** The NH Department of Education, in partnership with Scholastic, offered a 5 session training on the newly revised Dual Capacity model for family engagement developed by Karen Mapp. The attendance of this webinar series has been very low, which has allowed me to get more individualized problem solving time to work with the presenter. I still have two more sessions to attend. The big takeaway that I have so far is that family engagement is not an isolated task that can be assigned to one person. It needs to be embedded throughout all of our work. The presenter also shared some ideas of how to gather more feedback from families by going out into the community instead of always expecting them to come to us.
Pittsfield School District

To: Pittsfield School Board
From: John
Subject: Board Meeting – February 20, 2020
Date: February 12, 2020

ACTION

1. **Acceptance of Gift.** The New Hampshire Charitable Foundation has awarded $2,900 to the district for music programs from the David M. Brooks Music Fund. The award will provide for the purchase of musical instruments and equipment. Your acceptance is recommended.

2. **Policy Updates.** The following policy updates are recommended:
   - AC, Non-Discrimination (required by law): re-titled and revised by NHSBA due to changes in law; also, incorporates key elements of GBA, Equal Opportunity Employment; mirrors the major rewrite of the NHSBA model policy;
   - AC-E, Contact Information for Human Rights... (not required by law): recommended by NHSBA to accompany revised Policy AC with current contact information as required; to be included in school handbooks in the ball;
   - ADC, Tobacco Products Use... (required by law): updates are recommended by NHSBA due to changes in law; policy mirrors NHSBA model policy;
   - GBA, Equal Opportunity Employment (elements required by law): critical elements not included in revised AC; GBA can now be repealed;
   - JLDBB, Suicide Prevention and Response (required by law): this is a new policy required by recent legislation; the recommended policy mirrors the NHSBA model policy; the first required training must be completed prior to March 31, 2021;
   - KDC, Public Gifts and Donations (not required by law): noticed an error in the third paragraph; policy recommendation corrects the error.

3. **Request for Placement of Out-of-District Student.** Enclosed you will find a request from Allyson Vignola, Director of Student Services in Barnstead requesting placement of a student at PES. Your acceptance of the student is not recommended.

4. **2020-2021 School Calendar.** Enclosed you’ll find a proposed district calendar for 2020-2021; with few exceptions, it mirrors Concord’s calendar to allow for our students who attend the CRTC to take greatest advantage of CRTC programming. Per the collective bargaining agreement, the EAP was provided with an opportunity for review and feedback. Your approval is recommended.

INFORMATION

1. **Deliberative Session.** Do we want to take some time to debrief the Deliberative Session and to discuss preparation for the district vote in March? FYI, enclosed you’ll find a copy of the handout that was distributed last year in advance of voting day.
2. **Meeting with Select Board.** Per Board direction, Cara has scheduled the Board to meet with the Pittsfield Select Board to discuss support for a school resource officer (SRO) at their meeting of Tuesday, April 14.

3. **Prospect Mountain High School.** I met recently with Prospect Mountain Superintendent Tim Broadrick at his invitation to tour the school and discuss possible collaboration. Enclosed you’ll find a follow-up letter from Superintendent Broadrick which offers a conversation between Boards to discuss potential collaboration (tuitioning our high school students to Prospect Mountain). In light of the Board’s ongoing openness to consider options for our students, I recommend that the Board agree to meet with the Prospect Mountain Board at a future meeting.

4. **Policy IGDJ, Eligibility Requirements.** The Board has asked to review this policy, which is enclosed.

5. **Manifest Educational Hardship Placement.** The Board recently approved the placement of one of our students out of district; the Pembroke Board approved acceptance of our student this week.

6. **Coming Events.** Looking ahead:
   - Week of Feb 24 – 28: Winter Break – School Closed
   - Thurs Mar 5: School Board Meeting, 5:30 p.m.
   - Thurs Mar 5: Candidates Night, PMHS Lecture Hall, 6:30 to 9:00 p.m.
   - Tue Mar 10: Voting Day
   - Tue Mar 10: Good to Great Team meeting, 4:30 p.m.
   - Thurs Mar 12: Title I Family Event, PES, 5:00 to 7:00 p.m.
   - Mon Mar 19: School Board Meeting, 5:30 p.m.

**NON-PUBLIC SESSION**

The need for a non-public session is not anticipated at this time.
Pittsfield School District

NON-DISCRIMINATION, EQUAL OPPORTUNITY EMPLOYMENT, AND DISTRICT ANTI-DISCRIMINATION

It is the policy of the School Board that there will be no discrimination on the basis of age, gender, race, creed, religion, marital status, sexual orientation, national ethnic origin, economic status, or disability for employment in, participation in, or admission/access to, or operation and administration of any educational program or activity in the School District. The district will not discriminate against any employee who is a victim of domestic violence, sexual assault, or stalking.

The Superintendent or his/her designee will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

The policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law, or applicable regulations will be processed through the grievance procedure. This policy implements PL-94-142, Section of The Rehabilitation act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

Inquiries or complaints regarding compliance with Title IX may be directed to the office of the Superintendent of Schools. Grievances will be processed as follows:

1. Any complaint from or on behalf of any person employed or served by the schools shall be submitted in writing to the office of the Superintendent of Schools. The Superintendent shall, without delay, forward it to the person immediately responsible (i.e., department head, coach, supervisor, etc.).

2. The immediately responsible person will investigate the complaint and report his/her findings and recommend remediation in writing to the grievant within five (5) school days. A copy of the report shall be sent to the Superintendent who will maintain a file on all grievances.

3. If the grievance has not been remedied to the satisfaction of the grievant, he/she may then submit the complaint, with all previous communications attached, to the following parties, in the order given. Each party will have the time indicated in which to investigate and report its findings and recommended remediation:

   a) Responsible Building Principal (5 school days);
b) Superintendent of Schools (10 school days);

e) School Board (20 school days).

4. If all else fails, the grievant may appeal to the Federal Office for Civil Rights, Department of Education, Washington, D.C. 20201.

All reports submitted throughout the grievance procedure must be made out in duplicate; with all previous correspondence attached, one copy going to the grievant and one to the designated employee who shall maintain a file on all grievances.

A. Prohibition Against Discrimination of Students in Educational Programs and Activities.

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the district’s schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, or national origin. Discrimination, including harassment, against any student in the district’s educational programs, on the basis of any of the above classes, or a student’s creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes or economic status.

Harassment of students other than on the basis of any of the classes or categories listed above is prohibited under Board Policy JICK, Student Safety and Violence Prevention.


The Pittsfield School District is an Equal Opportunity Employer. The district ensures equal employment opportunities without regard to age, color, creed, disability, gender identity, marital status, national origin, pregnancy, race, religion, sex, or sexual orientation. The district will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job as specified in pertinent job descriptions.

Discrimination against and harassment of school employees because of age, sex, race, creed, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry, sexual orientation, or gender identity are prohibited. Additionally, the district will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.
C. Policy Application.

This policy is applicable to all persons employed or served by the district. It applies to all sites and activities that the district supervises, controls, or where it has jurisdiction under law, including where it: (a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property, or (b) occurs off school property or outside of a school-sponsored activity or event if the conduct interferes with a student’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event, as set forth in Board Policy JICK, Pupil Safety and Violence Prevention. Examples of sites and activities include all district buildings and grounds, school buses, field trips, and athletic competitions.

D. District Anti-Discrimination Plan.

No later than October 15, 2020, the superintendent shall develop and provide to the board for approval, a coordinated written district anti-discrimination plan (the “plan”) to include guidelines, protocols, and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination.

Among other things, the plan should include provisions and recommendations with respect to resources, policies, complaint procedures, student education programs, plan dissemination, and training appropriate to carrying out the plan objectives stated in the preceding paragraph.

In developing the plan, the superintendent is encouraged to seek input from appropriate groups of the school and local community, and coordinate with the district’s human rights officer, Title IX coordinator, and 504 coordinator.

No less than once every two years, the superintendent shall update the district anti-discrimination plan and present the same to the Board for review. Such plan updates should be submitted to the Board in time for appropriate budget consideration.

E. Human Rights (or Non-Discrimination), Title IX, Section 504, and other Coordinators of Officers

The superintendent shall assure that district personnel are assigned to the positions listed below. Each year, the superintendent shall prepare and disseminate as Policy AC-E, associated with this policy, an updated list of the persons acting in those positions, along with other district contact information, including telephone number, email, postal address, and physical address.

* Human Rights Officer: Superintendent of Schools
• Title IX Coordinator: Director of Student Services
• Section 504 Coordinator: Director of Student Services

Policy AC-E will also include current contact for relevant state and federal agencies, including:

• U.S. Department of Education, Office of Civil Rights
• U.S. Department of Agriculture, Office of Civil Rights
• N.H. Human Rights Commission
• N.H. Department of Justice, Civil Rights Unit
• N.H. Department of Education, Commissioner of Education

F. Complaint and Reporting Procedures

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school district, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should contact the District Human Rights Officer, or otherwise as provided in the policies referenced below under this same heading.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct to his/her immediate supervisory, the District Human Rights Officer, or as provided in one of the policies or administrative procedures referenced below under this same heading. Additionally, employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying, and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to and including dismissal.

Investigations and resolutions of any complaints shall be according to the policies listed below and related administrative procedures or regulations. Complaints or reports regarding matters not covered in one or the other of those policies should be made to the District Human Rights Officer.

1. Reports or complaints of sexual harassment or sexual violence by employees or third party contractors should be made under Board Policy GBAA.

2. Reports or complaints of sexual harassment or sexual violence by students should be made under Board Policy JBAA.
3. Reports or complaints of discrimination on the basis of disability should be made under Board Policy ACE, except for complaints regarding facilities accessibility.

4. by disabled non-students or employees, which should be made under Board Policy KED.

5. Reports or complaints of bullying or other harassment of pupils should be made under Board Policy JICK.

G. Alternative Complaint Procedures and Legal Remedies.

At any time, whether or not an individual files a complaint or report under this Policy, an individual may file a complaint with the Office for Civil Rights (“OCR”) of the United States Department of Education, or with the New Hampshire Commissioner for Human Rights.


   Note: Complaints to the OCR must be filed in writing no later than 180 days after the alleged act(s) of discrimination. The OCR may waive its 180 day time limit based on OCR policies and procedures.

2. New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH, 03301; telephone – 271-2767; email – humanrights@nh.gov.

   Notwithstanding any other remedy, any person may contact the police or pursue a criminal prosecution under state or federal criminal law.

H. Retaliation Prohibited.

No reprisals or retaliation of any kind will be taken by the Board or by any district employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless that person knew the complaint or report was false or knowingly provided false information.

I. Administrative Procedures and Regulations.

The superintendent shall develop such other procedures and regulations as are necessary and appropriate to implement this policy.
J. Notice of Compliance.

The superintendent will provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested parties as appropriate.

Adopted: June 1, 1995  
Reviewed: June 17, 1996  
January 8, 2009  
Amended: January 22, 2009  
Reading: May 7, 2009  
Amended: May 21, 2009  
October 19, 2017  
February 20, 2020
Pittsfield School District

CONTACT INFORMATION FOR HUMAN RIGHTS OFFICER, TITLE IX COORDINATOR, SECTION 504 COORDINATOR, AND CIVIL RIGHTS AGENCIES

Human Rights Officer: Superintendent of Schools
Pittsfield School District
23 Oneida St.
Pittsfield, NH 03263
435-5526
sau5lsuper@metrocast.net

Title IX Coordinator: Director of Student Services
Pittsfield Middle High School
23 Oneida St.
Pittsfield NH 03263
435-6701
jbickford@pittsfieldnhschools.org

Section 504 Coordinator: Director of Student Services
Pittsfield Middle High School
23 Oneida St.
Pittsfield, NH 03263
435-6701
jbickford@pittsfieldnhschools.org

U.S. Department of Education, Office of Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
617-289-0111
OCR.Boston@ed.gov

U.S. Department of Agriculture, Office of Civil Rights
FAS Civil Rights Staff
1400 Independence Avenue, SW, Room 4069-S
Washington, DC 20250-1008
Phone: (202) 720-7233

New Hampshire Human Rights Commission
2 Industrial Park Dr.
Concord, NH 03301
271-2767
humanrights@nh.gov

New Hampshire Department of Justice, Civil Rights Unit
Department of Justice
33 Capitol St.
Concord, NH 03301
271-1181
attorneygeneral@doj.nh.gov

New Hampshire Department of Education, Commissioner of Education
Office of the Commissioner
101 Pleasant St.
Concord, NH 03301
271-3144
Frank.Edelblut@edu.nh.gov

Adopted: February 20, 2020
Pittsfield School District

TOBACCO PRODUCTS USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

No person shall State law prohibits the use any tobacco product, E-cigarette, or liquid nicotine in any facility maintained by the Pittsfield School District, nor on any of the grounds of the district. Students and minors are further prohibited from possessing such items in or upon any school facility, school vehicle, or school grounds owned or maintained by the district.

A. Definitions.

1. “Tobacco products” means any product containing tobacco including, but not limited to cigarettes, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time to time.

2. “Device” means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

3. “E-Cigarette” means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that may or may not contain provides a vapor of pure nicotine or e-liquid. mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item defined in RSA 126-K:2, II-a c. as the same may be amended or replaced from time to time.

4. “Liquid nicotine” means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or items included in RSA 126-K:2, III-a as the same may be amended or replaced from time to time.

5. “Facility” is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the district. This definition shall include all administrative buildings and offices within facilities supportive of instruction and subject to educational administration, including but limited to lounge areas, passageways, restrooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, libraries, and storage areas.
B. **Students.** No student shall purchase, or attempt to purchase, possess, or use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the district.

Enforcement of this prohibition *against students* shall initially rest with the dean of operations or designee who may report any violation to law enforcement for possible juvenile, criminal, or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. **Employees.** No employee shall use any tobacco product, *device*, E-cigarette, *E-liquid* or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the Pittsfield School District.

Initial responsibility for enforcement of this prohibition shall rest with the dean of operations or his/her designees. Any employee who violates this policy is subject to disciplinary action which may include warning, suspension, or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. **All Other Persons.** No visitor, contractor, vendor, or other member of the public shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the Pittsfield School District.

The dean of operations, and where appropriate other site supervisors (athletic director, activity leader, etc.) or their designees shall have the initial responsibility to enforce this section by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette, or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the dean of operations, site supervisor, or designee may contact law enforcement agencies for possible criminal or other proceedings as provided under state law.

E. **Implementation and Notice – Administrative Rules and Procedures**

The superintendent shall establish administrative rules and procedures to implement this policy. Rules and procedures relating to student violations and resulting disciplinary consequences shall be developed in consultation with the dean of operations.
The superintendent, working with the dean of operations, shall provide annual notice to employees, students, and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this policy could lead to criminal or other such proceedings.

Signs shall be placed by the district in all buildings, facilities, and school vehicles stating that the use of tobacco products, E-cigarettes, and liquid nicotine is prohibited.

Adopted: March 1, 1980
Amended: September 2, 2004
Reviewed: January 22, 2009
Amended: October 19, 2017
Amended: October 4, 2018
Amended: December 6, 2018
Amended: February 20, 2020
Pittsfield School District

EQUAL OPPORTUNITY EMPLOYMENT

The district will recruit and consider candidates without regard to gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability. When there are opportunities for promotions and qualifications are equal, consideration will be given first to employees. The district will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

The district will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job without regard to gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability, except for reasons related to ability to perform the requirements of the job.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the superintendent or his/her designee.

This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of this policy, law, or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, Title VI or VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

Adopted: June 28, 2018
SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety, and welfare of its students and school community. This policy supports federal, state, and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention, and postvention resources.

A. District Suicide Prevention Plan and Biennial Review.

No later than May 31, 2020, the superintendent shall develop and provide to the Board for approval, a coordinated, written district suicide plan (the "plan") to include guidelines, protocols, and procedures with the objectives of prevention, risk assessment, intervention, and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms.

   The district suicide prevention plan shall include terms related to:

   a. Suicide prevention (risk factors, warning signs, protective factors, referrals);

   b. Response to in- or out-of-school student suicides or suicide attempts (postvention, suicide contagion);

   c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors, and warning signs of mental disorders and suicide, as well as help seeking strategies;

   d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community;

   e. Confidentiality considerations;

   f. Designation of any personnel, in addition to the dean of operations as district suicide prevention coordinator, to act as points of contact when students are believed to be at an elevated risk of suicide;

   g. Information regarding state and community resources for referral, crisis intervention, and other related information;
h. Dissemination of the plan or information about the plan to students, parents, faculty, staff, and school volunteers;

i. Promotion of cooperative efforts between the district and its schools and community suicide prevention program personnel;

j. Such other provisions deemed appropriate to meet the objectives of this policy (e.g., student handbook language, reporting processes, postvention strategies, memorial parameters, etc.).

2. Biennial Review.

No less than once every two years, the superintendent, in consultation with the district suicide prevention coordinator, with input and evidence from community health or suicide prevention organizations, and district health and guidance personnel, shall update the district suicide prevention plan and present the same to the Board for review. Such plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator.

The dean of operations who, under the direction of the superintendent, shall be responsible for:

a. Developing and maintaining cooperative relationships with and coordination efforts between the district and community suicide prevention programs and personnel;

b. Annual updating of state and community crisis or intervention referral intervention information and names and contact information of building suicide prevention liaisons for inclusion in student handbooks and on the district’s website;

c. Developing or assisting individual teachers with the development of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
d. Developing or assisting in the development of the annual staff training required under section C of this policy;

e. Such other duties as referenced in this policy or as assigned by the superintendent.

2. Building Suicide Prevention Liaisons.

School counselors are designated as the building suicide prevention liaisons and shall serve as the building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe that a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the building liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the district suicide prevention coordinator.

C. Annual Staff Training.

The superintendent shall assure that, beginning with the 2020-2021 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, interventions, response procedures, referrals, postvention, and local resources.

D. Dissemination.

Student handbooks and the district’s website will be updated each year with the contact information for the building suicide prevention liaisons, state and community crisis or intervention referral resources. The district suicide plan will be made available on the district’s and each school’s respective websites.

Adopted: February 20, 2020
Pittsfield School District

PUBLIC GIFTS AND DONATIONS

Gifts from organizations, community groups, and/or individuals, which will benefit the school district, shall be encouraged. A gift shall be defined as money real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the appropriate school administrator or the superintendent which gifts are appropriate and needed.

The Board reserves the right to refuse any gift that does not contribute to the achievement of the district's mission, or in which the ownership of the gift would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies and the district’s mission.

The superintendent may accept gifts in the amount of $500 or less. Gifts in excess of $500 may only be accepted by the Board. Additionally, pursuant to RSA 193:200-b, gifts in the amount of $5000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than $5000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting during which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the district. The Board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift. The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interests of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

Voluntary contributions by district employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than $250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by district employees with a value of $250 or more must be approved as required in this policy for gifts from individuals not employed by the district.
Active solicitation of gifts to be received by the district, including by any school, classroom, or program in the district, including soliciting gifts through online crowd funding web sites must be approved in advance by the superintendent where the value of the gift sought is less than $500 and by the Board where the value of the gift sought is $500 or greater.

Reading: April 7, 1997 (as Policy KH)
Adopted: May 5, 1997
Amended: September 3, 2015
Amended: January 17, 2019
              February 20, 2020
To Pittsfield School Board:

The Barnstead School District would like to request your consideration regarding tuitioning a first grade Barnstead student into the FLEX Program at Pittsfield Elementary School.

As the financially responsible school district, Barnstead would of course continue to be responsible for payment of all special education services and all related services as prescribed by the student’s Individualized Education Plan.

Respectfully,

[Signature]

Allyson Vignola, M.Ed.
Director of Student Services
avignola@mybes.org
603-269-5161 ext 308

cc:

Dr. Brian Cochrane, Superintendent SAU 86
### PITTSFIELD SCHOOL DISTRICT CALENDAR 2020-2021

#### AUG / SEP 2020
- 31: TW X 8/26 - 8/27 - Teacher Workshop Days
- 1: TW 8/26 District Open House
- 2: X 8/31 - First Day of School
- 3: X 9/4 - 9/7 - Labor Day Holiday Break
- ER Days 9/2, 9/9, 9/16, 9/23, 9/30

#### OCTOBER 2020
- 1: TW 10/9 - Teacher Workshop Day
- 5: 6: 7: 8: TW 10/12 - Columbus Day
- District ER Days 10/7, 10/14, 10/21, 10/28

#### NOVEMBER 2020
- 2: 3: 4: 5: 6: 11/6 - End of 1st Quarter
- 9: 10: X 12: PT 11/11 - Veteran's Day
- ER Days 11/4, 11/18

#### DECEMBER 2020
- X: X: X: X: X: District ER Days 12/2, 12/9, 12/16

#### JANUARY 2021
- 4: 5: 6: 7: 8: X: 1/1 - New Year's Day
- 11: 12: 13: 14: 15: 1/18 - Martin Luther King Day
- District ER Days 1/6, 1/13, 1/20, 1/27

#### FEBRUARY 2021
- District ER Days 2/3, 2/10, 2/17

#### MARCH 2021

#### APRIL 2021
- 4/2 - End of 3rd Quarter
- 4/5-4/16 - Student-led Conferences
- 4/16 - Student Conferences - No School
- 4/26-4/30 - Spring Break
- District ER Days 4/7, 4/14, 4/21

#### MAY 2021
- District ER Days 5/5, 5/12, 5/19, 5/26

#### JUNE 2021
- 6/3 - Exhibition Night: PMHS 12:7 p.m.
- 6/18 - Tentative Last day of School
- 6/12 - Tentative Graduation
- District ER Days 6/2, 6/9, 6/16

### SCHOOL HOLIDAYS
- Sept. 4 - Sept. 7: Labor Day Weekend Holiday
- Sept. 7: Labor Day
- Oct. 12: Columbus Day
- Nov. 11: Veterans Day
- Nov. 25-27: Thanksgiving Holiday
- Dec. 23 - Jan. 1: Holiday Vacation
- Jan. 1: New Year's Day
- Jan. 18: Martin Luther King Day
- Feb. 22 - 26: Winter Vacation
- Apr. 26 - Apr. 30: Spring Vacation
- May 31: Memorial Day

### OTHER DAYS
- Aug. 31: First Day of School for Students
- TW: Teacher Workshop Days, No Students
- X: School Vacation Days
- June 12: Tentative High School Graduation
- June 16: Tentative Last Day of School

### Snow Days
- Each snow day will advance the last day of school by one day.
Annual School District Meeting
Warrant Article Summary

Ballot Voting – 7:00 a.m. to 7:00 p.m., Tuesday, March 12 – Pittsfield Town Hall

Election of Officers

• **School Board Members** – Three Year Term – Vote for not more than two:
  - Michael “Mike” Cabral
  - Beatrice “Bea” Douglas
  - Theodore “Ted” Mitchell
  - (write in)

• **School District Clerk** – Three Year Term – Vote for not more than one:
  - Erica Anne Anthony
  - (write in)

Warrant Articles

• **Article #1 – School Lunch Program**
  - **YES** vote supports allowing the district to operate the food service program for students and staff at no cost to the district, including service to students who qualify for free or reduced-priced meals (no tax impact)
  - **NO** vote restricts the district from operating the food service program

• **Article #2 – Receive and Expending Grant Funds**
  - **YES** vote supports allowing the district to receive and expend grant funds; these funds are primarily federal funds that support special education services to students in need, Title I services to support struggling students, and Title II services to support professional development of educators in the district (no tax impact)
  - **NO** vote restricts the district from receiving and expending grant funds

• **Article #3 – Operating Budget**
  - **YES** vote supports the proposed budget for district expenses in 2019-2020 of $10,399,738; the proposed budget includes no new programs or services to students compared with the current year; the proposed budget includes a 2% salary increase for non-union district employees (estimated tax impact of $.83/thousand)
- **Article #4 – 3-Year Collective Bargaining Agreement**
  - **YES** vote supports the negotiated three-year teacher contract; this contract includes a 2.5% salary increase on the district salary guide and an additional 1% employee share of health insurance per year (estimated tax impact of $.55/thousand in 2019-2020, $.58/thousand in 2020-2021, and $.61/thousand in 2021-2022)
  - **NO** vote requires the district teachers to work under the current year contract in 2019-2020 and requires renegotiation of contract terms, unless modified by a subsequent district meeting (see Article 5)

- **Article #5 – To Allow a Special Meeting if the Collective Bargaining Agreement is Defeated / Amended**
  - **YES** vote supports the calling of a special district meeting to consider teacher contract cost items if Article 4 is defeated (no tax impact)
  - **NO** vote restricts the district from calling a special district meeting if Article 4 is defeated

- **Article #6 – Dumpster Replacement Capital Reserve Fund**
  - **YES** vote supports creation of a capital reserve fund to set aside funds for dumpster replacement; replacement of two dumpsters will be required in about five years (estimated tax impact of $.02/thousand)
  - **NO** vote restricts the district from setting aside funds for eventual replacement of two dumpsters

- **Article #7 – Drake Field Tennis Court Resurfacing and Fence Replacement**
  - **YES** vote supports expending funds to repair the Drake Field tennis court, to include resurfacing and fence replacement (estimated tax impact of $.14/thousand)
  - **NO** vote restricts the district from expending funds for tennis court repairs

- **Article #8 – Petition Article to Rescind SB2**
  - **YES** vote supports returning to the former district meeting format in which matters are discussed and decided in one session, rather than the current format of holding a deliberative session in February that is followed by ballot voting on the March election day
  - **NO** vote supports the current district meeting format in which matters are discussed in a deliberative session and voted on by ballot on the March election day

*Ballot Voting – 7:00 a.m. to 7:00 p.m., Tuesday, March 12 – Pittsfield Town Hall*
Dr. John Freeman, Superintendent
Pittsfield Public Schools, SAU 51
23 Oneida Street
Pittsfield NH 03263

January 31, 2020

Dr. Freeman

Since opening in 2004, Prospect Mountain High School has steadily developed into an excellent school, thanks to strong support from the taxpayers of Alton and Barnstead, consistent leadership from a stable school administration, a high level of commitment by excellent teachers and staff, and the cooperation of students and their families. The entire Prospect Mountain community has bought into the belief that we are not divided by our differences: we are one; we are Prospect.

During the last six months, I have been working with the PMHS Joint Board to better-understand enrollment trends and the future consequences in terms of potential reductions in services. As enrollment declines, one alternative to reducing the breadth and depth of services is to find interested partners to send students to Prospect Mountain under tuition agreements. I am writing to you today at the direction of the Joint Board’s “Enrollment Options” committee.

Our high school was originally built to accommodate more than 800 students in grades 9-12. The building is only fifteen years old and has been well-maintained. With the right partners, we could accept a total of up to 300 more students than are currently enrolled here, and we could work with a partner community to accommodate its students’ interests as we develop new and expand existing programs. And, we believe we can do all this at a per pupil tuition well below most communities’ current costs. For more than a decade, our per pupil expense has been consistently below the state average and well under most other SAUs in the Lakes Region.

I am aware that there may be a citizen’s petition on the Pittsfield town warrant that would establish a study committee to consider sending high school students out-of-town on a tuition basis. If your school board might be interested in starting a conversation to that effect, I am prepared to facilitate an introduction to the members of the PMHS Joint Board who have taken on the responsibility to explore this topic.

I would appreciate whatever response you feel is most appropriate to your circumstances.

My best regards

Tim Broadrick, Superintendent

Thank you, John!
Pittsfield School District

ELIGIBILITY REQUIREMENTS

Participating in extra-curricular and co-curricular activities may demand a large portion of a student’s out-of-school time. It is necessary for students to demonstrate that they can afford to devote the time necessary for participation in these activities.

Extra-Curricular Participation Guidelines:

1. Eligibility Requirements. To be eligible to participate in any extra-curricular activity, the student must be passing a minimum of four credit-bearing courses (not including driver education, ELO’s, learning studios, or advisory) during the previous PMHS reporting period. An “incomplete” does not qualify as a passing grade.

   For on-line courses to be applied to eligibility, they must meet the following criteria:
   A. Student must be “passing” the course;
   B. For a semester (.5 credit) course, student must be:
      • 40% course completed by mid-semester (first or third progress report);
      • 100% course completed by end-of-semester.
   C. For full-year (1 credit) course, the student must be:
      • 20% course completed by first progress report;
      • 40% course completed by second progress report;
      • 60% course completed by third progress report;
      • 100% course completed by fourth progress report.

   “Passing” is defined by the granting of credit by the responsible institution. The progress report “snapshot” is taken at 8:00 a.m. on the “snapshot date” determined by the school administration.

2. Ineligibility. A student who is considered ineligible may not participate or attend any activity, meeting, practice, or team event until the subsequent reporting period or the beginning of the subsequent season.

3. Summertime Competency Recovery. Students must meet eligibility requirements at least one week prior to the fall season start date to be considered eligible.

Co-Curricular Participation Guidelines:

1. Students are expected to be in good academic standing to be eligible for participation. Club advisors are expected to review each student’s academic performance to ensure that good standing is maintained. Due to the missed instructional time required for participation in the ski club, members must meet the extra-curricular requirement by the first scheduled ski activity.
Adopted: August 4, 1997
Reviewed: March 16, 2006
Amended: April 6, 2006
Amended: March 3, 2016
Reviewed: September 20, 2018