



**ANNUAL REPORT**  
**OF THE**  
**SCHOOL DISTRICT**  
**OF**  
**PITTSFIELD, NH**

**2009 - 2010**

**March 2011**

# Pittsfield School District

## Mission

The mission of the Pittsfield Schools is to develop, maintain, and continually improve a cohesive educational program so that our children and youth reach the academic, civic, and social standards established by the State of New Hampshire and adopted by our school board.

To this end, our faculty and staff resolve to engage our children and youth in dynamic learning that is personalized, monitored, and adjusted to promote growth in each and every learner.

We, students and parents, educators and community members, commit to a comprehensive system of support that ensures that our graduates possess direction in life, sound academic skills, commitment to hard work, an ethic of involved citizenship, and thoughtful plans for the next phase of their lives.

## Vision

### Our schools are...

- **Academically diverse**; we value the role of academic disciplines, which enable us to understand our world and express our ideas.
- **Academically integrated**; we appreciate the connections between and among disciplines.
- **Caring and respectful communities**; we value strong, healthy, compassionate interpersonal relationships.
- **Cooperative and collaborative**; we work in teams; we cultivate a sense of connectedness and community.
- **Diverse** social organizations; we recognize, appreciate, and celebrate individual differences.
- **Future oriented**; we are aware of the needs of our students; we engage in the present as we prepare for the future.
- **Intellectually engaging**; we seek deep understanding rather than superficial knowing.
- **Personalized**; we address the unique learning preferences, talents, and aspirations of each student.
- **Rigorous**; we hold ourselves and our children to high standards.
- **Safe** places in every regard; physically, emotionally, socially, and intellectually; we recognize that basic human needs must be satisfied for healthy development to occur.
- **Welcoming and well-maintained** to maximize learning and support a positive, healthy climate; we take great pride in our schools.

### The children, youth, and adults of our school community are...

- **Active learners**; we accept responsibility for our own learning; we are engaged seekers of knowledge and skills.
- **Bold and passionate**; we express our ideas and thoughts without fear of ridicule or reprisal; we support and encourage each other to take intellectual and creative risks.
- **Confident**; we know our own individual strengths and limitations; we are comfortable with who we are while we strive to build our strengths and face our challenges.
- **Critical thinkers and effective problem solvers**; we recognize the unpredictability and challenges of life; we are thoughtful and reflective while we are equipped with strategies for addressing our challenges.
- **Curious and Self-motivated**; we have a thirst for learning, for knowledge, for skills; we ask thoughtful questions; we pursue our interests with the support of our peers and colleagues.
- **Deeply aware of the world outside of Pittsfield**; we seek to understand and appreciate those who are different from ourselves.
- **Effective communicators**; we are both direct and respectful; we are skillful speakers and listeners, readers and writers; we value open communication in our relationships and collaborations.
- **Hard working**; we believe that effort and persistence are keys to success; we make the most of our talents by hard work and practice.
- **Healthy**; we live our lives in a responsible manner and seek long-term physical and emotional health.
- **Respectful, responsible advocates**; we know how to stand up for ourselves and for causes that are important to ourselves.
- **Responsible**; we have a strong sense of positive social values and morality; we exhibit ethical behavior in a variety of settings; we hold ourselves accountable for our actions and the resulting outcomes and consequences.
- **Socially engaged**; we are active and responsible citizens; we participate in our democratic processes; we work to benefit the community around us.
- **Strong leaders and responsible followers**; we recognize the needs to develop skills and attitudes that support responsible, productive group membership and learn to serve in a variety of group roles.
- **Thoughtful planners**; we are forward-thinking and recognize the long-term impact of our decisions; we know how to *plan the work and work the plan*.

### Our graduates are young people who are...

- **Capable leaders**; they understand how to lead and are prepared to assume leadership roles when needed.
- **Critical thinkers and creative problem solvers**; they are thoughtful pursuers of truth equipped with strategies to identify and address challenges they will face; they are open-minded.
- **Culturally aware**; they appreciate people and cultures different from their own.
- **Curious and adventurous**; they value learning and pursue personal interests.
- **Effective communicators**; they are skillful speakers and listeners, readers and writers; they are courteous in their interactions with others.
- **Emotionally and physically healthy**; they are equipped with the knowledge and skills to make responsible decisions for their own long-term health.
- **Flexible and able to adapt** to changing conditions and situations; they are prepared to adjust strategies when needed.
- **Globally aware**; they understand global issues.
- **Responsible for themselves**; they accept consequences and results that follow from their decisions; they are accountable.
- **Self-directed and self-reliant**; they initiate, follow-through, and persevere; they plan and consider costs and benefits of their actions.
- **Technologically skilled**; they responsibly use new technologies; they adjust strategies in a changing environment.
- **Understanding of American history and traditions**; they understand their rights and responsibilities as citizens.

## Table of Contents

### **Administration and Reports**

Officers and Administration of the District .....	1
Report of the Annual School District Meeting .....	2
Report of the School Board.....	15
Report of the Superintendent .....	17
Report of the Elementary School Principal .....	19
Report of the Middle High School Principal .....	22
Report of the Pittsfield School District Director and Coordinator of Student Services .....	24
Report of the Middle High School Guidance Director .....	26
Report of the Elementary School Title I Coordinator.....	29
Report of the Foss Family Pittsfield Town Scholarship Fund.....	30

### **Faculty and Support Staff Rosters**

School District Faculty & Staff Roster .....	32
--	----

### **Pupil Statistics**

Pupil Enrollment.....	37
-----------------------	----

### **Finance**

Auditor's Report on Internal Control, Compliance, and Other Matters .....	38
Auditor's Report on Financial Statements.....	39
Auditor's Report on Compliance .....	40
Annual Audit of 2009-2010.....	41

### **2011 Annual Meeting**

Warrant: Election of School Officials.....	42
Warrant: Annual School District Meeting .....	43
2011 - 2012 School Budget (MS-27).....	45

**School Administrative Unit #51  
Pittsfield School District  
Officers and Administration of the District**

Moderator..... Cedric Dustin

Clerk..... Elizabeth Hast

Treasurer ..... Roberta Maxfield

**School Board**

Elizabeth Adams ..... Term Expires 2012

Kathleen Corliss..... Term Expires 2012

Mary Paradise, Chairperson..... Term Expires 2013

Clayton Wood ..... Term Expires 2013

Michael Wolfe, Vice Chairperson ..... Term Expires 2011

**SAU #51**

Superintendent of Schools ..... John J. Freeman, Ph.D.

Financial Manager ..... Sally Blanchette

Administrative Assistant.....Sheila Burnette

**TOWN OF PITTSFIELD  
ANNUAL SCHOOL DISTRICT MEETING  
March 11, 2010**

The Annual Pittsfield School District Meeting was held at the Pittsfield Elementary School in said district on Thursday, March 11, 2010. Moderator Cedric Dustin called the meeting to order at 7:09 p.m., and Eric Chapman of Boy Scout Troop 84 of Pittsfield led the *Pledge of Allegiance*. Moderator Dustin reported the results of the School Board elections. For three year terms, Mary Paradise was elected with 372 votes and Clayton Wood was elected with 310 votes. For a two year term, Elizabeth "Lea" Adams was elected with 453 votes. Moderator Dustin introduced the members of the School Board and reviewed rules for meeting.

**ARTICLE I**

To hear the reports of agents, auditors, committees, or officers chosen, and to pass any vote relating therefore.

Motion made by Cathy Corliss, seconded by Leslie Vogt, to approve Article I as written.

- Mary Paradise welcomed and thanked community for attending. She congratulated Clayton for his election to the School Board and thanked community for their continued support of her School Board work. Mary then reviewed the handouts provided to the community. These included the Proposed 2010-2011 School District Budget summary; Anticipated 2010-2011 School District Revenues; information on Article V, the Negotiated Agreement Between the Pittsfield School Board and the Education Association of Pittsfield; and 2009-2010 School Faculty and Staff Roster (Corrected Version).
- Moderator Dustin reviewed the voting instructions. He then opened the meeting for discussion.
- With no discussion, Article I passed as written by a show of hands.

**ARTICLE II**

To determine and fix the salaries of the School Board and the compensation of any other officers or agents of the Pittsfield School District as follows: Moderator, \$100.00 per meeting; Clerk, \$100.00; Chairperson of the School Board, \$700.00; School Board Members, \$600.00 per member; School Treasurer, \$600.00; and Supervisors of the Checklist, \$75.00 per Supervisor per Meeting. (Majority vote required)

Motion made by Lee Adams, seconded by Mike Wolfe, to approve Article II as written.

- Moderator Dustin opened the meeting for discussion.

- With no discussion, Article II passed as written by a show of hands.

### **ARTICLE III**

To see if the Pittsfield School District will vote to raise and appropriate the sum of \$300,547 for the support of the School Lunch Program. This appropriation will be funded by a like amount of revenue from the sale of food and state and federal sources. (Estimated tax impact of this article: \$0) **Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Leslie Vogt, seconded by Mary Paradise, to approve Article III as written.

- Moderator Dustin opened the meeting for discussion.
- With no discussion, Article III passed as written by a show of hands.

### **ARTICLE IV**

To see if the Pittsfield School District will vote to raise and appropriate the sum of \$900,000 for the support of federal grant-funded educational programs of the Pittsfield School District. This appropriation is contingent upon receiving revenue from federal grants and will be expended in accordance with federal and state requirements upon approval by the New Hampshire Department of Education. (Estimated tax impact of this article: \$0) **Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Mike Wolfe, seconded by Cathy Corliss, to approve Article IV as written.

- Mary Paradise explained article and need for permission to expend money allocated to the school district through federal entitlement grants.
- Moderator Dustin opened the meeting for discussion.
- With no further discussion, Article IV passed as written by show of hands.

### **ARTICLE V**

To see if the Pittsfield School District will vote to approve the cost items included in the collective bargaining agreement reached between the Pittsfield School District and the Education Association of Pittsfield which calls for the following increase in salaries and benefits at the current staffing levels:

2010-2011 Estimated increase: \$56,900

And to further raise and appropriate the sum of \$56,900 for the upcoming fiscal year, such sum representing the additional costs attributable to the increase in salaries and

benefits required by the new agreement over those that would be paid at current staffing levels in accordance with the most recent collective bargaining agreement. Note: Pursuant to RSA 273-A:12, if approved, the terms of this collective bargaining agreement, including the pay plan, but excluding cost of living increases, will continue in force and effect until a new agreement is executed. (Estimated tax impact of this article: \$.18/thousand) **Recommended** by the Pittsfield School Board. **Not Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Mary Paradise, seconded by Leslie Vogt, to approve Article V as written.

- Moderator Dustin opened the meeting for discussion.
- Dan Shroth reviewed his “Don’t Let Taxes Crush Our Town!” handout focusing on reasons town must act to stabilize our tax rate this year and in the years to come. He shared information on foreclosures in town, increased bankruptcies, and the increased tax impact that the town’s property re-evaluation and decline in property value will have.
- James Theodore shared his disapproval of this article because of what he believes to the low performance of the school district. He does not agree with any raises for school employees. Performance over last three years has all been the same, no improvement, according to Mr. Theodore. He stated that he would consider a salary increase when an increase in performance occurred.
- Bill Miskoe spoke again Dan Shroth’s presentation and in favor of the article.
- David Menard reviewed Step and Track teacher salary chart. He stated approving of such a system is not a good decision. He is opposed to the article and drew attention to the fact that the Budget Committee voted against it.
- Mary Paradise addressed Mr. Theodore’s comments. She explained the term “Persistently Low Achieving School” and reiterated that Pittsfield Middle High School is not the last on the list of such schools. She shared the evaluation process and explained that only two years of NECAP scores were used to make the determination. She agreed that the schools of the district have a way to go, but progress has been made. She then reviewed the teacher contract component. This article is not to provide a raise; instead, with each year, teachers receive an increase for their year of experience. She reviewed the negotiation process and stated teachers did not want to negotiate a “big” contract because they recognize the difficulty economy. She noted pay of similar communities and how poorly Pittsfield compares. She also mentioned Pittsfield Middle High School redesign plan and efforts for improvement, including information about the reduction in staff, increased class size, and added teaching responsibilities due to proposed cuts. She noted a zero dollar tax impact of the school budget and asked for the community to support the teachers by supporting this article.

- Brenda Butterfield inquired about teacher contract days, paid sick leave, and medical insurance benefits.
- Mary Paradise provided information. Teachers receive 15 sick days per year (1.5/month). District health insurance is “cap” based. The negotiated contract includes a reduction in the “cap” that the district is paying for employee health costs.
- Art Bora reviewed Pittsfield salary schedule, supported need for skilled teachers, and stated that low pay will not entice skilled or experienced teachers to Pittsfield. He asked for voter support of this article.
- David Menard again reviewed Step and Track and stated that the increases would continue. He asked if this system would help district recruit new teachers.
- Mary Paradise explained the Step and Track system is a means to determine pay rate from beginning to top level. She explained all levels are low across the board in Pittsfield. She stated the system helps equalize the pay rate. She reiterated this system is used for all teachers.
- David Menard asked if there will be cuts in salary and positions and how many positions are included in the re-investment act (American Recovery and Reinvestment Act programs).
- Mary Paradise explained cuts are only to positions, not salary. There are two positions included in the ARRA grant (literacy and math). These are filled by classroom teachers who have been taken out of the classroom to provide intensive student support to improve student performance. With the grant funds, the two teachers will be able to continue their work for one more year. At the end of this time they will resume their work as classroom teacher.
- Leeann (no last name reported) shared personal experience. Her daughter is a student at PMHS and is frustrated with lack of rigor and not being challenged. She stated she does not feel she will be ready for college. She also stated that her daughter feels she is not learning and is behind. She does not support this article because she does not feel her daughter is being taught.
- Mary Paradise recommended that she speak with teachers directly to voice her and her daughter’s concerns.
- Eileen Legg asked for clarification on the Step and Track scale. Was it a traditional step, off step, or top step scale?
- Mary Paradise explained once teachers hit the top (step 17) there is no place to go. They remain on the same step with no increases.

- Eileen asked for further clarification of how this article, if not passed, will teachers get their step increase?
- Mary Paradise explained the “Evergreen Clause,” which has been adopted as law in New Hampshire for such contracts. This has the effect of granting increases based on the Step and Track system regardless of contract approval. With the approval of this contract, the Evergreen Clause will be held in place from this point on.
- Eileen Legg asked about the number of contract steps in surrounding towns. She reported knowing of school districts with a range of steps from 14 to 10. She also voiced concern for salaries decreasing while steps are increasing.
- Mary Paradise explained some districts’ steps are high; however, they do vary in surrounding towns.
- Hugh Sanborn provided a personal statement regarding need for incentives to bring in and keep good teachers. He shared personal experience about son’s success, a graduate of the school system, and supported the article.
- Dan Schroth brought five signatures requesting a secret ballot. He added he voted in favor of the last teachers’ contract. He also mentioned the number of teachers who have retired have increased as have their medical benefits. He asked about capacity of high school and wanted to know the actual number of students the high school could accommodate.
- Mary Paradise reported that the recent maximum had been 437 students (with the Barnstead students). She did not know the building capacity.
- Dan Schroth mentioned he does not want to lay teachers off next year.
- Eric Nelson apologized to teachers; however, due to the recession, he asked that the town wait a year before approving the contract. This article would be an additional burden to tax payers.
- Ross Morse reported updated information on homes sold in Pittsfield. He stated that the Step and Track system is a tool to place teachers in a salary system. He explained that it starts off low and increases over time. He asked for support in passing this article.
- Helen Schiff stated that voting no on this article does not suggest the town is against education, but a statement saying that the town needs a break. She stated that we need to call on everyone in town to help the kids. She added that financially, this article is a struggle and repeated that her opposition is not against education.

- Scott Brown thanked school board for their attempt to keep the taxes down. He shared his children’s successful personal experiences with the education at Pittsfield Middle High School. He stated need for step increase to bring in and keep good people. He also stated he’d like to increase business to bring in financial relief to tax payers.
- Louis Houle reported article was not recommended by budget committee; however, it lost by only one or two votes. He also mentioned the recommended \$56,000 cut to the school budget. He stated people are important to the school. He said we can’t make the school better without people. He asked for support on this article.
- Dan Welch asked what the consequences would be if the town votes against this article.
- Mary Paradise reported teachers will remain at current year and they couldn’t do anything about it until next year. She shared the school board’s goal of keeping the budget at having a zero tax impact. To accomplish this, there will be a staff reduction. The school board feels it is important to keep good programs and keep improving programs. She stated the school board is trying to do more with less while keeping the students achieving, providing them what they need.
- Dan Schroth called for vote.
- Secret vote was completed
- Moderator Dustin announced that Article V passed by a vote of 85 “yes” to 57 “no.”

## **ARTICLE VI**

To see if the Pittsfield School District will vote to discontinue the School Building & Equipment Capital Reserve Fund created in 1994. Said funds, with accumulated interest to date of withdrawal, are to be transferred to the school district’s general fund.

**Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee.

Motion made by Leslie Vogt, seconded by Mike Wolfe, to approve Article V as written.

- Moderator Dustin opened the meeting for discussion.
- Fred Hast asked what the current amount in fund is at this time.
- Leslie Vogt reported that the fund currently holds \$14,111.

- Ed Patterson asked what the plan was to keep up with capital expenses if fund is eliminated. He stated it had been established because funds were not available.
- Leslie Vogt stated this fund was created and funded to purchase and replace furniture and technology; it has not been used in five years. Allocating to regular budget is a housekeeping matter. She also reported that there is a separate account for large capital reserve improvements.
- Ed Patterson asked if Drake Field was under school district's jurisdiction.
- Leslie Vogt reported that it is. She also reported there is a small reserve for Drake Field that was established in 1999.
- With no further discussion, Article VI passed as written by show of hands.

## **ARTICLE VII**

To see if the Pittsfield School District will vote to raise and appropriate the sum of **Three hundred twenty-two thousand dollars (\$322,000)** to replace the Pittsfield Middle High School gym roof, and to authorize the withdrawal of **One hundred seventy thousand, five hundred dollars (\$170,500)** from the School Building Maintenance Capital Reserve Fund, and authorize the use of **Fourteen thousand, one hundred dollars (\$14,100)** from the June 30 unreserved fund balance available for transfer on July 1. The balance **One hundred thirty-seven thousand, four hundred dollars (\$137,400)** is to come from an Energy Efficiency Conservation Block Grant funded by ARRA funds. (Estimated tax impact of this article: \$0) **Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Leslie Vogt, seconded by Lee Adams, to pass over Article VII as written because the Energy Efficiency Conservation Block Grant was not awarded to the school district.

- Moderator Dustin opened the meeting for discussion.
- With no discussion, Article VII was passed over by a show of hands.

## **ARTICLE VIII**

To see if the Pittsfield School District will vote to raise and appropriate the sum of **Two hundred eighty thousand dollars (\$280,000)** to replace the Pittsfield Middle High School gym roof, and to authorize the withdrawal of **One hundred seventy thousand, five hundred dollars (\$170,500)** from the School Building Maintenance Capital Reserve Fund, and authorize the use of **One hundred nine thousand, five hundred dollars (\$109,500)** from the June 30 unreserved fund balance available for transfer on July 1. (Estimated tax impact of this article: \$0) (This article will be withdrawn if Article VII is

approved by voters) **Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Leslie Vogt, seconded by Cathy Corliss, to approve Article VIII as written.

- Moderator Dustin opened the meeting for discussion.
- Leslie Vogt spoke regarding desperate need for roof replacement and priority nature of this need. She reported that the project would be funded with funds from the capital reserve and an anticipated unexpended fund balance. She explained that the potential fund balance in the budget resulted from reduced costs for health insurance and heating oil. If town votes against this article, the fund balance would go to offset the taxes. She also stated that the roof will continue to deteriorate and replacements costs will continue to increase if the work is not completed at this time.
- Brenda Butterfield asked about the number of bids received.
- Leslie Vogt reported that the job had not yet gone out to bid yet because it had to go before the town first for approval; however, the district has received a design plan and cost estimate from architects and engineers.
- Dave Menard reiterated that the \$109,000 would go back to the tax payers if not spent.
- With no further discussion, Article VIII passed as written by a show of hands.

## **ARTICLE IX**

To see if the Pittsfield School district will vote to raise and appropriate **One hundred twenty thousand, six hundred dollars (\$120,600)** to replace the Pittsfield Middle High School gym floor and bleachers and authorize the use of that amount from the June 30 unreserved fund balance available for transfer on July 1. (Estimated tax impact of this article: \$0) (This article will be withdrawn if the Energy Efficiency Block Grant referenced in Article VII is not awarded for the roof replacement project) **Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Leslie Vogt, seconded by Mike Wolfe, to pass over article IX as written.

- Moderator Dustin opened the meeting for discussion.
- Leslie Vogt thanked the voters for approving the new gym roof project. She then went on to share information on the condition of the middle high school gym floor. She reported the life expectancy is two to three years until the floor

becomes to unsafe to use. She reiterated information about the anticipated fund balance that also includes \$39,000 in unanticipated revenues in catastrophic aid, Medicaid payments, and tuition payments. This anticipated fund balance would provide funds needed to replace the floor without an increase to the taxes. She also explained if bids are good, we could get bleachers as well. She requested community's support to pass over the article.

- Mary Paradise clarified the pass over vote.
- David Menard expressed his uncertainty over the pass over vote. He is unclear about the procedure.
- School District Attorney Jay Boynton also clarified the pass over vote.
- Rick Anthony spoke in favor of replacing the gym floor. He noted that the floor is forty-six years old. The cost to replace the floor will only increase in the future.
- Helen Schiff asked why Pittsfield did not get grant.
- Leslie Vogt reported full explanation had not been received as to the grant denial. She shared that Pittsfield has received \$31,000 to fund an energy audit of both schools. This is important as the district anticipates the upcoming need to update and/or replace heating and ventilation system at the elementary school.
- Helen Schiff asked what communities received grants.
- Leslie Vogt reported local counties, municipalities, and districts received grants. She reported that the list of awardees can be found New Hampshire Office of Energy and Planning website.
- Helen Schiff inquired about grant criteria.
- Leslie Vogt stated it was for large facilities. The project proposed had to be significant.
- Dan Welch asked if board can spend the fund balance. He asked if moderator could complete a hand count approving board's authority to spend the money for the floor and bleachers.
- Attorney Jay Boynton explained school board's intention relative to expending funds for the floor and bleacher projects.
- Fred Hast attempted to gain clarity to pass over/vote. He stated this opportunity would provide jobs for people and that the work would become more expensive in the future. He asked for the town's support.

- Louis Houle asked for hand vote
- Moderator Dustin stated that votes need to be taken legally and that all votes must gain DRA (Department of Revenue Administration) approval. He suggested that the article be passed over and revisited under Article XIII.
- With no further discussion, Article IX was passed over by a show of hands.

## **ARTICLE X**

To see if the Pittsfield School District will vote to raise and appropriate “up to” **Twenty thousand dollars (\$20,000)** to be added to the Capital Reserve Fund established in March 1996 to meet the expenses of educating educationally disabled children under the provisions of RSA 35:1-b, with such amount to be funded from the June 30 unreserved fund balance available for transfer on July 1. (Estimated tax impact of this article: \$0) **Recommended** by the Pittsfield School Board. **Recommended** by the Pittsfield Budget Committee. (Majority vote required)

Motion made by Mary Paradise, seconded by Cathy Corliss, to approve Article X as written.

- Moderator Dustin opened the meeting for discussion.
- With no discussion, Article X was passed by a show of hands.

## **ARTICLE XI**

To see if the district will vote to raise and appropriate the Budget Committee’s recommended amount of \$9,478,958 for the support of schools, for the payment of salaries for the school district officials and agents, and for the statutory obligations of the district. This article does not include appropriations voted in other warrant articles. (Majority vote required)

Motion made by Cher Keuenhoff, seconded by David Menard, to approve Article XI as written.

- Moderator Dustin opened the meeting for discussion.
- Motion made by Leslie Vogt, seconded by Lea Adams, to amend the amount in Article XI to 9,538,920.
- Mary Paradise reported that the amended amount accepts the Budget Committee’s recommended cut of \$1,600 which was for the phone purchase as opposed to the leasing option. Remaining proposed cuts were to co-curricular programs, special education transportation, and speech/language services. At the time of meeting, these represent anticipated expenses for next year.

- David Menard reviewed anticipated fund balances discussed during consideration of Article VIII and Article IX. He reported that the Budget Committee is trying to reduce lines. He feels that there is money available in a slush fund where money can be used for these needed items.
- Helen Schiff restated the Budget Committee's support for education, but not for the school budget.
- Ross Morse shared that the school district's fiscal year ends on June 30. He further shared that the school district can't spend the anticipated balances because the year is not yet over and that the money is not coming back this year. Excess funding can't be taken and used to reduce next year's budget.
- Dave Menard asked if left over money this year can be applied to next year. He anticipates that the district will have a similar fund balance next year.
- Saber Welch shared her knowledge of special education students and related services. She stated that the money must be available and funded in school budget.
- Mary Paradise shared that in the past funds have been given back to the town, and school district budgets have been frozen due to unexpected expenses. She reported the \$300,000 budget cuts had been made in this proposed budget and that this proposed budget is a bare bones budget. Projects done now will be cheaper in the long run. She shared the school board tries to keep the budget stable; however, when needs arise, money is spent to save the town expenses in the long run.
- Brenda Butterfield shared her support for the school board's figure. She asked voters to pay taxes to get teachers their raises and to get the school building what it needs.
- Louie Houle reported that the Budget Committee cut more than \$66,000 from the School Board's proposed budget and that the cost of the teachers' contract could be offset with the recommended cuts. He made mention of special education fund balance with \$20,000 that had been voted on. He asked if needs could be taken out of that fund for special needs students?
- Mary Paradise explained the fund is for unanticipated costs. The special education lines items are for what will be spent, based on known or anticipated costs. When an unanticipated special education expense occurs, there has to be money available. The district can't use it for known expenses.
- Moderator Dustin called for a vote on the School Board's amendment to increase the Budget Committee's budget by \$59,962.
- The amendment passed by show of hands.

- Moderator Dustin opened the floor to discussion on the proposed budget amount of \$9,538,920.
- Stephanie Hetu asked for the cost of new bleachers as opposed to the cost of repairs.
- Leslie Vogt reported that the cost of repairs would be in the \$4,000 to \$5,000 rang. The cost to replace the bleachers would be \$30,600
- Stephanie Hetu asked if the money from the bleachers could be spent instead for special education.
- Leslie Vogt reiterated that the money for the bleachers had already been allocated to the school. If the decision is made not to replace them, the money would return to the tax payers to lower the tax rate next year.
- Stephanie Hetu asked if, on Article XI, there could be a vote on both jobs, the floor and bleachers.
- Leslie Vogt and Mary Paradise said yes.
- Moderator Dustin reread Article XI and asked for a show of hands.
- Article XI passed with a show of hands.

## **ARTICLE XII**

To transact any other business which may legally come before this meeting.

- Moderator Dustin stated it was time for the straw vote on the PMHS gym floor and bleachers project. He asked if the town wanted to take a separate vote for the bleachers or whether the voters wanted to take one vote for the renovation project that includes replacement of both the floor and bleachers.
- The town members voiced their desire to take one vote.
- Moderator Dustin called for a straw vote to determine if the school board would be supported in spending fund balance money fund to replace the PMHS gym floor and bleachers.
- By show of hands, the majority voted in favor of replacing both the PMHS gym floor and bleachers.

- Mary Paradise acknowledged that Leslie Vogt would be leaving the school board; she thanked Leslie for her school board service and presented Leslie with a gift, a framed print of the PMHS cupola.
- Leslie Vogt thanked the school board.
- Moderator Dustin announced seats are open on the Budget Committee.
- Denise Patterson asked to remember Mike Reale, a former school employee who had recently passed away.
- Moderator Dustin adjourned meeting at 9:25 p.m.

Respectfully submitted,

Sheila Ward  
Acting Recording Secretary

## REPORT OF THE SCHOOL BOARD

To the Pittsfield Community,

This school year has brought continued opportunity to focus on the needs of our students as we strive to improve the educational experience provided in our school community. We are extremely busy as we are in the midst of the re-accreditation process at the Middle High School with the New England Association of Schools and Colleges (NEASC), continuing curriculum and instruction work at all levels, and implementing changes for improvement with the School Improvement Grant (SIG), as well as the Nellie Mae Educational Foundation planning grant.

The Middle High School has welcomed Mr. Robert Bickford as their principal and educational leader. Bob brings significant experience to his position around high school redesign, school improvement, and the re-accreditation process. The Board believes we obtained an excellent candidate to fill this position, which is critical to improving the educational experience at our Middle High School. We know you join us as we welcome Bob to the Pittsfield community.

The staff at PMHS continues to provide learning opportunities to all students and is working hard to implement changes around scheduling, teaming, and redesign of our programs. These changes will support them as they seek to improve upon and optimize teaching practices and programs at PMHS. They do all of this as they prepare for the visiting NEASC team arriving in March. We are fortunate that we have a dedicated staff and a setting where making sure every student has a positive adult connection and educational experience is possible. Everyone is involved in creating a respectful school climate, and we are confident we are moving in the right direction.

The elementary school staff is busy as they continue to work on curriculum and instruction under leadership of Mr. Doug Kilmister. We have continued support to the classroom teachers in both literacy and math through the use, in part, of federal grant monies provided to the District. Focus around the use of technology to engage and meet the diverse needs of students has been evident in the classrooms this year as well. This use of technology is supported through grant monies obtained by Doug and teaching staff at all levels. Training has been provided and projects piloted as we look to expand learning opportunities in all the classrooms. Please call the elementary school or middle high school and take the opportunity to observe some of this great work. Collaboration and teamwork continue to be critical components of the work of the elementary staff. Their instructional practices and programming provides the building blocks of the secondary experience and we appreciate their dedication to improving achievement for our children.

The SAU level administrative team provides consistent leadership and support to the schools. In the third year of their work together, everyone is looking to maximize our educational monies and provide quality programming to our students. Sally and Sheila provide support to all staff and families. They can be found in the lower portion of the High School Industrial Arts building at our SAU office. Tobi Chassie and Lois Stevens provide student services support in a thoughtful and consistent manner. They continually monitor programming for all students with

particular emphasis on individualized educational experiences. Their expertise in this field will enhance our efforts as we strive to personalize learning experiences for all students of the Pittsfield Schools.

The School Board has once again worked hard to bring forth a budget that is fiscally responsible while still providing for the needs of our students. This was accomplished through the elimination of a teaching position at the elementary level and the reduction of school nurse positions from one at each school to one District level nurse and the addition of a support staff position to provide coverage at both schools. In addition, reductions were made in supply, book, and equipment lines. The decreases were necessary, in part, due to costs associated with increased contributions to the New Hampshire Retirement System and health insurance once again. The other factors are decreased revenues and the re-evaluation of Pittsfield property values. We also have a negotiated teachers' contract as a warrant article with no monies attached to the article itself. The increase for the teaching staff is in our operating budget as it is a reflection of the "Evergreen Clause" required by law. This has a tax impact of 19 cents per \$1,000. The teachers asked for no more than the law requires and also agreed to remove the two highest cost insurance plans. We appreciate the willingness of the teachers to ratify this year's negotiated agreement and hope you will support this warrant article at our district meeting. The operating budget presented this year represents a decrease of roughly .41%, with a tax impact of 23 cents per thousand, which includes the teacher contract increase referenced above. Please note this is different from the budget presented at the budget committee hearing. It is actually \$10,000 more due to the Board's final budget vote where we reinstated the cost of Volley Ball that was originally cut from our proposed budget. We increased the proposed budget because of the input we received from student members of the team as well as their families at a variety of budget meetings. The students presented a different perspective and personalized information to the Board regarding the impact of that cut. We applaud their efforts to bring the issue forward in the appropriate process and agreed with their thinking that we should not reduce the athletic offerings to our student body and these girls in particular. We are confident the work they and their families did allowed them to learn of and be a part of the democratic process we follow in School Board work. We extend our congratulations to them on a job well done

Lastly, I would like to emphasize one of the most critical factors to our students' success and school improvement is the involvement of the greater Pittsfield community. We have work to do as we look to expand the involvement of the community outside of our school walls and families. We know that no change is sustainable or desirable without the support and increased participation of our community in meeting the needs of all students. The District's Community Advisory Council is one of the ways we hope to accomplish this. We need to hear from everyone and will seek your input and participation as we move forward through the school year and beyond. Please take the time to participate in any forum or input session we will be hosting when it is possible for you to do so. You are important in the education of our children. We thank you all for your support of the Pittsfield School District and the community we serve.

Respectfully submitted,

Mary Paradise  
Chairwoman, Pittsfield School Board

## REPORT OF THE SUPERINTENDENT

*Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.* - John F. Kennedy

At this time in our nation's history, we are experiencing an unprecedented sense of urgency for public education to more strongly engage our young people and to better prepare them for their futures and the future of our country.

We read, for example, the international comparisons of academic achievement that rank the United States seventeenth in reading, thirty-first in math, and twenty-second in science (PISA, 2009). We also read that the World Economic Forum places the United States in the fourth position in terms of world competitiveness, and the Institute for Management Development ranks the United States third in world competitiveness.

As we realized with the launch of Sputnik in 1957, school development is not only an interest of individual students, their families, and their communities; school development serves our national interests.

In the early spring of 2010, teacher leaders and administrators from both schools in Pittsfield collaborated in a thorough review of school district data that described the status of our educational program. These data included achievement test scores, dropout rates, attendance rates, post-secondary aspirations and plans, and student surveys, among other information. The group concluded that significant improvement was essential.

To that end, the teacher leaders and administrators established three three-year goals:

- Curriculum / Instruction / Assessment: By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measures.
- Culture / Climate: By June 2013, all members of the Pittsfield school community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.
- College / Career: By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college and career.

Clearly, to have any hope of achieving these bold goals, it would be absolutely necessary for us to change our ways. Albert Einstein is famously quoted as defining "insanity" as "doing the same thing over and over again and expecting different results." In so many circumstances, the schools that we have today were organized for an earlier era. The design of our traditional high schools, for example, was developed in the late 1800's!

Importantly, the faculty and staff of our schools are demonstrating that they are up to the challenge of school improvement, and we have seen some very positive gains in our standardized

assessment results (NECAP), dropout rate, and graduation rate to indicate that we are on the right track. In fact, several of this year's PMHS NECAP scores – where we've seen the most dramatic improvements – are the highest that our students ever achieved in the NECAP and exceed the state average for the first time.

Specifically, in their reading, the percentage of PMHS students demonstrating proficiency has increased in grade 7 from 46% in 2006-2007 to 60% this year, in grade 8 from 49% to 64%, and in grade 11 from 53% in 2007-2008 to 61% this year. In their math, the percentage students demonstrating proficiency has increased in grade 7 from 35% in 2005-2006 to 70% this year, in grade 8 from 29% in 2005-2006 to 67% this year, and in grade 11 from 13% in 2007-2008 to 39% this year.

Our high school dropout rate has gone from being one of the five highest in the state at 6.1% in 2007-2008 to 1.1% in 2009-2010; we are on our way to 0%! Our four-year cumulative high school graduation rate has increased from 77.7% in 2007-2008 to 95.7% in 2009-2010. Yes, we are on the right track for school development and for meeting or exceeding our academic achievement goal.

Of course, these gains would not possible and will not continue if we do not persistently examine the way we work and devise new strategies to better serve our students. Our change process includes articulation and publication of our curriculum, refinement of assessment practices to better track the progress of each student, development of intervention strategies to better support achievement for all students, support for developing personal education plans for each student, increased family involvement, and integration of reading and writing skills across all subject areas.

Further, our PMHS Community Advisory Council – which includes students, parents, educators, community members, civic leaders, business owners, and others – is developing a long-term school development plan for PMHS. This group is building on our district's mission and vision, which was revised following our series of community forums two years ago, as well as the current transformative work of the school to create a long-term, eight-to-ten year plan for continued, intentional development. We look forward to the Council's recommendations early next fall.

This important work is transforming our Pittsfield schools.

For engaging in this important transformation, I thank our faculty and staff. For supporting this important transformation, I thank our community. Do not underestimate the importance of this work, and do not forget that your work and your support for this work serve our students, families, community, and nation. Believe that this work has never been more important than it is today.

*Education is the transmission of civilization.* - Will Durant

Respectfully,

John J. Freeman, Ph.D.  
Superintendent of Schools

## REPORT OF THE PITTSFIELD ELEMENTARY SCHOOL PRINCIPAL

Pittsfield Elementary School's program continues to evolve to meet the needs of our students and their families. Our teachers and staff, guided by the three district-level goals that Dr. Freeman describes in his report, work to innovate and achieve results. In the past year, building on the foundation of past work, we have implemented two significant changes that we believe will have an impact on the achievement and ultimate success of our students. They are targeted interventions for struggling students and teacher teamwork centered on goals.

What was the impetus for these changes? Two years ago, in the spring of 2009, Pittsfield Elementary School was designated as a School in Need of Improvement, or SINI, by the New Hampshire Department of Education. We became a SINI because we failed to make "Annual Yearly Progress," or AYP, on our NECAP tests in reading and math for two years in a row for two sub-populations of students two years in a row. Economically disadvantaged students and special education students did not make AYP in reading, and in special education students didn't make AYP in math. Last spring we learned that all subpopulations and our school as a whole made AYP on the fall 2009 NECAP exams (more than half of New Hampshire elementary schools did not make AYP), but in accordance with the No Child Left Behind (NCLB) law, we must make AYP two years in a row to shake off the SINI designation and avoid further sanctions. In addition, PMHS last year was designated by the state as one of the poorest performing high schools in NH, and thus was able to apply for, and win, a three-year School Improvement Grant from the NH Department of Education.

While these designations for poor performance were not good news, they have provided our schools with resources to leverage change and bring about needed improvements. At Pittsfield Elementary School we have used SINI funds and federal Title I and Title II dollars to make positive changes to our program, changes we believe will result in increased achievement and a better future for students.

**Targeted Interventions for Struggling Students and Practice and Enrichment for All.** Last school year Pittsfield Elementary began to identify and put into practice intervention programs in reading and math that would support students who struggle in these areas. To support students behind in their math skills, we instituted half-hour early-morning math groups, targeting ten students at each grade level. We began to use individualized math and reading programs like Pinpoint Math and Leveled Literacy Interventions (LLI) with children more than two grade levels behind their peers. We began K-Plus, a supplemental half-day kindergarten program, now in its second year, for ten kindergarteners who need extra support with their literacy development.

This year we have reorganized our model for delivering Title I services in reading and math. We implemented the REACH block, a daily half-hour session in grade levels one through six, during which our Title I tutors and grade-level teachers target small-group instruction that meets the individual needs of every student. REACH is an acronym for Rigorous Expectations and Academic Challenges. The idea of REACH is that every student gets challenged at his or her level in an academic area in which he or she needs extra support, additional practice, or enrichment. Most students work in small groups. Some work independently. During the REACH block students who are behind in math or reading get small-group instruction that works on specific

skills they need to develop. Students at or above grade level work on enrichment activities, such as book clubs or internet-based math programs. Everybody plays games in math or reading two days a week. So far reach has been well received by students, parents, and teachers. We anticipate positive results in learning for all.

**Teamwork Centered on Achieving Goals.** The second change we have made this year is also designed to improve achievement in reading and math. Pittsfield Elementary School has harnessed the strength of teacher teams for more than a decade. At each grade level, kindergarten through grade six, teacher teams meet weekly to plan curriculum and coordinate instruction. Special-area teachers in art, computer, library, music, and physical education also meet weekly to support one another, coordinate instruction, and plan school-wide enrichments. Teams meet during the summer, on early-dismissal days, and during release time to plan standards-based units of study, to examine student work and achievement data, and to attend shared professional development. Team members sometimes observe one another teach, sharing effective practices and offering supportive feedback.

During the last ten years teams have been remarkably successful in implementing and sustaining school-wide programs and frameworks, including the Four-Blocks Literacy Framework, Responsive Classroom, Everyday Mathematics, and Positive Behavioral Interventions and Supports. These programs have improved our school's climate measurably and raised our scores on the annual NECAP tests in reading, math, and science. Teamwork has been a key to our success so far. We still have much work to do, however, if we are to ensure that all our students achieve at high levels.

Teams are now embarked on new work focused on the outcomes of instruction. National, state and local education policy makers have shifted focus from guaranteeing a "highly qualified teachers" in every classroom under NCLB, to ensuring now that teachers are effective in achieving results. The focus on teacher effectiveness is bipartisan and widespread. Some states and districts are tying teacher pay to test results. Many states and districts, including Pittsfield, are redesigning teacher and principal evaluation systems so that teachers are using research-based practices that get results. The teaching profession is changing, and teachers, nationally and at PES, are required to learn new skills on the job. For example, most teachers in their college teacher preparation programs, were not trained to analyze test scores, to assess students work with academic standards, or to work successful in teams. These skills are essential to effective teaching these days. Pittsfield Elementary School has an advantage over many schools, because of our tradition of teamwork, but our teams now need to develop new habits and skills that link the effectiveness of our teaching with the results of student learning.

This school year, PES teacher teams have received professional development that aims to ensure that teams use time and resources to focus on instruction and results. We have examined our practice to make sure that our meetings are about "instructional talk," not just logistics. We are paying attention to evidence of student learning, by examining student written work, standardized test data, and end-of-unit assessments. Grade-level teacher teams are being asked to set short-term goals for student achievement, targeting groups of students or whole grade levels for specific improvement in math or reading skills over six or eight weeks. Teams are becoming more self-directed in identifying their students' needs. They are being asked to identify the data that will show students improving skills and take actions that will bring about student achievement. Our

long-standing relationships with math and literacy consultants has shifted from a focus on consultants training for strong implementation of common programs to teacher teams seeking consultants' support with strategies and practices that will help reach team's student-achievement goal. With teacher effectiveness as a focus, teachers on teams are more accountable for achieving results, and thus are working hard to acquire new skills.

**Other Developments.** It is important to note that while student achievement in reading and math is a prime focus for our efforts, Pittsfield Elementary School continues to offer a program that supports the whole child through positive social development and arts education. This year our staff is spending 90-minutes during our monthly early dismissal days to study and implement consistent use of Responsive Classroom language with students. The goals of this whole-staff study are to use language to help children develop self control, to help children gain academic skills and knowledge, and to build a sense of community in classrooms and school-wide.

Our program in the arts is thriving. In addition to offering weekly classes in art, computer, library, physical education, and music, we are welcoming three artists in residence this spring. Circus artist Rick Davis will work with third graders this March. Master drummer Sowah Mensah will return to PES in April to work with students in grades four, five, and six. Also in April, writer-in-resident Marek Bennett, who specializes in teaching children to write comics, will work with grades two and six. Our special area teacher team, known as the Unified Arts Team, has secured matching funding from our generous PTO and written a grant to the New Hampshire Council on the Arts, to help bring artists in residence to our school for the next three years.

Finally, three other new efforts this year deserve mention. First, a cohort of four PES teachers kicked off the school year with the Pittsfield Digital Classroom Conference; these teachers in grade 1-4 have gone on to implement innovative projects in their classrooms using digital devices and web 2.0 tools. Second, community members are coming together to develop a new grant proposal to support our after-school program, Kydstop, which serves over 40 PES children. Finally, a group of parents, teachers, and community volunteers is meeting this spring for Pittsfield Project Home, a habitat enhancement effort that will develop a plan for improving the outside areas of our schoolyard to attract wildlife and humans.

There is a lot happening at Pittsfield Elementary School. We are working hard to raise the student achievement of all our students and to help raise children with life-long social skills and memories of school they will cherish. As principal I especially appreciate the hard work of our faculty and staff, many of whom work ten or twelve hours a day and are here during the summer and vacations. I am grateful for the support the school receives from the parents and community members. We have many long-standing volunteers working on our PTO, on several school committees, in classrooms, and on our web site. Pittsfield Elementary School is a vital part of our community. Guided by our district's mission, vision, and goals, we strive to continuously improve for the benefit of Pittsfield's children.

Respectfully submitted,

Doug Kilmister  
Pittsfield Elementary School Principal

## REPORT OF MIDDLE HIGH SCHOOL PRINCIPAL

As the new principal at Pittsfield Middle High School it is an honor to provide this annual report of your middle high school. The Pittsfield community has welcomed me warmly and openly which is greatly appreciated as it has helped me to become acclimated to the school and community much quicker. It is clear to me that everyone is focused on improving student learning, as it should be.

As you may, or may not, know PMHS is going through some very significant changes as part of our school redesign efforts. We were very fortunate to be awarded a state School Improvement Grant (SIG) that will support the implementation of policies, procedures and practices that will support us in obtaining our school improvement goals. These goals are district wide goals but are the focus to everything we do at PMHS. They are:

- Goal #1: Curriculum / Instruction / Assessment.** By October 2013, 85% or more of all Pittsfield School District students will be proficient in reading and math as measured by the state's annual administration of the NECAP assessment measures.
- Goal #2: Culture / Climate.** By June 2013, all members of the Pittsfield school community will work together to create an intentional culture characterized by collaboration, respect, responsibility, and safety as demonstrated by student, parent, and staff surveys and other measures.
- Goal #3: College / Career.** By June 2013, 100% of Pittsfield Middle High School graduates will develop and activate an informed, realistic, and ambitious plan for college and career.

Every change that we have made at PMHS this past year has been directly related to helping us reach one or more of the above goals. We have moved from an 8 period day to seven periods which increases the instructional time of those classes that students are scheduled for. We have created four interdisciplinary teams that meet daily to discuss student achievement, to plan interdisciplinary learning activities, review and analyze student performance data and implement best practices in teaching and learning to improve student performance. The four teams are made up of the teachers in grades 7 & 8, 9 & 10, 11 & 12 and the unified arts teachers (music, art, health, family & consumer sciences, technical education, business education, physical education and foreign languages).

We have embedded a career exploration and development curriculum into our advisory program in all grade levels to help better prepare our students for their life after high school. We have developed and implemented an Extended Learning Opportunities program (ELO). This program allows students to learn more about subjects they have an interest or passion in and earn credit at the same time. The ELO program will also allow students to learn core academic content outside of the normal classroom in a manner that more appropriately meets their needs and learning styles while requiring them to demonstrate the same levels of mastery of knowledge and skills as those students learning the same content in the classroom.

The majority of our annual state assessment scores are showing improvement towards our goal of having 85% of students proficient in language arts and math. This is a result of our teachers using more effective teaching and learning practices as well as aligning our curriculum with the state frameworks of standards which is what New England Common Assessment Program (NECAP) assessments are based upon. Having the time for embedded professional development for our teachers each week through our Late Start Wednesdays has been instrumental in providing the teachers with professional support, direction and time to get this critically important curriculum work done. We can't expect our students to excel on assessments of content that they have not had the opportunity to demonstrate mastery of.

There have been three main focus areas of our Late Start Wednesday work; developing and implementing course competencies, reading and writing across the curriculum and focus group work. Our focus groups are developing components of our school redesign process that will be implemented over the next couple of years. They include student portfolios, personal learning plans and student led conferences. You will be learning more about these efforts, and others, as they are developed and moved into the implementation process.

Improving the school culture is an ongoing process that includes many different activities. Being firm, fair and consistent in our behavioral expectations of all the members of our school community has helped move us in the right direction towards our goal. We are in the process of institutionalizing our Positive Behavior Interventions and Support program (PBIS) as a universal system to reinforce positive behaviors instead of focusing on inappropriate behavior. We are also developing systems to help those students who need more supports than can be provided through the PBIS program. Ultimately it is our goal to have every student feel safe and motivated to learn while in school. Improvements in student learning can't take place if these components are not in place.

Preparing our students for life after high school is critical in their success to becoming productive citizens in our community. Much of our work in redesigning advisory at PMHS is focus on career exploration and post secondary planning. This work along with personal learning plans, portfolios and student led conference will reinforce our efforts to better prepare our students.

We have just begun to implement our school redesign efforts focused on our three goals of improving academic performance, improving culture and climate and preparing our students for post-secondary endeavors but we believe that our beginning efforts have put us on the path to obtain our goals. I would encourage you to learn more about our redesign efforts and to become involved in the various community opportunities that we have integrated into our efforts. Please feel free to contact us at 435-6701 or at [bbickford@pittsfield.k12.nh.us](mailto:bbickford@pittsfield.k12.nh.us) or at <http://pittsfield-nh.com/pmhs/>

Respectfully submitted,

Bob Bickford  
Principal, Pittsfield Middle High School

**REPORT OF THE PITTSFIELD SCHOOL DISTRICT  
DIRECTOR AND COORDINATOR OF STUDENT SERVICES**

Since the 2008-2009 school year, student services at the Pittsfield Elementary School Pittsfield Middle High School have been under the supervision of the director and coordinator of student services. It was the goal of the Pittsfield School Board and the administrative team to organize the district's student services department into a comprehensive, preschool through grade 12 program model. Although there is more work to be accomplished, we have succeeded in making great strides to that end.

First, we have created a service delivery model for providing special education services to students with disabilities that moves seamlessly across the grade levels. Special education services are provided to our preschool, Kindergarten, and first graders with an emphasis on emerging literacy and numeration skills. In grades two through eight, special education services are provided within the classroom, as well as individually or in small groups, according to students' needs. In our high school, the education of all students is in full reform. Our students with disabilities will be benefactors of the student-centered or personalized education that is being designed for all students.

Second, we have initiated the development of a system to provide students with the assistance that they need to be successful in school. By integrating assessment and intervention within a multi-level system, we are maximizing student achievement and reducing behavior problems. Data is gathered from formal and informal assessments to identify students at risk for poor learning outcomes, student progress is systematically monitored, evidence-based interventions are provided and adjusted, depending on the student's responsiveness to the intervention.

Implementing before and after school tutoring and a variety of remedial programs, we are working diligently to narrow the achievement gap between students with disabilities and the remaining population of students. In order to narrow the gap, we must accelerate the learning of students with disabilities by using a variety of strategies.

Third, we continue to subscribe to the practice of inclusion. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom with his or her age mates. It involves bringing support services to the child, rather than moving the child to the services. Inclusion also requires classroom teachers to differentiate their instruction.

Differentiating instruction is the process of teachers proactively planning to teach students at their current levels of ability, rather than taking the standardized approach to teaching, which has the underlying presumption that all students in the classroom are at the same level. With differentiated instruction, classroom teachers plan what the students will need to learn, how they will learn it and how they will demonstrate what they have learned. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Further consequences of the merging of the elementary and middle high school student services include a seamless transition for students who are home educated, students requiring accommodations and modifications through Section 504 of the Rehabilitation Act of 1973, students requiring counseling for maintaining optimum mental health, and students who require special consideration for any other reason.

As we continue to improve student services in the Pittsfield School District, it is critical that we take the time to plan effectively and to participate in constant reflection of practices that are implemented. By doing so, we can make clear determinations about which specific strategies will help our children with disabilities and other special needs become happy, successful, contributing citizens.

Each year, and again today, we thank the Pittsfield School Board, the citizens and taxpayers of Pittsfield, the faculty and staff, parents, and my fellow administrators for their commitment to the education of all students, and especially the students with educational disabilities.

Respectfully submitted,

Tobi Gray Chassie  
Director of Student Services

Lois-Jean Stevens  
Coordinator of Student Services

## REPORT OF THE PITTSFIELD MIDDLE HIGH SCHOOL GUIDANCE DIRECTOR

The guidance office coordinated the production and distribution of quarterly report cards and progress reports for all students in grades 7-12. The 2009-10 school year marked the first year using PowerSchool for printing and distributing report cards to parents. Use of the parent portal, allowing students and parents access to grades and attendance information, was piloted during the 2009-10 school year. This will be available to all parents in the 2010-2011 school year. A "Guidance Update" newsletter detailing recent and upcoming guidance-related programs and activities was again mailed home with progress reports each quarter.

During the 2009-10 school year we continued efforts to present many educational opportunities to students. The Regional Technology Center at Concord High School provides a major opportunity for our juniors and seniors to pursue specialized courses which are not available here. Technology Center staff presented an overview of programs to all tenth graders. Students had the opportunity to tour the Technology Center, observe student demonstrations and ask questions about the various academic programs. The Guidance Director assisted with the application process and submitted student applications at the annual admissions meeting with guidance personnel from all sending schools. We continued to build our relationship with the Concord Regional Diploma Academy, a program designed to provide alternative courses for dropout prevention. Seven students enrolled in programs offered there during the 2009-10 academic year, several of them earning college credit for their coursework there.

A variety of college and career planning information was shared with students in English classes, through the advisory program and individual meetings with students. For the third year, the PSAT was administered to tenth grade students during the school day, with participation of juniors also encouraged.

The Guidance Director assisted seniors with their college admissions and financial aid applications. A trip to the University of New Hampshire's College Fair was arranged and a Financial Aid Night was held to assist students and parents in understanding the application and award process. Juniors were again encouraged to participate in these activities, with a separate bus and itinerary provided for the college fair. The Guidance Department also continued to work with the New Hampshire Higher Education Assistance Foundation to facilitate presentation of a "Planning for College" program for juniors and "What Do You Want to Do With Your Life?" career exploration program for 10<sup>th</sup> graders. NHHEAF also presented a program for eighth grade students, "Are You Smarter Than a Twelfth Grader?" This program, scheduled in conjunction with course selection for freshman year, used a game show format to increase understanding of educational options beyond high school by providing basic information and vocabulary related to post-secondary education and emphasizing postsecondary opportunities in New Hampshire.

The guidance department coordinated programs for students at various grade levels, including 7<sup>th</sup> and 9<sup>th</sup> grade orientation and transition activities, Career Explorations class for 8<sup>th</sup> graders, early college planning programs, bullying prevention activities and coordination of other prevention activities, assemblies and guest speakers. In addition, school-based services were coordinated with a variety of agencies such as Riverbend Community Mental health Center, Harbor Point

Individual and Family Therapy, and Warren Street Counseling; substance abuse education and counseling through the Student Assistance Program, as well as anger management and substance abuse counseling through the Merrimack County Juvenile Diversion Program. Additional activities included supervision of a "pre-doctoral" intern therapist from Riverbend Community Mental Health; collaboration with the 9<sup>th</sup> Grade Core Team and Middle School Core Team, Homeless Student Education and the Pittsfield Teen Mentor Program; and participation in Crisis Intervention Team, Interagency Team (formerly "Wrap-around Team") and the Pittsfield Community Coalition. The Guidance Department also collaborated with community coalitions in the distribution of the 2009 Youth Risk Behavior Survey results. Guidance staff also provided support to students and families in crisis situations and worked closely with Student Services to provide counseling to special needs students and students with disabilities under Section 504 of the Americans with Disabilities Act.

Mrs. Maryann Hatab, our media specialist and Advanced Placement Coordinator, also served as Site Coordinator for the Virtual High School (VHS) program at Pittsfield Middle High School, providing our students access to a number of Advanced Placement classes and challenging elective courses online. During the 2009-10 school year, 7 students enrolled in a total of 5 VHS classes. Several students also completed high school courses through the Virtual Learning Academy Charter School, one earning dual credit through the NH Community Technical College System. Seventeen students completed AP English at Pittsfield Middle High School. All seventeen students took AP English exams in May, and one also took the AP United States History exam. Approximately 90% of our eighth graders left middle school with computer competency digital portfolios complete, allowing them to bypass the basic high school computer literacy class for higher level, applied Information and Computer Technology classes. In addition, outreach to recent high school dropouts and flexible scheduling through the media center has resulted in increased numbers of these students successfully completing their GEDs.

The production of the high school's Course Offerings book and the scheduling process continue to demand a significant amount of time. Changes in the course offerings continue, reflecting recent changes in the Standards for School Approval, revised state curriculum frameworks and New England Association of Schools & Colleges standards for reaccreditation. In addition, high school redesign initiatives and implementation of the School Improvement Grant (SIG), along with changes in staffing patterns, required additional planning for the 2010-11 school year.

Coordination of testing programs and dissemination of results continued throughout the school year. The New England Common Assessment Program (NECAP) testing was administered to 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> graders in October, 2009 and the new NECAP Science test was administered to grades 8 and 11 in May, 2010. For the third time, the PSAT (Preliminary Scholastic Aptitude Test) was administered to all sophomores to provide early exposure to college entrance examinations, identify areas of individual strengths and weaknesses and encourage exploration of post-secondary education and career options. College-bound juniors were also encouraged to take the PSAT, which also serves as the National Merit Scholarship Qualifying Test for high school juniors. Pertinent information on testing programs was shared by the Guidance Director through the Pittsfield Middle High School Educational Leadership Team and the District Assessment Committee.

During the school year thirty-one new students enrolled at Pittsfield Middle High School; fifteen in the middle school and sixteen at the high school level. A total of forty-two students transferred out of the building; fourteen middle school students and twenty-eight high school students. Forty-four seniors graduated in the class of 2010. Thirty (68.2%) continued on to post-secondary institutions of higher education; 21 (47.7%) at two-year colleges and nine (20.5%) at four-year colleges. One student (2.3%) enrolled in another one-year program. These figures represent numbers reported to the NH State Department of Education at the end of the 2009-10 school year, and do not reflect any changes since that time. In addition, our foreign exchange student from Brazil planned to return to Pittsfield High School for the fall semester; exchange students from Serbia and Italy also enrolled at the high school during the year. The Class of 2010 received approximately \$45,000 in scholarships from local businesses, civic organizations and trusts alone, with additional assistance provided by the colleges and universities they are attending. For the third year, Foss Family Pittsfield Town Scholarships were awarded. Recipients included 12 graduating seniors and 15 past graduates of Pittsfield Middle High School. A total of \$38,000 in scholarships was awarded through the program at graduation ceremonies in June.

The Guidance Department is grateful for the continued support of faculty, staff and administration and especially to the residents of the community.

Respectfully submitted,

Leslie C. Bergevin  
Guidance Director

## REPORT OF THE TITLE I COORDINATOR

Title I is a federally supported program to help disadvantaged students meet New Hampshire curriculum standards. Title I provides opportunities for students served to acquire the knowledge and skills contained in the State curriculum framework and to meet the State NECAP proficiency standards—or grade-level expectations—developed for kindergarten through grade six in reading, writing, oral language, science, social studies, and mathematics.

The two means through which these purposes are accomplished are:

1. Providing an enriched and accelerated education program through additional services that increase the amount and quality of instructional time so that Title I students receive classroom instruction and additional instruction in areas of weakness; and
2. Providing Title I staff at the elementary school with substantial opportunities for professional development.

During the 2009-2010 school year over 100 students participated in the Title I program at Pittsfield Elementary School. Title I employed six full or part-time educational assistants and five full or part-time certified teachers. The Title I program at Pittsfield Elementary School offered:

1. Instructional assistance during literacy blocks;
2. Small Leveled Literacy Intervention (LLI) for reading in grades one through 3;
3. Small targeted instructional groups in phonics, reading comprehension, and fluency in grades three through six;
4. Writing support for kindergarten students;
5. Two additional time programs in kindergarten: K-Plus and KAT;
6. Half-hour morning math groups (grade one through six);
7. Parent education nights in math and literacy;
8. Summer school technology lab.

K-Plus and Title I morning math groups were new initiatives. K-Plus served 10 afternoon kindergarten students who were identified as needing additional instruction early literacy skills. The morning math groups were extended to grade one and organized by our new Title I Math Coordinator. Our LLI and other targeted interventions were planned and organized by the PES Intervention Coordinator. The summer school added a technology component to the day through the use of Title I funds.

Respectfully submitted,

Christine S. Teague  
Title I Manager

## REPORT OF THE FOSS FAMILY PITTSFIELD TOWN SCHOLARSHIP FUND

In late summer of 2007, Richard and Lois Foss transferred \$1,000,000 to the Pittsfield Board of Trustees to invest for the benefit of scholarships for Pittsfield Middle High School graduates. Recognizing the limited resources available to the parents of graduating seniors at Pittsfield Middle High School, and the diminishing sources of public scholarships, grants and financial aid, the Fosses realized that many graduating seniors are forced by financial necessity to immediately enter the workforce, thus limiting Pittsfield the opportunity of building the stock of human capital which the Fosses feel is critical for nurturing future generations of business and civic leaders. The Fosses have since expanded their view of eligibility to those now in post secondary school and those who seek to continue their education in their maturity. For the third year, scholarships were awarded to graduates of Pittsfield Middle High School in June, 2010. Awardees included 2010 graduates and those already in a post secondary school. Individuals making a decision to go on to school though some years have passed since graduation are also eligible for the scholarship award.

The Scholarship Committee will continue its efforts to identify worthy candidates and award scholarships again this June. The Foss Family Pittsfield Town Scholarship Committee is currently made up of Richard and Lois Foss; Clayton Wood, School Board; Ed Vien, Board of Selectmen; Elsie Morse, Cara Marston, Bill Provencal, Pittsfield Board of Trustees; Bob Bickford, PMHS Principal; Leslie Bergevin, Chair and PMHS Guidance Director; Louis Houle, parent, Scott Brown, community member and Ely Osborne, representing the Performing Arts Booster Club.

### 2010 Foss Family Scholarship Recipients:

Michael Adams - Saint Leo University  
Stephanie Baburins - University of New Hampshire-Thompson School  
Sarah Buchanan - University of Maine – Farmington  
Courtney Case - University of New Hampshire  
Paige Corliss - Massachusetts College of Pharmacy  
Kelsey Eaton - University of Maine – Farmington  
Liam Eтчells - Lakes Region Community College  
Samantha Gage - New Hampshire Technical Institute  
Kara Gingras - Lake Erie College  
Nikki Grunst - Southern New Hampshire University  
Deena Hallock - Hesser College  
Stephanie Joyce - New Hampshire Technical Institute  
Shailer Kern-Carruth - Temple University  
Allison Laflamme -Campbell University  
Shyla Mannion - New Hampshire Technical Institute  
Briahna Metcalf -University of New England  
Kelsey Metcalf - University of New Hampshire  
Amanda Newton - New Hampshire Technical Institute  
Jacob O’Dougherty -University of New Hampshire

Kate Osborne - Xavier University  
Kristen Patterson - University of New Hampshire  
Kyle Perkins - New Hampshire Technical Institute  
Miranda Perlupo - New Hampshire Technical Institute  
Melyssa Slayton - Plymouth State University  
Joseph Suchomski - Husson University  
Rebecca Towle - Rivier College  
Nicholas Tuttle - Wentworth Institute  
Sheila Vargas-Torres - Franklin Pierce University  
Nathan Vincent -New Hampshire Technical Institute  
Brendon Ward - Morrisville State College  
Kelli Webber - University of New Hampshire  
Alexandra Young -Keene State College

**PUPIL ENROLLMENT  
2010-2011**

**ELEMENTARY SCHOOL**

<b>Grade</b>	<b>Home Schooled</b>	<b>Pupils</b>	<b>Total</b>
<b>P</b>	0	9	9
<b>K</b>	0	49	49
<b>1</b>	2	40	42
<b>2</b>	1	40	41
<b>3</b>	6	45	51
<b>4</b>	4	53	57
<b>5</b>	3	47	50
<b>6</b>	4	42	46
<hr/>			
<b>Total</b>	<b>21</b>	<b>325</b>	<b>346</b>

**MIDDLE HIGH SCHOOL**

<b>Grade</b>	<b>Home Schooled</b>	<b>Pupils</b>	<b>Total</b>
<b>7</b>	2	43	45
<b>8</b>	3	43	46
<b>9</b>	4	45	49
<b>10</b>	4	45	49
<b>11</b>	0	33	33
<b>12</b>	2	37	39
<hr/>			
<b>Total Grades 7 - 8</b>	5	86	91
<b>Total Grades 9 - 12</b>	10	160	170
<hr/>			
<b>Grand Total 7 - 12</b>	<b>15</b>	<b>246</b>	<b>261</b>

<b>PITTSFIELD SCHOOL DISTRICT FACULTY &amp; STAFF ROSTER</b>				
<b>School Year 2010 - 2011</b>				

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>POSITION</b>	<b>PAY</b>
Adams	Gwen	PMHS	Assistant Librarian	\$12.29 / hour
Alie	Sherry	PMHS	Family & Consumer Science Teacher	\$26,797.00
Allan	Lisa	PES	Educational Assistant, Grade 4	\$13.51 / hour
Allen	Sarah	PES	Grade 4 Teacher	\$34,409.00
Anthony	Richard	PMHS	Physical Education Teacher	\$48,631.00
Armour	Kiza	PMHS	Science Teacher	\$45,879.00
Banks	Anne	PMHS	Special Education Teacher	\$ 22,688.00
Barbasso	Ellena	PES	Educational Assistant, Grade 4	\$12.01 / hour
Barnes	Andrea	PMHS	Educational Assistant, Grade 9	\$9.18 / hour
Bartlett	Shelia	PES	Special Education Teacher, Grade 3	\$36,750.00
Benvie	Samantha	PMHS	Education Assistant, Grade 7	\$8.94 / hour
Berger	Rebecca	PES	Long - Term Music Substitute	\$156.47 / day
Bergevin	Leslie	PMHS	Guidance Director	\$60,798.00
Bertolami	Richard	PMHS	Youth Specialist	\$16.45 / hour
Bickford	Robert	PMHS	Principal	\$85,000.00
Biron	Jodi	PES	Grade 2 Teacher	\$37,837.00
Blake	Leslie	PES	Secretary	\$14.24 / hour
Blanchette	April	PES	Educational Assistant, Grade 6	\$10.99 / hour
Blanchette	Sally	SAU	Financial Manager	\$51,000.00
Bouchard	Anne	PES	Grade 4, Teacher	\$50,633.00
Bourgeois	Lori	PES	Food Service Manager	\$14.72 / hour
Bowes	Jamie	PES	Special Education Teacher, Grade 5	\$32,482.00
Bradley	Susan	District	Out of District Coordinator	\$37.29 / hour
Bradley	Susan	PES	Preschool Coordinator	\$37.29 / hour
Bradley	Susan	District	Nellie Mae Grant Manager	\$45.00 / hour
Briggs	Alexandra	PMHS	Social Studies Teacher	\$34,279.00
Brown	Jamie	PES	Special Coordinator, Preschool & Kindergarten	\$17.59 / hour
Burnette	Sheila	SAU	Administrative Assistant	\$37,740.00
Cantatore	Simone	PES	Food Service	\$9.04 / hour
Chassie	Tobi	District	Director of Student Services	\$89,553.00
Chatwin	Ricky	PMHS	Custodian	\$11.76 / hour
Colon-Pagan	Beth	PES	Secretary	\$14.04 / hour
Cook	Kara	PES	Grade 5 Teacher	\$31,173.00
Cote	Mary	PES	Educational Assistant, Grade 3	\$9.21 / hour
Curtin	Mike	PES	Guidance Counselor	\$45,315.00
Darraha	Deborah	PES	Special Coordinator - Computer Lab	\$18.66 / hour
Dawson	James	PMHS	Head Custodian	\$19.35 / hour

LAST	FIRST	SCHOOL	POSITION	PAY
DeRosa	Shannon	PES	Grade 1 Teacher	\$30,413.00
Doscher	Deborah	PMHS	Grade 6 Teacher	\$43,245.00
Drew	Claire	PMHS	Educational Assistant, Grade 11	\$12.74 / hour
Dunn	Anne	PMHS	Health Teacher	\$34,279.00
Eade	Karen	PES	Grade 1 Teacher	\$53,909.00
Ekberg	Mark	PMHS	Technology Education Teacher	\$36,510.00
Eklof	Peter	PES	Speech Language Pathologist	\$59,272.00
Elliott	Susan	PES	Grade 3 Teacher	\$46,799.00
Fernald	Ronda	PMHS	Flex Program Teacher	\$31,173.00
Flanders	Diana	PES	Educational Assistant, Grade 5	\$14.34 / hour
Forand	Gerald	PES	Title I Math Tutor	\$8.94 / hour
Fraser	Brenda	PMHS	Educational Assistant, Middle School	\$14.77 / hour
Freeman	Katherine	PES	Special Coordinator, Grade 5	\$13.77 / hour
Freeman	John	SAU	Superintendent of Schools	\$109,140.00
Gagnon	Roger	PMHS	Educational Assistant, Middle School	\$11.66 / hour
Gardner-Booth	Amy	PMHS	World Languages Teacher	\$38,167.00
Genest	Valerie	PMHS	Secretary	\$12.47 / hour
Griffin	Michelle	PMHS	Educational Assistant, Middle School	\$9.49 / hour
Hamilton	Derek	PMHS	Social Studies Teacher	\$31,953.00
Harvey	Danielle	PES	Math Lead Teacher	\$36,914.00
Hatab	MaryAnn	PMHS	Media Generalist	\$45,750.00
Healey	Carrie	PMHS	Educational Assistant	\$11.32 / hour
Heppler	Alissa	PMHS	Social Studies Teacher	\$39,312.00
Hill	Diana	PES	Educational Assistant, Preschool & Kindergarten	\$15.67 / hour
Hill	Michelle	PMHS	Food Service	\$10.38 / hour
Hinckley	Christine	PES	Educational Assistant	\$12.74 / hour
Hipkiss	Susan	PMHS	Music Teacher	\$23,516.00
Hodgdon	Cheryl	PMHS	Educational Assistant	\$12.01 / hour
Hodgdon	Cheryl	PMHS	Substitute Caller	\$15.00 / hour
Hopkins	Shawnda	PMHS	Special Education Teacher	\$28,947.00
Houle	Cindy	PES	Title I Educational Assistant	\$13.51 / hour
Howard	Jeanne	PES	Special Education Teacher, Kindergarten	\$51,366.00
Johnson	Jane	District	Social Worker	\$40,818.00
Joyce	Michael	PMHS	Special Education Teacher, Grade 8	\$37,837.00
Kaplan	Gloria	PES	Grade 6 Teacher	\$31,173.00
Keel	Martin	PMHS	Custodian	\$10.77 / hour
Kilar	Carin	PES	Grade 3 Teacher	\$37,837.00
Kilmister	Doug	PES	Principal	\$78,183.00
King	Vicki	PES	Speech/Langauge Assistant	\$13.11 / hour
Kinney	Susan	PES	Library Assistant	\$15.97 / hour

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>POSITION</b>	<b>PAY</b>
Krochmal	Gloria	PMHS	Secretary	\$17.01 / hour
LaFleur	Arthur	PMHS	Custodian	\$12.47 / hour
Lang	Wanda	PES	Custodian	\$9.98 / hour
Lasky	Katie	PES	Grade 4 Teacher	\$30,413.00
LeGrow	Jeannie	PMHS	Educational Assistant, High School	\$9.21 / hour
Lemay	Kathy	PES	Literacy Lead Teacher	\$34,126.00
Lennox	Sylvia	PES	Literacy Teacher	\$41,706.00
Levine	Rachel	PES	Special Education Teacher, Grade 2	\$33,443.00
Little	Meredith	PES	Educational Assistant, Grade 1	\$11.66 / hour
Long	Kelly	PES	Educational Assistant, Grade 5	\$9.18 / hour
Loud	Katherine	PMHS	English Teacher	\$39,753.00
MacLellan	Marissa	PES	Food Service	\$8.03 / hour
Mahanes	Kathy	PES	Grade 2 Teacher	\$55,857.00
Marble	Kelly	PES	Grade 1 Teacher	\$36,014.00
Martel	Jeff	PMHS	Guidance Counselor	\$43,973.00
Martin	Linda	PMHS	Food Service Manager	\$16.56 / hour
Mason	Denise	PMHS	Biology Teacher	\$32,233.00
Masse	Raye	PES	Educational Assistant, Grade 4	\$14.34 / hour
Massey	Jennifer	PMHS	Educational Assistant, High School	\$9.78 / hour
McCue	Karen	PES	Preschool, Kindergarten Teacher	\$37,837.00
McDowell	Ellena	PES	Title I Educational Assistant	\$11.66 / hour
McKenzie	Sandra	PMHS	Food Service	\$13.14 / hour
McTague	Susan	PMHS	Special Education Teacher	\$33,615.00
Messier	Julie	PES	Educational Assistant, Grade 3	\$10.06 / hour
Miller	Pamela	PES	Administrative Assistant	\$16.74 / hour
Miner	Justin	PES	Educational Assistant, Grade 5	\$8.91 / hour
Mitchell	William	PMHS	Art Teacher	\$34,279.00
Mochrie	Kimberly	PES	Educational Assistant, Grade 3	\$9.21 / hour
Mott	Brian	PMHS	Custodian	\$10.77 / hour
Moyer	Herbert	PMHS	Computer Technology Teacher	\$50,231.00
Nevins	Tina	PES	Educational Assistant, Grade 2	\$9.21 / hour
Newton	Melanie	PES	Educational Assistant, Grade 3	\$12.37 / hour
Noble	Stacey	PES	Educational Assistant, Grade 1	\$10.33 / hour
O'Brien	Rose	PES	Speech/Language Assistant	\$13.91 / hour
O'Brien	Tanya	PMHS	Educational Assistant, Middle School	\$9.21 / hour
Patsos	David	PES	Grade 6 Teacher	\$54,192.00
Patsos	Jennifer	PMHS	Mathmatics Teacher	\$39,312.00
Pazdon	Melissa	PES	School Psychologist	\$57,783.00
Perras	Karen	PES	Title I Educational Assistant	\$12.01 / hour
Petrovek	Susan	PES	School Nurse	\$54,903.00

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>POSITION</b>	<b>PAY</b>
Pinto	Brian	PMHS	Educational Assistant, High School	\$8.94 / hour
Pinto	Tara	PMHS	Educational Assistant	\$15.67 / hour
Plante	Carin	PMHS	English Teacher	\$40,957.00
Poeltl	Kurt	PMHS	Educational Assistant, High School	\$9.21 / hour
Potter	Caitlin	PES	Occupational Therapist	\$55,162.00
Pouliot	Marion	PMHS	Food Service	\$8.52 / hour
Quinn	Bryan	PES	Educational Assistant, Grade 6	\$9.49 / hour
Richardson	Donna	PMHS	Educational Assistant	\$13.51 / hour
Richardson	Donna	PMHS	Bus Monitor	\$10.00 / hour
Ridener	Penny	PES	Educational Assistant, Grade 6	\$11.66 / hour
Roberts	Joyce	PMHS	Guidance Secretary	\$15.56 / hour
Rodgers	Pamela	PES	Educational Assistant	\$13.12 / hour
Rose	Lynette	PES	Behavior Program Supervisor	\$41,981.00
Roy	Darlene	PMHS	Science Teacher	\$54,478.00
Ryan	Sharon	PES	Custodian	\$9.92 / hour
Sarte	Greta	PMHS	Educational Assistant, High School	\$8.65 / hour
Sawyer	Louise	PMHS	Attendance & Planning Room	\$15.11 / hour
Sawyer	Louise	PMHS	Drake Field Program Coordinator	\$25.00 / hour
Scahill	Teresa	PES	Educational Assistant, Grade 4	\$10.67 / hour
Schook	Mary	PES	Educational Assistant, Preschool	\$12.37 / hour
Schou	Linda	PMHS	Reading Teacher	\$51,366.00
Segelhurst	Jessica	PMHS	Special Education Teacher	\$28,947.00
Serafin	Patricia	PMHS	School Nurse	\$48,673.00
Smith	Jennifer	PES	Special Education Teacher, Grade 4	\$31,173.00
Smith	Stanley	PMHS	Math Teacher	\$44,309.00
Smith	Laura	PES	Physical Education Teacher	\$38,783.00
Smith	Elizabeth	PMHS	Educational Assistant, Grade 10	\$13.12 / hour
St. James	Silas	PMHS	English Teacher	\$31,953.00
Stevens	Lisa	PES	Art Teacher	\$41,706.00
Stevens	Lois-Jean	District	Coordinator of Student Services	\$72,646.00
Stewart	Darlene	PES	Special Education Teacher, Grade 6	\$42,957.00
Strickhart	Paul	PMHS	Math Teacher	\$48,673.00
Strout	Nicole	PES	Educational Assistant, Grade 6	\$18.12 / hour
Szelest	George	PES	Head Custodian	\$17.71 / hour
Teague	Christine	District	Literacy Coordinator	\$52,798.00
Trefry	Karen	PES	Title I Educational Assistant	\$15.67 / hour
Trench	Elaine	PES	Food Service	\$8.27 / hour
Tucker	Emil	PMHS	Educational Assistant, High School	\$15.67 / hour
Tuttle	Peter	PMHS	Athletic Director	\$10,000.00
Uhouse	Jonathan	PES	Grade 2 Teacher	\$36,014.00

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>POSITION</b>	<b>PAY</b>
Venetos	Nanine	PES	Grade 6 Teacher	\$31,173.00
Vien	Laurie	PES	Custodian	\$12.66 / hour
Ward	Sheila	PMHS	Extended Learning Opportunities Coordinator	\$49,338.00
Ward	JoAnne	PES	Educational Assistant	\$12.74 / hour
Webster	Melissa	PES	Educational Assistant, Preschool	\$9.49 / hour
Whedon-Darling	Christine	PES	Educational Assistant, Grade 4	\$15.21 / hour
White	Kaitlyn	PMHS	Administrative Assistant	\$10.45 / hour
Whittier	Faith	PES	Kindergarten Teacher	\$45,750.00

# The Mercier Group

*a professional corporation*

## **INDEPENDENT AUDITOR'S REPORT ON THE INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Members of the School Board  
Pittsfield School District  
Pittsfield, New Hampshire

We have audited the financial statements of Pittsfield School District as of and for the year ended June 30, 2010, and have issued our report thereon dated October 27, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting.** In planning and performing our audit, we considered Pittsfield School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Pittsfield School District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Pittsfield School District's internal control over financial reporting.

A *deficiency in internal control over compliance* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

**Compliance and Other Matters.** As part of obtaining reasonable assurance about whether Pittsfield School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the governing board, others within the entity, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Paul J Mercier Jr, cpa for*  
**The Mercier Group**, a professional corporation  
October 27, 2010

# The Mercier Group

*a professional corporation*

## **INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS**

To the Members of the School Board  
Pittsfield School District  
Pittsfield, New Hampshire

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of Pittsfield School District as of and for the year ended June 30, 2010, which collectively comprise the Pittsfield School District's basic financial statements as listed in the table of contents. These financial statements are the responsibility Pittsfield School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of Pittsfield School District, as of June 30, 2010, and the respective changes in financial position and the cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2010 on our consideration of the Pittsfield School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and important for assessing the results of our audit.

Management has not presented a management's discussion and analysis of the financial statements. Although it is not required to be part of the basic financial statements, United States generally accepted accounting principles considers it required supplementary information. Budgetary information presented in the section marked *Required Supplementary Information* on pages 24 through 26 are not a required part of the basic financial statements, but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and therefore express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Pittsfield School District's basic financial statements. The accompanying schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the basic financial statements taken as a whole.

*Paul J Mercier Jr, cpa for*

**The Mercier Group**, a professional corporation

October 27, 2010

# The Mercier Group

*a professional corporation*

## **INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON THE INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Members of the School Board  
Pittsfield School District  
Pittsfield, New Hampshire

**Compliance.** We have audited Pittsfield School District's compliance with the types of compliance requirements described in the *OMB circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Pittsfield School District's major federal programs for the year ended June 30, 2010. The Pittsfield School District's major federal programs are identified in the summary of auditor's results section of the accompanying *Schedule of Findings and Questioned Costs*. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of management. Our responsibility is to express an opinion on Pittsfield School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Pittsfield School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Pittsfield School District's compliance with those requirements.

In our opinion, Pittsfield School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2010.

**Internal Control Over Compliance.** Management of the Pittsfield School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Pittsfield School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the governing board, others within the entity, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Paul J Mercier Jr, cpa for*  
**The Mercier Group**, a professional corporation  
October 27, 2010

Exhibit B1  
**PITTSFIELD SCHOOL DISTRICT**  
*Balance Sheet*  
*Governmental Funds*  
 June 30, 2010

*All numbers are expressed in United States Dollars*

	General	Grants	Drake Field	Capital & Noncapital Reserves	Georgia B. Carpenter Trust	Total Governmental Funds
<b>ASSETS</b>						
Cash and cash equivalents	955,716					955,716
Investments					174,717	174,717
Due from employees	8,509					8,509
Intergovernmental receivables	52,152	112,319		341,442		505,913
Interfund receivable	107,546		1,649			109,195
	<u>1,123,923</u>	<u>112,319</u>	<u>1,649</u>	<u>341,442</u>	<u>174,717</u>	<u>1,754,050</u>
<b>LIABILITIES AND FUND BALANCES</b>						
Liabilities:						
Accounts payable	366,124					366,124
Accrued Liabilities	540,155					540,155
Interfund payable		99,584				99,584
Deferred revenue		12,735				12,735
	<u>906,279</u>	<u>112,319</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,018,598</u>
Fund balances:						
Reserved for:						
Special purposes			1,649	341,442		343,091
Permanent funds:						
Nonexpendable					174,717	174,717
Unreserved	217,644					217,644
	<u>217,644</u>	<u>-</u>	<u>1,649</u>	<u>341,442</u>	<u>174,717</u>	<u>735,452</u>
	<u>1,123,923</u>	<u>112,319</u>	<u>1,649</u>	<u>341,442</u>	<u>174,717</u>	<u>1,754,050</u>

The notes to the financial statements are an integral part of this statement.