

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING MINUTES FOR SEPTEMBER 9, 2014

COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, SEPTEMBER 9, 2014

TIME: 7:00 PM [or thereafter]

-
- I. **CALL TO ORDER** – Chair Stevens called the meeting to order at 7:02 p.m.
- II. **ROLL CALL** – LESLIE STEVENS (CHAIR), ANN WALKER, TOM MARTIN, NANCY NOVELLINE-CLAYBURGH, JEFF LANDRY, GARY EPLER, LENNIE MULLANEY, PATRICK ELLIS, ED MCDONOUGH (SUPERINTENDENT), STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT), STEVE BARTLETT (BUSINESS ADMINISTRATOR) AND ANN MAYER (SAU50 REPRESENTATIVE)
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the pledge of allegiance.
- Chair Stevens requested an adjustment to the agenda and invited Assistant City Attorney Dwyer to explain the rationale. Attorney Dwyer stated that on August 6th copies of GBAA, GBAA-R, JBAA and JBAA-R were sent to the Office of Civil Rights office in Boston for review. A response was received late this afternoon, leaving Attorney Dwyer and the School Board little time to review. The Board unanimously agreed to table policies GBAA, GBAA-R, JBAA and JBAA-R to allow further review and bring the revised policies back for second reading on September 23.
- V. **ACCEPTANCE OF MINUTES**
- a. REGULAR BUSINESS MEETING, AUGUST 12, 2014
- MOTION: Motion to accept the regular meeting minutes of August 12, 2014 by Ms. Walker
SECOND: Mr. Martin
DISCUSSION:
VOTE: Unanimously Approved
- b. NON-PUBLIC MINUTES, AUGUST 12, 2014
- MOTION: Motion to accept the non-public meeting minutes of August 12, 2014 by Ms. Clayburgh
SECOND: Mr. Ellis
DISCUSSION:
VOTE: Unanimously Approved
- VI. **PUBLIC COMMENT** – The following citizens addressed the Board: Mr. Arthur Clough – 431 Pleasant Street, Mr. Scott McKee – 151 Lafayette Road and Mr. Mark Brighton – 285 Union Street.
- VII. **SPECIAL PRESENTATION: INTRODUCTION OF NEW TEACHING STAFF** – Assistant Superintendent Zadavec introduced twelve new teachers to the district and Board members welcomed them. The Board publicly recognized the high level of credentials held by the new teachers and how warm and friendly all were at the reception.
- VIII. **SUPERINTENDENT’S REPORT**
- a. ITEMS OF INFORMATION
- i. POLICY COMMITTEE MINUTES, AUGUST 28, 2014
- ii. SEPTEMBER 2014 ENROLLMENTS – Enrollment totaled 108 more pupils than NESDEC projections. 80 were at the high school level; freshman specifically.

Administration will review where these students enrolled from to see if more families are moving into the area for high school or if students are returning to public education from private schools. The influx will be easily absorbed due to it being primarily at the high school level.

- iii. 2014 PSD PROGRESS REPORT –This year’s report can be found on the school web site and has been shared with parents.
 - iv. PROPOSED SCHOOL BOARD WORK CALENDAR FOR 2014-15
 - v. NEW HAMPSHIRE SCHOOL BOARD CALL FOR RESOLUTIONS – Chair Stevens is now a member of the NHSBA Board and will raise concerns regarding federal funding for Special Education and wording in an early graduation policy. Mr. Epler requested that Mr. McKee be invited to attend the meeting when the Board discusses school start times. Mr. Ellis requested that discussion of “late start” at the secondary level be moved up in the School Board work dates calendar.
 - vi. VISIT BY USDA UNDERSECRETARY CONCANNON ON SEPTEMBER 29, 2014
 - vii. ARTICLE: *POLLS CAPTURE PUBLIC’S SOUR VIEW OF COMMON CORE*, EDUCATION WEEK, 8 26 14
- b. CORRESPONDENCE
- i. LETTER OF RESIGNATION, SARA CROWLEY, GRADE 5, DONDERO

c. ADMINISTRATOR REPORTS

- i. FINANCIAL REPORT, BUSINESS ADMINISTRATOR BARTLETT – FY2014 will end in the black, returning \$1,273 to the city. The main areas of concern are salaries and benefits and the substitute line. There were a number of extended staff absences in addition to day-to-day usage. The admin team is discussing ways to add additional controls that will not have a negative effect on professional development initiatives.

Within the operation budget, as predicted, the out of district special education tuition, building and grounds maintenance, energy and student transportation areas were all in the negative on a cost center basis. By repurposing savings in other areas, the district was able to cover the extra expense. Mr. Bartlett is working with the city to refine estimating techniques for projection purposes.

Looking forward to 2015, budgetary pressure points do not appear to be easing, and the initial energy pricing is not favorable. Extra electricity charges, as noticed in the budget, have been inflated due to natural gas not being widely available. Accurate prices have not been provided for next year and analysis of electricity usage during construction is ongoing.

IX. OLD BUSINESS

- a. CONSIDERATION AND APPROVAL OF POLICIES (2nd READING):
 - i. (GBAA) SEXUAL HARASSMENT- EMPLOYEE/STAFF - TABLED
 - ii. (GBAA-R) SEXUAL HARASSMENT- EMPLOYEE REPORT FORM - TABLED
 - iii. (JBAA) SEXUAL HARASSMENT – STUDENTS – TABLED
 - iv. (JBAA- R) SEXUAL HARASSMENT - STUDENT REPORT FORM - TABLED

X. NEW BUSINESS

a. CONSIDERATION AND APPROVAL OF EMPLOYMENT

i. SPECIAL EDUCATION SPEECH & LANGUAGE– LITTLE HARBOUR SCHOOL

MOTION: Motion to approve Ms. Abbie Frank as Special Education Teacher at Little Harbour (.8 Position) by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously Approved

- b. CONSIDERATION AND APPROVAL OF FACILITIES RENTAL FEE SCHEDULE – Mr. Bartlett provided a revised schedule showing cafeteria space at the middle school equivalent to renting the high school cafeteria. All rates are now subject to seasonal energy surcharges. Mr. Bartlett stated that community organizations interested in renting facilities will soon be able to view availability on line. It was noted that rental fees are turned over to the city after the school has been reimbursed for energy usage and replacement costs. Board member Mullaney asked who was eligible to rent school facilities. Mr. McDonough stated the Board had discussed the legal responsibilities surrounding renting to the public. When a public forum is created, the Board no longer has the option to deny an organization the right to rent. The only distinction made is how much they are charged, whether they are for profit or not for profit. However, the organization is subject to all policies by the Board as well as the City surrounding rental of facilities. All organizations must also provide a certificate of insurance.

MOTION: Motion to approve Facilities Rental Fee Schedule by Ms. Walker

SECOND: Mr. Martin

DISCUSSION:

VOTE: Unanimously Approved

- c. CONSIDERATION AND APPROVAL OF NFS ENERGY EFFICIENCY LEASE – On November 12, 2013, the School Board approved a contract with EEI after determining that energy savings measures were enough to approve the recommended upgrades. On April 21, 2014, the City Council voted to borrow up to 400k towards a purchase lease agreement. Assistant City Attorney Dwyer had finalized this resolution with consultants.

MOTION: Motion to approve NFS Energy Efficiency Lease by Mr. Martin

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously Approved

XI. COMMITTEE UPDATES

- a. JBC – Chair Stevens reported that items still to be done on the punch list had no effect to the opening of school. Remaining work will be scheduled around student activity to minimize disruption. Elevation readings are still being taken daily and submitted to consultants.

- b. POLICY – The committee will review policies tabled.

Ms. Clayburgh inquired about the high school sign and when it would be reinstalled at the front entrance.

Mr. Johannessen thanked Board members for the card sent congratulating him on the birth of his son.

XII. FUTURE AGENDA ITEMS

- a. HEALTH AND PHYSICAL EDUCATION, K-12 PROGRAM, SEPTEMBER 23, 2014
- b. K-12 ART, TBD

- c. ELEMENTARY/PMS GUIDANCE UPDATE, MAY 26, 2015
 - d. STRENGTHENING STEM INITIATIVES, TBD
- XIII. **ADJOURNMENT** - Motion to adjourn at 8:05 by Mr. Martin and seconded by Ms. Walker.



SB
9/23/14

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

August 22, 2014

Edward McDonough
Superintendent / SAU 52 / Portsmouth
1 Junkins Avenue
Portsmouth, NH 03801-5297

Dear Mr. McDonough:

The New Hampshire Department of Education (NHDOE) is issuing determination letters for each school district for the FFY 2012 (2012-2013) reporting period. The determinations, required under the Individuals with Disabilities Education Act 2004, are part of the on-going efforts to improve results for children and youth with disabilities.

The NHDOE is required to determine if districts meet the requirements and purposes of IDEA. The NHDOE has reviewed the required information and determined that the Portsmouth school district **meets the requirements and purposes of the IDEA** based on the established criteria. The NHDOE has enclosed a rubric outlining the compliance status of your school district on each criterion. The determination was made based on the total points earned. Enclosed is the federal description of the four categories of determination. There are specific technical assistance or enforcement actions, consistent with the level of concern signaled by the determination, for any district that does not meet the requirements of the IDEA.

In making our determination for each district, the NHDOE considers the totality of the information we have about each district. This includes the district performance on the factors.

- **State Performance Plan Indicator 4B:** The district does not have a significant discrepancy by race or ethnicity in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Data were timely and accurate.
- **State Performance Plan Indicator 9:** The district does not have a disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification. Data were timely and accurate.
- **State Performance Plan Indicator 10:** The district does not have a disproportionate representation, by disability category, of racial and ethnic groups in specific disability categories that is a result of inappropriate identification. Data were timely and accurate.
- **State Performance Plan Indicator 11:** Initial evaluations for special education are completed within state established timelines. Data were timely and accurate.
- **State Performance Plan Indicator 12:** Children referred from Family-Centered Early Supports & Services to special education have a determination of eligibility prior to the third birthday. Children who were found eligible have an IEP developed and implemented (signed by the parent) on or before the third birthday. Data were timely and accurate.
- **State Performance Plan Indicator 13:** The district met the requirements for compliance with effective transition for students aged 16 and above. Data were timely, accurate and reliable.

- **State Performance Plan Indicator 15:** General Supervision findings of noncompliance identified in 2011-2012 through monitoring, complaints and due process hearings are corrected within required timelines.
- **State Performance Plan Indicator 7:** Preschool special education child progress data were timely and accurate.
- **Coordinated Early Intervening Services (CEIS): Federal Table 8.** Data were timely and accurate.
- **Audit:** Audit findings regarding special education funds are corrected within timelines.
- **IDEA Grant Management:** The district completes reporting for IDEA funds within timelines. All grants must be closed within 90 days of the project end date.
- **Maintenance of Effort (MOE):** Data were timely and accurate.
- **IDEA Grant Management:** Federal Assurances are submitted as required in the online grant system.

The criteria may change from year to year based on the federal requirements and State data. This does not negate any specific issues regarding compliance that require correction but is an overall determination of the district status with regard to the implementation of IDEA.

School district determinations are made using the same four categories that the Office of Special Education Programs (OSEP) used when making the determination of States. To find out more about New Hampshire's determination please go to:

http://www.education.nh.gov/instruction/special_ed/districtdeterminations.htm

The four categories of determination based on the above criterion are:

- Meets the requirements and purposes of the IDEA.
- Needs assistance in implementing the requirements of the IDEA.
- Needs intervention in implementing the requirements of the IDEA.
- Needs substantial intervention in implementing the requirements of the IDEA or there is substantial failure to comply with the requirements of IDEA.

The NHDoe is committed to supporting school district's efforts to improve results for children with disabilities.

Sincerely,



Virginia M. Barry, Ph.D.
Commissioner of Education

VB/eh

Enclosure: District Scoring Rubric
Technical Assistance Resources List
616 Determination Sheet

cc: Joanne Simons, Director Pupil Support and Instruction

NOTICE OF NON-DISCRIMINATION

The Portsmouth School Department does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities and services, and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Joanne Simons
Director of Pupil Services & Instruction and Title IX Coordinator

Portsmouth School Department
1 Junkins Avenue
Portsmouth, NH 03801
(603)431-5080 or (603)610-44

The Director of Pupil Services & Instruction and Title IX Coordinator is responsible for the oversight of all anti-discrimination laws and Portsmouth School Department policies, including those dealing with sexual harassment. This responsibility includes being available to meet with students, parents and/or guardians regarding any sex discrimination concerns or formal complaints. The Title IX Coordinator also tracks complaints to be aware of, and respond to, any **trends** and to ensure that timely and complete investigations of complaints are conducted.

Portsmouth School Department is committed to taking any steps necessary to respond to, and prevent, sexual harassment.

Comment [UDoE1]: Per (B)(c)

In addition, the following individuals are also authorized to handle inquires regarding the non-discrimination policies:

Sean Donovan
Assistant Principal
Portsmouth High School
50 Andrew Jarvis Drive
Portsmouth, NH 03801
(603)436-7100

Andrew Korman
Assistant Principal
Portsmouth High School
50 Andrew Jarvis Drive
Portsmouth, NH 03801
(603)436-7100

Philip Davis
Assistant Principal
Portsmouth Middle School
155 Parrott Avenue
Portsmouth, NH 03801
(603)436-5781

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 may also, or instead of, may be directed to:

U.S. Department of Education
Office for Civil Rights

33 Arch Street, Suite 9005 Post Office Square, 8th Floor
Suite 900

Boston, MA ~~02110~~02109-1491
(617) 289-0111, TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for
Human Rights

Equal Employment Opportunity
Commission (EEOC)

2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767

1 Congress Street, Room 101 10th Floor
Boston, Mass 02114
Tel. (617) 565-3200

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The mission of the ESOL Program is to ensure that all English language learners are given an equitable, appropriate and academically challenged education. The lack of English language skills is not a barrier to participation in any courses and ESOL classes are credit bearing.

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GBAA - SEXUAL HARASSMENT – EMPLOYEES/STAFF

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from sexual harassment, including sexual violence, as defined below.

Deleted: or other improper or inappropriate behavior that may constitute harassment

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

It is a violation of this policy for any employee to harass other employees, students, parents or others participating in programs, services and/or activities provided by the school board, through conduct or communication of a sexual nature as defined by this policy.

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For the purposes of this policy, the term “employee” shall include, but not be limited to all school department staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment position or work in a district school is directed by the school district.

Comment [UDoE1]: To cover volunteers, speakers, etc.

The School Department will investigate all complaints, either formal or informal, verbal or written, of alleged sexual harassment. The School Department will further take steps to address any substantiated allegations of sexual harassment, by taking prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. These steps could include but are not limited to, disciplining, any employee who sexually harasses or is sexually violent toward, another employee, student, parent, or other persons participating in programs, services and/or activities provided by the school department.

Comment [UDoE2]: from OCR Dear Colleague Letter, dated 10/26/10.

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II. SEXUAL HARASSMENT DEFINED

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Comment [UDoE3]: Definition from OCR Dear Colleague Letter, dated 10/26/10. Important to include information about non-quid-pro-quo harassment since that was part of the issue in this matter.

Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of sexual nature when:

- (1) The conduct creates a hostile environment because it is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school board and/or
- (2) The conduct consists of/ includes violence of a sexual nature; and/or
- (3) The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits; and/or
- (4) Submission to or rejections of the conduct or communication is used as the

Comment [UDoE4]: Definition from OCR Dear Colleague Letter, dated 10/26/10

basis for educational decisions affecting a student.

III. REPORTING PROCEDURES

1. The Superintendent or his/her written designee is ultimately responsible for ensuring the implementation of the procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any employee who believes he or she has been the victim of sexual harassment, or who is aware that someone else, including a student, parent or third party, may be a victim of such harassment, should report the alleged act(s) to the building Principal. If the alleged perpetrator is the Principal, complainants may file their concerns with any other school department employee, who shall then report the allegation to the Superintendent. The Board encourages reporting employees to use the Report Form that is available on the School Department web site, from the Principal or from the Title IX coordinator.
3. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will forward the report to the Title IX Coordinator immediately, without screening or investigating the report. If the report as given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Title IX Coordinator. Failure to forward any sexual harassment report or complaint as provided herein may result in disciplinary action.
4. The Board designates the Title IX Coordinator as the School Department officer to receive any report or complaint of sexual harassment in the District. If the complaint involves the Superintendent, the Title IX Coordinator shall inform the Chairperson of the School Board. The School Department shall post the name of the Title IX Coordinator in conspicuous places throughout school buildings and on the School Department web site, including a telephone number and mailing address. Submission of a complaint or report of sexual harassment will not affect the employee's standing in school, future employment, or work assignments.
6. The School Department will respect the confidentiality of the complainant and the person(s) against whom the complaint is filed as much as possible, consistent with the School Department's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION PROCEDURES

The Title IX Coordinator will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by trained School Department personnel or by a third-party authorized by the Superintendent. The Title IX Coordinator and Superintendent will ensure that no complaint will be investigated by a person named in that complaint.

Upon the initiation of an investigation, the investigator will provide the complainant and the respondent (the person who is alleged to have engaged in harassment) with notice

Deleted: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexual physical conduct, and /or conduct of a sexual nature when: ¶

- (1) Submitting to the unwelcome conduct is made a term or condition of an individual's employment, either explicitly or implicitly. ¶
- (2) Submitting to or rejecting the unwelcome conduct is used as the basis for decisions affecting a person's employment; or ¶
- (3) The unwelcome conduct has the purpose or effect of unreasonably interfering with a person's work performance or creating an intimidating, hostile, or offensive working or learning environment. ¶
- (4) Violence of a sexual nature. ¶

Comment [UDoE5]: This is confusing- parts of the policy direct other staff to implement portions of the policy, i.e., building principals should notify the Title IX Coordinator, etc. Maybe

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Comment [UDoE6]: Complainants do not have to be a target in order to raise concerns

Deleted: the alleged victim may report the allegation to

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Comment [UDoE7]: This contradicts the above paragraph that employees can report to any school department employee.

Deleted: If the complaint involves the building Principal, the complaint shall be filed directly with the Superintendent.

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Comment [UDoE8]: Already covered previously

Deleted: The use of formal Reporting Forms provided by the School Department is voluntary.

Comment [UDoE9]: Cut and pasted from Student policy.

that:

1. They each have the right to present witnesses and other evidence during the investigation;
2. If the alleged victim(s) of harassment opts to participate in mediation or other informal resolution, they will not be required to work out the problem directly with the alleged perpetrators without appropriate involvement by the School Department. Additionally, such alleged victims will be assured that any informal process can be ended by an alleged victim at any time in order to begin the formal investigation and subsequent stages of the complaint process;
3. Notice that both complainants and accused individuals will be timely notified of the outcome of any School Department investigation; and
4. The School Department has an obligation, following substantiated instances of sexual harassment, to take appropriate steps to address the effects of any harassment, including supporting victim's access to School Department Programs, services and activities.

The investigator will consider the nature of alleged conduct, the surrounding circumstances, the relationship between the parties and the context in which the alleged incidents occurred. Whether particular action(s) or incident(s) constitute sexual harassment requires a determination, based on a preponderance of the evidence, from all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the School Department may take immediate, intermediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Superintendent determines that a third-party designee should conduct the investigation, the School Department must provide the investigator with a copy of the sexual harassment policy and investigation procedure.

V. RECOMMENDATION

Upon completion of an investigation conducted by either School Department personnel or a third-party, the Superintendent will be provided with a written factual report and recommended action. If an investigation reveals that discriminatory harassment has occurred, the School Department will take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and its effects, and prevent the harassment from recurring.

V. SCHOOL DEPARTMENT ACTION

Comment [UDoE10]: Already included above

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The Title IX Coordinator will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by trained School Department personnel or by a third-party authorized by the Superintendent.

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Comment [UDoE11]: Revised consistent w/ student policy

Deleted: In the event of an investigation, the investigation should consider the surrounding circumstances, the nature of the sexual advances, the relationship between the parties and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all the facts and surrounding circumstances.

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If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending employee, including but not limited to, steps such as a warning, training, temporary suspension or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

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The complainant and the respondent will be informed of the results of the investigation in a timely manner. If the investigating party determines that the alleged conduct did not constitute sexual harassment, no disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by this policy, but which is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

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The appeal of any disciplinary action taken will be governed by the applicable collective bargaining agreement.

VI. REPRISAL

The School Department will not tolerate retaliation by any employee against any individual, including other employees, students and/or third parties, who report alleged sexual harassment or who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The School Department may discipline any employee who engages in such retaliation.

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VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the School Department shall comply with all applicable laws.

Nothing in this policy will prohibit the School Department from taking immediate action to protect victims of alleged sexual abuse.

Deleted: School

IX. TITLE IX COORDINATOR

Joanne Simons
Director of Pupil Services & Instruction and Title IX Coordinator
Portsmouth School Department
1 Junkins Avenue
Portsmouth, NH 03801
(603)431-5080 or (603)610-44

X. NOTICE OF BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to report it directly to either of the following regulatory agencies:

N.H. Commission on Human Rights
2 Chenelle Dr., Concord, NH 03301
Telephone 603-271-2767

US Department of ~~Education~~
Office for Civil Rights, Region I
~~5 Post Office Square~~
~~8th Floor, Suite 900~~
Boston, MA ~~02109~~
Telephone 617-~~289-0111~~

Deleted: Health & Human Services

Deleted: JFK Building, Room 1875

Deleted: 02203

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Legal Reference:

NH Code of Administrative Rules, Section Ed. 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

NH Code of Administrative Rules, Section 306.04(a)(8), Student Harassment

NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment

RSA 354-A:7, Unlawful Discriminatory Practices

Title IX of the Education Amendments of 1972 and its implementing regulation at 34 C.F.R. Part 106

Appendix: GBAA-R, BBA-R

GBAA - SEXUAL HARASSMENT – EMPLOYEES/STAFF

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from sexual harassment, including sexual violence, as defined below.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

It is a violation of this policy for any employee to harass other employees, students, parents or others participating in programs, services and/or activities provided by the school board, through conduct or communication of a sexual nature as defined by this policy.

For the purposes of this policy, the term “employee” shall include, but not be limited to all school department staff, teachers, non-certified personnel, administrators, volunteers, coaches and/or other such personnel whose employment position or work in a district school is directed by the school district.

The School Department will investigate all complaints, either formal or informal, verbal or written, of alleged sexual harassment. The School Department will further take steps to address any substantiated allegations of sexual harassment, by taking prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. These steps could include but are not limited to, disciplining any employee who sexually harasses or is sexually violent toward, another employee, student, parent, or other persons participating in programs, services and/or activities provided by the school department.

II. SEXUAL HARASSMENT DEFINED

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of sexual nature when:

- (1) The conduct creates a hostile environment because it is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school board and/or
- (2) The conduct consists of/ includes violence of a sexual nature; and/or
- (3) The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits; and/or
- (4) Submission to or rejections of the conduct or communication is used as the

basis for educational decisions affecting a student.

III. REPORTING PROCEDURES

1. The Superintendent or his/her written designee is ultimately responsible for ensuring the implementation of the procedures of this policy. Additionally, the Superintendent may develop and implement additional administrative regulations in furtherance of this policy.
2. Any employee who believes he or she has been the victim of sexual harassment, or who is aware that someone else, including a student, parent or third party, may be a victim of such harassment, should report the alleged act(s) to the building Principal. If the alleged perpetrator is the Principal, complainants may file their concerns with any other school department employee, who shall then report the allegation to the Superintendent. The Board encourages reporting employees to use the Report Form that is available on the School Department web site, from the Principal or from the Title IX coordinator.
3. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will forward the report to the Title IX Coordinator immediately, without screening or investigating the report. If the report is given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Title IX Coordinator. Failure to forward any sexual harassment report or complaint as provided herein may result in disciplinary action.
4. The Board designates the Title IX Coordinator as the School Department officer to receive any report or complaint of sexual harassment in the District. If the complaint involves the Superintendent, the Title IX Coordinator shall inform the Chairperson of the School Board. The School Department shall post the name of the Title IX Coordinator in conspicuous places throughout school buildings and on the School Department web site, including a telephone number and mailing address. Submission of a complaint or report of sexual harassment will not affect the employee's standing in school, future employment, or work assignments.
6. The School Department will respect the confidentiality of the complainant and the person(s) against whom the complaint is filed as much as possible, consistent with the School Department's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has occurred.

IV. INVESTIGATION PROCEDURES

The Title IX Coordinator will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by trained School Department personnel or by a third-party authorized by the Superintendent. The Title IX Coordinator and Superintendent will ensure that no complaint will be investigated by a person named in that complaint.

Upon the initiation of an investigation, the investigator will provide the complainant and the respondent (the person who is alleged to have engaged in harassment) with notice

that:

1. They each have the right to present witnesses and other evidence during the investigation;
2. If the alleged victim(s) of harassment opts to participate in mediation or other informal resolution, they will not be required to work out the problem directly with the alleged perpetrators without appropriate involvement by the School Department. Additionally, such alleged victims will be assured that any informal process can be ended by an alleged victim at any time in order to begin the formal investigation and subsequent stages of the complaint process;
3. Notice that both complainants and accused individuals will be timely notified of the outcome of any School Department investigation; and
4. The School Department has an obligation, following substantiated instances of sexual harassment, to take appropriate steps to address the effects of any harassment, including supporting victim's access to School Department Programs, services and activities.

The investigator will consider the nature of alleged conduct, the surrounding circumstances, the relationship between the parties and the context in which the alleged incidents occurred. Whether particular action(s) or incident(s) constitute sexual harassment requires a determination, based on a preponderance of the evidence, from all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the School Department may take immediate, intermediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Superintendent determines that a third-party designee should conduct the investigation, the School Department must provide the investigator with a copy of the sexual harassment policy and investigation procedure.

V. RECOMMENDATION

Upon completion of an investigation conducted by either School Department personnel or a third-party, the Superintendent will be provided with a written factual report and recommended action. If an investigation reveals that discriminatory harassment has occurred, the School Department will take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and its effects, and prevent the harassment from recurring.

V. SCHOOL DEPARTMENT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending employee, including but not limited to, steps such as a warning, training, temporary suspension or dismissal. Any discipline will be in accordance with all laws and collective bargaining agreements, if applicable.

The complainant and the respondent will be informed of the results of the investigation in a timely manner. If the investigating party determines that the alleged conduct did not constitute sexual harassment, no disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by this policy, but which is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

The appeal of any disciplinary action taken will be governed by the applicable collective bargaining agreement.

VI. REPRISAL

The School Department will not tolerate retaliation by any employee against any individual, including other employees, students and/or third parties, who report alleged sexual harassment or who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The School Department may discipline any employee who engages in such retaliation.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VIII. SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the School Department shall comply with all applicable laws.

Nothing in this policy will prohibit the School Department from taking immediate action to protect victims of alleged sexual abuse.

IX. TITLE IX COORDINATOR

Joanne Simons
Director of Pupil Services & Instruction and Title IX Coordinator

Portsmouth School Department
1 Junkins Avenue
Portsmouth, NH 03801
(603)431-5080 or (603)610-44

X. NOTICE OF BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to report it directly to either of the following regulatory agencies:

N.H. Commission on Human Rights
2 Chenelle Dr., Concord, NH 03301
Telephone 603-271-2767

US Department of Education
Office for Civil Rights, Region 1
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109
Telephone 617-289-0111

Legal Reference:

NH Code of Administrative Rules, Section Ed. 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy

NH Code of Administrative Rules, Section 306.04(a)(8), Student Harassment

NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment

RSA 354-A:7, Unlawful Discriminatory Practices

Title IX of the Education Amendments of 1972 and its implementing regulation at 34 C.F.R. Part 106

Appendix: GBAA-R, BBA-R

JBAA - SEXUAL HARASSMENT – STUDENTS

I. PURPOSE

The purpose of this policy is to maintain a learning environment that is free from sexual harassment as defined below, including sexual violence, or other improper or inappropriate behavior that may constitute harassment as defined below.

Comment [UDoE1]: This is confusing- this policy is to prevent address sexual harassment only.

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

It is a violation of this policy for any student to harass another student through conduct or communication of a sexual nature, as defined by this policy.

The School Department will investigate all complaints, either formal or informal, verbal or written, of alleged sexual harassment involving students. The School Department will further take steps to address any substantiated allegations of sexual harassment, by taking prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. These steps could include but are not limited to, disciplining any student who sexually harasses or engages in is sexual violence toward another student.

Comment [UDoE2]: from OCR Dear Colleague Letter, dated 10/26/10.

II. SEXUAL HARASSMENT DEFINED

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Comment [UDoE3]: Definition from OCR Dear Colleague Letter, dated 10/26/10. Important to include information about non-quid-pro-quo harassment since that was part of the issue in this matter.

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of sexual nature when:

- (1) The conduct creates a hostile environment because it is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school board and/or
- (2) The conduct consists of/ includes violence of a sexual nature; and/or
- (3) The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits; and/or
- (4) Submission to or rejections of the conduct or communication is used as the basis for educational decisions affecting a student.

Comment [UDoE4]: Definition from OCR Dear Colleague Letter, dated 10/26/10

(3) The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonable interfering with a student's educational performance or opportunities; or creates n intimidating, offensive or hostile educational environment; and/or.

Comment [UDoE5]: Hostile environment and sexual violence occur more often in student-on-student interactions than these two types, since students are not usually in a position to make these kinds of demands or decisions on each other. Accordingly, I re-ordered these to emphasize the types most relevant, to address concerns that staff may have understood quid-pro quo harassment but were less clear on the hostile environment type.

~~(4) Violence of a sexual nature.~~

Relevant factors to be considered when determining whether a sexually hostile environment has been created will include, but not be limited to whether: the conduct was sexual in nature; whether the conduct was unwelcome; the type of the conduct, how often it occurred and how long it continued; whether persons subjected to the conduct did the student viewed the environment as hostile; whether an average reasonable person in the same circumstances as the alleged victim would was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; the age and sex of the alleged harasser and the subject or subjects of the harassmentcomplainant; whether the alleged harasser was in a position of power over the student subjected to the harassment; the number of individuals involved; age of the alleged harasser; where the harassment occurred; and whether there are other incidents of sexual harassment at the school involving the same or other students.

Comment [UDoE6]: In determining whether sexual harassment occurred? This reflects the language of OCR's 2001 Sexual Harassment Guidance, http://www2.ed.gov/about/offices/list/ocr/docs/shguide.html#_ednref39

Comment [UDoE7]: Revised to reflect OCR's 2001 Sexual Harassment Guidance, http://www2.ed.gov/about/offices/list/ocr/docs/shguide.html#_ednref39

Comment [UDoE8]: Spelling out what "whether it was reasonable" means, per OCR's 2001 Sexual Harassment Guidance, http://www2.ed.gov/about/offices/list/ocr/docs/shguide.html#_ednref39

Examples of sexual harassment may include, but not be limited to: physical touching; ~~of~~ graffiti of a sexual nature; displaying or distributing ~~of~~ sexually explicit drawings; pictures and/or written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual activities ~~in~~ in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

III. REPORTING PROCEDURES

1. Any student who believes he or she has been the victim of sexual harassment, or who is aware that someone else may be a victim, should report the alleged act(s) immediately to any School Department employee or the building Principal. If a student initially reports the alleged act to a School Department employee, that employee shall immediately notify the building Principal, who shall then immediately notify the Title IX Coordinator.
2. The Board encourages all students and staff members to use the Report Form available from the Principal, Superintendent or the School Department website. While the use of the formal Reporting Forms is voluntary for complainants, it is mandatory that the building Principals and Title IX Coordinator use this form.
3. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will notify-forward the report to the Title IX Coordinator immediately, without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Title IX Coordinator. Failure to forward any sexual harassment report or complaint may result in disciplinary action. If the complaint involves the building Principal, complainants may file their concerns the complaint shall be filed directly with the Superintendent; employees who receive a report involving a building Principal should forward the report directly to the Title IX Coordinator.
4. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program.

Comment [UDoE9]: students do not have to be the target in order to raise concerns

Comment [UDoE10]: however, if there is a delay in reporting, the District must still investigate the concern.

5. ~~The use of formal Reporting Forms by the Complainant provided by the School Department is voluntary, however, the form shall be used by the Title IX Coordinator and building principals.~~ The School Department will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School Department's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has been substantiated.

IV. INVESTIGATION PROCEDURES

~~The Title IX Coordinator will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by trained School Department personnel or by a third-party authorized by the Superintendent. The Title IX Coordinator and Superintendent will ensure that no complaint will be investigated by a person named in that complaint.~~

Upon the initiation of an investigation, the investigator will ~~inform~~ provide the complainant and the respondent (~~the person who is alleged to have engaged in harassment~~) with notice that: ~~of their right to:~~

1. ~~They each have the right to~~ Present witnesses and other evidence during the investigation;
2. ~~If An assurance that (the alleged victim(s) of harassment~~ opt to participate in mediation or other informal resolution, they will not be required to work out the problem directly with the alleged perpetrators without appropriate involvement by the School Department. ~~Additionally, such alleged victims will be assured and, further, an assurance~~ that any informal process can be ended by an alleged victim at any time in order to begin ~~the a-~~ formal investigation and subsequent stages of the complaint process;
3. ~~Notice that both The right of~~ complainants and accused individuals ~~to will~~ be timely notified of the outcome of any School Department investigation; and
4. The School Department has an obligation, following substantiated instances of sexual harassment, to take appropriate steps to address the effects of any harassment, including supporting victim's access to School Department Programs, services and activities.

Comment [UDoE11]: Moved this here as the beginning of the investigation procedure. Otherwise, it is not clear who the investigator is- from the Reporting section above, it says the complaint shall be given to the Principal, who will notify the Title IX coordinator, but it is not clear who will investigate, and how that person becomes involved.

V. INVESTIGATION AND RECOMMENDATION

~~The Title IX Coordinator will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by trained School Department personnel or by a third-party authorized by the Superintendent.~~

The investigator ~~should will~~ consider the nature of alleged conduct, the surrounding circumstances, ~~the nature of alleged conduct~~, the relationship between the parties and the context in which the alleged incidents occurred. Whether ~~a-~~ a particular action(s) -or incident(s) constitutes sexual harassment requires a determination, based on a preponderance of the evidence, from ~~based on~~ all the facts and surrounding circumstances.

Comment [UDoE12]: It is confusing to have "investigation procedures" and "investigation", when they overlap so much as topics.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the School Department may take immediate, interim steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Superintendent determines that a third-party designee should conduct the investigation, the School Department must provide the investigator with a copy of the sexual harassment policy and investigation procedure.

V. RECOMMENDATION

If an investigation reveals that discriminatory harassment has occurred, the School Department will take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and its effects, and prevent the harassment from recurring. Accordingly, upon completion of an investigation conducted by either School Department personnel or a third-party, the Superintendent will be provided with a written factual report and recommended action.

VI. SCHOOL DEPARTMENT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending student(s), employee. Such discipline may include, but is not limited to, a warning, training, temporary suspension or dismissal/expulsion. Any discipline, and any appeals, will be in accordance with all laws and collective bargaining agreements, if applicable.

The complainant(s) and the respondent will be informed of the results of the investigation in a timely manner. If the investigating party determines that the alleged conduct did not constitute sexual harassment, no disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by the this policy, but that is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

The appeal of any disciplinary action taken will be governed by the applicable collective bargaining agreement.

VII. REPRISAL

The School Department will not tolerate any retaliation against individuals who report alleged sexual harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The School Department will address any may discipline any employee who such retaliation, through steps that could include by are not limited to, discipline.

Comment [UDoE13]: This seems geared toward employees rather than students. I've revised to address students

Comment [UDoE14]: If this is students, would it be the building principal?

Comment [UDoE15]: Again, if students, what actions could be taken?

~~suspension and/or expulsion. Retaliates against any other employee who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.~~

Comment [UDoE16]: See note re: addressing student on student harassment: this is geared toward employees.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Commissioner of Education, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. SEXUAL HARASSMENT AS SEXUAL ABUSE

Under certain circumstances, sexual harassment may constitute sexual abuse under New Hampshire law. In such situations, the School Department shall comply with all applicable laws.

Nothing in this policy will prohibit the School ~~School~~ Department from taking immediate action to protect victims of alleged sexual abuse.

X. TITLE IX COORDINATOR

Joanne Simons
Director of Pupil Services & Instruction and Title IX Coordinator
Portsmouth School Department
1 Junkins Avenue
Portsmouth, NH 03801
(603)431-5080 or (603)610-44

XI. NOTICE OF BY-PASS OF POLICY

Any individual with a sexual harassment complaint may choose to report it directly to either of the following regulatory agencies:

N.H. Commission on Human Rights
2 Chenelle Dr., Concord, NH 03301
Telephone 603-271-2767

US Department of ~~Health & Human Services~~ Education
Office for Civil Rights, Region 1
~~JFK Building, Room 1875~~ 5 Post Office Square
8th Floor, Suite 900
Boston, MA ~~02203~~ 02109
Telephone 617-~~565-1340~~ 289-0111.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 303.01(j), Substantive Duties of School Boards; Sexual Harassment Policy
NH Code of Administrative Rules, Section 306.04(a)(8), Student Harassment

NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment

RSA 354-A:7, Unlawful Discriminatory Practices

*Title IX of the Education Amendments of 1972 and its implementing regulation at
34 C.F.R. Part 106*

JBAA - SEXUAL HARASSMENT – STUDENTS

I. PURPOSE

The purpose of this policy is to maintain a learning environment that is free from sexual harassment as defined below, including sexual violence. .

Sexual harassment is against the law and is against school board policy. Any form of sexual harassment is strictly prohibited.

It is a violation of this policy for any student to harass another student through conduct or communication of a sexual nature, as defined by this policy.

The School Department will investigate all complaints, either formal or informal, verbal or written, of alleged sexual harassment involving students. The School Department will further take steps to address any substantiated allegations of sexual harassment, by taking prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. These steps could include but are not limited to, disciplining any student who sexually harasses or engages in sexual violence toward another student.

II. SEXUAL HARASSMENT DEFINED

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment of students shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of sexual nature when:

- (1) The conduct creates a hostile environment because it is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school board and/or
- (2) The conduct consists of/ includes violence of a sexual nature; and/or
- (3) The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits; and/or
- (4) Submission to or rejections of the conduct or communication is used as the basis for educational decisions affecting a student.

; and/or.

Relevant factors to be considered when determining whether a sexually hostile environment has been created will include, but not be limited to whether: the conduct was sexual in nature; whether the conduct was unwelcome; the type of the conduct, how often it occurred and how long it continued; whether persons subjected to the conduct viewed

the environment as hostile; whether an average reasonable person in the same circumstances as the alleged victim would view the environment as hostile;; the age and sex of the alleged harasser and the subject or subjects of the harassment; whether the alleged harasser was in a position of power over the student subjected to the harassment; the number of individuals involved; where the harassment occurred; and whether there are other incidents of sexual harassment at the school involving the same or other students.

Examples of sexual harassment may include, but not be limited to: physical touching; graffiti of a sexual nature; displaying or distributing sexually explicit drawings, pictures and/or written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual activities in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

III. REPORTING PROCEDURES

1. Any student who believes he or she has been the victim of sexual harassment, or who is aware that someone else may be a victim, should report the alleged act(s) immediately to any School Department employee or the building Principal. If a student initially reports the alleged act to a School Department employee, that employee shall immediately notify the building Principal, who shall then immediately notify the Title IX Coordinator.
2. The Board encourages all students and staff members to use the Report Form available from the Principal, Superintendent or the School Department website. While the use of the formal Reporting Forms is voluntary for complainants, it is mandatory that the building Principals and Title IX Coordinator use this form.
3. In each building, the Principal is the person responsible for receiving oral or written reports of sexual harassment. Upon receipt of a report, the Principal will forward the report to the Title IX Coordinator immediately, without screening or investigating the report. If the report was given verbally, the Principal shall reduce it to written form within 24 hours and then forward it to the Title IX Coordinator. Failure to forward any sexual harassment report or complaint may result in disciplinary action. If the complaint involves the building Principal, complainants may file their concerns directly with the Superintendent; employees who receive a report involving a building Principal should forward the report directly to the Title IX Coordinator.
4. Submission of a complaint or report of sexual harassment will not affect the student's standing in school, grades, work assignments, eligibility for extra-curricular activities or any other aspect of the student's educational program.
5. The School Department will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School Department's legal obligations and the necessity to investigate allegations of sexual harassment and take disciplinary action when the conduct has been substantiated.

IV. INVESTIGATION PROCEDURES

The Title IX Coordinator will authorize an investigation upon receipt of a report or complaint alleging sexual harassment. This investigation may be conducted by trained School Department personnel or by a third-party authorized by the Superintendent. The Title IX Coordinator and Superintendent will ensure that no complaint will be investigated by a person named in that complaint.

Upon the initiation of an investigation, the investigator will provide the complainant and the respondent (the person who is alleged to have engaged in harassment) with notice that:

1. They each have the right to present witnesses and other evidence during the investigation;
2. If the alleged victim(s) of harassment opt to participate in mediation or other informal resolution, they will not be required to work out the problem directly with the alleged perpetrators without appropriate involvement by the School Department. Additionally, such alleged victims will be assured that any informal process can be ended by an alleged victim at any time in order to begin the formal investigation and subsequent stages of the complaint process;
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The investigator will consider the nature of alleged conduct, the surrounding circumstances, the relationship between the parties and the context in which the alleged incidents occurred. Whether particular action(s) or incident(s) constitute sexual harassment requires a determination, based on a preponderance of the evidence, from all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Students who are interviewed may have a parent or other representative present.

In addition, the School Department may take immediate, interim steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment.

If the Superintendent determines that a third-party designee should conduct the investigation, the School Department must provide the investigator with a copy of the sexual harassment policy and investigation procedure.

V. RECOMMENDATION

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VI. SCHOOL DEPARTMENT ACTION

If the investigating party determines that the alleged conduct constituted sexual harassment, the Superintendent may discipline the offending student(s). Such discipline may include, but is not limited to, a warning, suspension or expulsion. Any discipline, and any appeals, will be in accordance with all laws, if applicable.

The complainant(s) and respondent will be informed of the results of the investigation in a timely manner. If the investigating party determines that the alleged conduct did not constitute sexual harassment, no disciplinary action will be taken.

Conduct which does not rise to the level of sexual harassment as defined by this policy, but that is nonetheless inappropriate or in violation of other related Board policies, will be addressed on a case-by-case basis by the Superintendent, who may order the offending employee to engage in some remedial action.

VII. REPRISAL

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Boston, MA 02109
Telephone 617-289-0111.

Legal Reference:

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NH Code of Administrative Rules, Section 306.04(a)(8), Student Harassment

*NH Code of Administrative Rules, Section 306.04(a)(9), Sexual Harassment
RSA 354-A:7, Unlawful Discriminatory Practices*

*Title IX of the Education Amendments of 1972 and its implementing regulation at
34 C.F.R. Part 106*

**THE PORTSMOUTH SCHOOL DEPARTMENT
SEXUAL HARASSMENT AND SEXUAL VIOLENCE
STUDENT REPORT FORM**

General Statement of Policy Prohibiting Sexual Harassment

The School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant: _____

Parent/Guardian: _____

School Building: _____ Grade: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s) _____

Name of person you believe ~~has engaged in sexually harassment or was sexually violent violence toward you:~~

~~Name of person(s) who were the target of the harassment, if any (you, a friend, etc.)~~

Comment [UDoE1]: Revised to reflect that persons can report sexual harassment/violence even if they are not the victim or target

List any witnesses that were present:

of my knowledge and belief.

Complainant Signature: _____ Dated: _____

Received by: _____ Date: _____

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Complainant: _____

Parent/Guardian: _____

School Building: _____ Grade: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s)

Name of person you believe has engaged in sexual harassment or sexual violence:

Name of person(s) who were the target of the harassment, if any (you, a friend, etc.)

List any witnesses that were present:

Where did the incident(s) occur?

Portsmouth Elementary School
Health Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>Personal Safety</i>	<i>Nutrition</i>	<i>Community & Environmental Health</i>	<i>Mental Health</i>	<i>Alcohol, Tobacco & Other Drugs</i>	<i>Human & Growth Development</i>
K-2	<ul style="list-style-type: none"> • Safety Rules – Gym & Playground • Routines for Fire Alarms, Storms, Lock Downs 	<ul style="list-style-type: none"> • Role of Food 	<ul style="list-style-type: none"> • Bully Prevention 			
3-5		<ul style="list-style-type: none"> • Effects of healthful & unhealthful food 		<ul style="list-style-type: none"> • Values & Goals • Uniqueness of self & others 	<ul style="list-style-type: none"> • Effects of Smoking • Refusal Skills 	<ul style="list-style-type: none"> • Social Skills

Portsmouth High School Physical Education
 PE Curriculum Competencies Scope and Sequence 2013

G R A D E	Freshman Physical Education	Physical Education II	Project Adventure	Project Adventure II	Strength Training	Strength Training II	Sports Medicine I	Sports Medicine II
10th		<ul style="list-style-type: none"> History and Rules of the Game Terminology Safety Playing Surface Safety Etiquette Student taught skills and lesson planning project Striking skills Manipulative Skills Throwing Skills Kicking Skills Tournament play Physical Education Decathlon featuring competitions in floor hockey, Frisbee, handball, pickle ball, volleyball, badminton, etc. Sports, Games, skills, and tournaments are determined by time of year the course is taught. 			<ul style="list-style-type: none"> Knowledge of correct lifting procedures Health Related Fitness Principles Major Muscle Groups of the body Anatomy Training Techniques Nutrition One Rep Max Training Methods Vertical / Horizontal Sequence Keeping a weight log Participating in circuit training which focuses on flexibility, muscular strength and endurance and cardiovascular endurance 	<ul style="list-style-type: none"> Knowledge of correct lifting procedures Health Related Fitness Principles Major Muscle Groups of the Body More Extensive discussions with kinesiology and muscle actions. Training Techniques similar to Strength Training Nutrition Hydration, Fats, Proteins, Carbohydrates Sport Specific Student Program Design Creation DVD led circuit training sessions 	<ul style="list-style-type: none"> Anatomy Basic First Aid Vital Signs Terms of position and directions Gate Basic Taping Techniques 	<ul style="list-style-type: none"> Anatomy Range of Motion Mechanism of Injury Common Injuries Joint and Muscle Testing More practical exams

Portsmouth High School Elective Physical Education

Elective PE Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>YogaFitt</i>	<i>Aquatics</i>
11 + 12	<ul style="list-style-type: none"> • YOGA poses, sequences , movement and flexibility • Toning and strengthening exercises • Functional Fitness cards • Circuits and stations • Introduce and practice aerobic activities throughout the term to build endurance, and cardiac strength. 	<ul style="list-style-type: none"> • American Red Cross Stroke development and practice • Strokes; front crawl, back crawl, breaststroke, elementary backstroke, back crawl, sidestroke, butterfly • Entry and exit skills • Water safety skills • AHA CPR/AED training and certification • Aquasize activities

Portsmouth High School Elective Physical Education

Elective PE Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>Physical Education II</i>	<i>Project Adventure</i>	<i>Project Adventure II</i>	<i>Strength Training</i>	<i>Strength Training II</i>	<i>Sports Medicine I</i>	<i>Sports Medicine II</i>
11 + 12	<ul style="list-style-type: none"> • History and Rules of the Game • Terminology • Safety • Playing Surface Safety • Etiquette • Student taught skills and lesson planning project • Striking skills • Manipulative Skills • Throwing Skills • Kicking Skills • Tournament play • Physical Education Decathlon featuring competitions in floor hockey, Frisbee, handball, pickle ball, volleyball, badminton, etc. • Sports, Games, skills, and tournaments are determined by time of year the course is taught 	<ul style="list-style-type: none"> • Full Value Concept • Communication Skills • Cooperative Skills • Problem Solving Skills • Building Trust, Respect, Self-Confidence • Icebreakers • Energizers • Team building challenges • Outdoor Low and High Ropes Elements • Belaying fundamentals • Equipment identification • Climbing and Belaying Safety protocols • Outdoor Climbing Olympics 	<ul style="list-style-type: none"> • Full Value Concept • Communication Skills • Cooperative Skills • Problem Solving Skills • Building Trust, Respect, Self-Confidence • Icebreakers • Energizers • Team building challenges • Indoor Low and High Ropes Elements • Belaying fundamentals • Equipment identification • Climbing and Belaying Safety protocols • Advanced skills in tying knots • Course management of setting up elements and taking them down. • Indoor Climbing Olympics 	<ul style="list-style-type: none"> • Knowledge of correct lifting procedures • Health Related Fitness Principles • Major Muscle Groups of the body • Anatomy • Training Techniques • Nutrition • One Rep Max • Training Methods • Vertical / Horizontal Sequence • Keeping a weight log • Participating in circuit training which focuses on flexibility, muscular strength and endurance and cardiovascular endurance 	<ul style="list-style-type: none"> • Knowledge of correct lifting procedures • Health Related Fitness Principles • Major Muscle Groups of the Body • More Extensive discussions with kinesiology and muscle actions. • Training Techniques similar to Strength Training • Nutrition • Hydration, Fats, Proteins, Carbohydrates • Sport Specific Student Program Design Creation • DVD led circuit training sessions 	<ul style="list-style-type: none"> • Anatomy • Basic First Aid • Vital Signs • Terms of position and directions • Gate • Basic Taping Techniques 	<ul style="list-style-type: none"> • Anatomy • Range of Motion • Mechanism of Injury • Common Injuries

Portsmouth High School Physical Education

PE Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>Freshman Physical Education</i>							
9th	<ul style="list-style-type: none"> • History and Rules of the Game • Terminology • Basic Strategies • Playing surface safety • Etiquette • Tournament Types • Scoring methods • Multiple small game practice activities • Striking skills • Manipulative Skills • Throwing Skills • Kicking Skills • Teambuilding Activities • High Ropes Climbing • Proper Weight Room Etiquette and Equipment Use 							

Portsmouth Middle School Physical Education

PE Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>Motor Skills/ Movement Patterns</i>	<i>Concepts/ Strategies</i>	<i>Fitness</i>	<i>Personal/ Social Behavior</i>	<i>Value of Physical Activity</i>
6th	<ul style="list-style-type: none"> • Review overhand throwing skills • Review underhand throwing skills • Review catching skills • Review striking with racquets backhand and forehand (tennis and badminton) • Review kicking skills (soccer and flag football) • Introduce volley, bump, set, serve • Combine and apply various locomotor movements in activities, small –sided games and fitness challenges 	<ul style="list-style-type: none"> • Introduce basic defensive concepts/strategies • Introduce basic offensive concepts/strategies • Introduce appropriate methods of communication (in games and activities) 	<ul style="list-style-type: none"> • Introduce basic physical activity knowledge • Provide a variety of ways to engage in physical activity (invasion, court and field games) • Introduce and practice Physical Best Fitness assessments 	<ul style="list-style-type: none"> • Introduce personal responsibility concepts • Introduce feedback and the ability to receive it. • Introduce cooperative concepts • Introduce safety concepts 	<ul style="list-style-type: none"> • Introduce challenge by choice concepts • Introduce Project Adventure concepts and skills • Introduce self-expression and enjoyment of physical activity • Introduce social interaction concepts
7th	<ul style="list-style-type: none"> • Develop mature overhand throw pattern • Develop mature underhand throw pattern • Review backhand and forehand throwing skills • Introduce advanced overhand throwing skills • Develop catching and throwing skills • Develop striking skills with a variety of racquets and field and floor hockey sticks • Develop volley, bump, set, serve skills • Combine and apply various locomotor movements in activities, games and fitness challenges 	<ul style="list-style-type: none"> • Review basic offensive and defensive concepts/strategies • Introduce team offensive and defensive concepts/strategies • Develop communication and sportsmanship skills 	<ul style="list-style-type: none"> • Review basic physical activity knowledge • Participate in a variety of game like activities (invasion, field and court) • Encourage daily engagement in physical activity • Introduce ways to seek out physical activity • Participate and compare Physical Best Fitness assessment scores 	<ul style="list-style-type: none"> • Review personal responsibility • Receive constructive feedback • Develop ability to work cooperatively • Develop personal/class safety concepts 	<ul style="list-style-type: none"> • Review challenge by choice concepts • Review Project Adventure concepts and skills • Review self expression and enjoyment of physical activity • Review social interaction concepts

Portsmouth Middle School Physical Education

PE Curriculum Competencies Scope and Sequence 2013

Portsmouth Middle School Physical Education

PE Curriculum Competencies Scope and Sequence 2013

8th	<ul style="list-style-type: none"> • Refine throwing patterns(overhand and underhand) • Refine throwing and catching skills • Refine kicking skills (Soccer and flag football) • Refine striking skills with a variety of implements (tennis, badminton, pickle ball, floor hockey) • Refine volley, bump, set, and spike skills (volley and nitro ball) • Combine and apply various locomotor movements in activities, games and fitness challenges 	<ul style="list-style-type: none"> • Develop offensive and defensive concepts and strategies and apply techniques in activities and games • Review team concepts/ Strategies • Refine team communication and skills 	<ul style="list-style-type: none"> • Refine and apply physical activity knowledge (invasion, field and court games) • Encourage engagement in physical activity • Review ways to seek out physical activity outside of school • Participate and analyze Physical Best Fitness results • Practice and discuss health related fitness concepts 	<ul style="list-style-type: none"> • Develop ability to accept personal responsibility • Receive and provide constructive feedback • Refine ability to work cooperatively • Refine ability to practice personal/class safety 	<ul style="list-style-type: none"> • Develop the ability to challenge oneself • Develop and apply skills learned through Project Adventure units • Develop ability to express oneself • Develop enjoyment of physical activity • Develop the ability to interact in a positive social manner.
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Portsmouth High School Health Education
Health Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>Family Life, Relationships, and Sexuality</i>	<i>Chemical Awareness</i>	<i>Personal Behavior</i>	<i>Mental Health</i>	<i>Relationships Course</i>
10th	<ul style="list-style-type: none"> • Anatomy • Risk behaviors • Sexual response cycle • STD's, STI's • Birth control • Abstinence • Refusal skills • Relationships • Gender roles • Sexual orientation • Local resources/support services • Gender identity • Decision making 	<ul style="list-style-type: none"> • Drug categories <ul style="list-style-type: none"> ➤ CNS Depressants ➤ CNS Stimulants ➤ Opiates ➤ Cannabinols ➤ Hallucinogens ➤ Solvents ➤ Other • Refusal skills • Laws • Local support services • Addiction • YRBS Survey results • Harm reduction 	<ul style="list-style-type: none"> • Health Triangle • Wellness Wheel • Health Continuum • Risk behaviors • Goal setting/action plan • Refusal skills • Communication skills • Decision making skills • Character • Physical health • Mental health • Social health • Health influences • Abstinence • Stress management skills • Core ethical values 	<ul style="list-style-type: none"> • Hierarchy of Needs • Personality • Modeling • Development Assets • Positive Identity • Stressors • Stress response system • Depression • Anxiety • Suicide • Resiliency • Mental health disorders • Local support services/resources • Stress Management 	<ul style="list-style-type: none"> • Group Building • Family • Friends • Relationship Theories • Relationship Skills • Relationship Problems

Portsmouth Middle School Health Education
Health Curriculum Competencies Scope and Sequence 2013

G R A D E	<i>Alcohol and other Drugs</i>	<i>Injury Prevention</i>	<i>Nutrition</i>	<i>Family Life and Sexuality</i>	<i>Tobacco Use Prevention</i>	<i>Mental Health</i>	<i>Personal and Consumer Health</i>	<i>Community and Environ-mental Health</i>
6th	<ul style="list-style-type: none"> • Use/safety of OTC and Prescription Drugs • Analyze dangers of alcohol • Refusal skills and avoiding the pressures to use AOD 	<ul style="list-style-type: none"> • The role of the first responder • Demonstrate Hands only CPR/AED • Poisoning, illnesses and injuries • Safety Equipment 	<ul style="list-style-type: none"> • The six essential nutrients • Interpret nutrition labels • Limiting beverages high in processed sugars 	<ul style="list-style-type: none"> • Identify the dangers of risky sexual behaviors 	<ul style="list-style-type: none"> • Influences of Tobacco use • Benefits of a Tobacco free lifestyle • Dangers, pressures, and experiments with other tobacco forms 	<ul style="list-style-type: none"> • Factors that contribute to self-esteem • Self-esteem building skills • Advocate for their personal health 	<ul style="list-style-type: none"> • Practice appropriate hygiene habits • Appropriate amounts of sleep and rest • Sun safety 	<ul style="list-style-type: none"> • Understand environmental health factors and risks • Protecting the environment
7th	<ul style="list-style-type: none"> • Effects of drug use on the body • Analyze and practice refusal skills • Effects/stages of alcoholism and addiction • Project Alert 11 lessons 	<ul style="list-style-type: none"> • First responder help • Demonstrate refusal skills • Dangers of riding with an UTI driver • Use of safety equipment 	<ul style="list-style-type: none"> • Include the six nutrients in diets • Healthy snack labels • BMI and overall health 	<ul style="list-style-type: none"> • AOD use and sexual behavior • Avoid engaging and pressuring others in sexual behaviors 	<ul style="list-style-type: none"> • The respiratory system • Risks/legal factors of tobacco use • Tobacco free environments 	<ul style="list-style-type: none"> • Stressors and the body reactions • Healthy friendships /relationships • Coping strategies 	<ul style="list-style-type: none"> • Daily brushing and flossing • Practice appropriate hygiene habits • Media influences on health and diet products 	<ul style="list-style-type: none"> • Recognize the value of a safe and healthy environment • Importance of a healthy environment • Relationship between environment, disease, & health

G R A D E	<i>Alcohol and other Drugs</i>	<i>Injury Prevention</i>	<i>Nutrition</i>	<i>Family Life and Sexuality</i>	<i>Tobacco Use Prevention</i>	<i>Mental Health</i>	<i>Personal and Consumer Health</i>	<i>Community and Environmental Health</i>
8 th	<ul style="list-style-type: none"> • ATOD /Drug free lifestyle choices • Drug addiction and cessation treatment • Refusal skills for risky situations • Reliable resource usage • Project Alert 3 lessons 	<ul style="list-style-type: none"> • Refusal skills for ATOD and other risky behaviors • Practice Refusal Skills • Drowning safety and safety equipment 	<ul style="list-style-type: none"> • Benefits of the 6 nutrients • Reliable information sources • Evaluate diets and goals to improve 	<ul style="list-style-type: none"> • Communicate effectively • Health relationships • Risky sexual behaviors • Consequences of pregnancy • Abstinence and reliable information 	<ul style="list-style-type: none"> • Tobacco free benefits • Risky decisions, advertising and media influences • Role models • Health alternatives 	<ul style="list-style-type: none"> • Expressing and sharing emotions • Mental illnesses • Obtaining assistance 	<ul style="list-style-type: none"> • Learning and maintaining personal hygiene habits • Sun safety practices 	<ul style="list-style-type: none"> • Healthy environment • practices • Influences of technology • Technology and internet safety • individual responsibility for the health of the environment

Update on 9-12 Math Program



PORTSMOUTH SCHOOL BOARD

9/23/14

Overview of Presentation



- Benchmarking our Progress
- How does New Hampshire Compare?
- How do we compare with NH?
- How are we going to improve?

Key Message



- Benchmarking our progress with multiple data points to achieve excellence
- Not a question of whether we *need* to improve, but rather *how* to improve
- Improvement strategies to go from *poor* to *fair* are different from the improvement strategies to go from *good* to *great* or *great* to *excellent* (McKinsey Report, 2010)

NAEP- How Does NH Compare?



Grade 4 Math Snapshot

http://www.education.nh.gov/instruction/assessment/naep/documents/snapshot_gr4_math13.pdf

Grade 8 Math Snapshot

http://www.education.nh.gov/instruction/assessment/naep/documents/snapshot_gr8_math13.pdf

Grade 12 Math Snapshot

http://www.education.nh.gov/instruction/assessment/naep/documents/snapshot_gr12_math13.pdf

NECAP

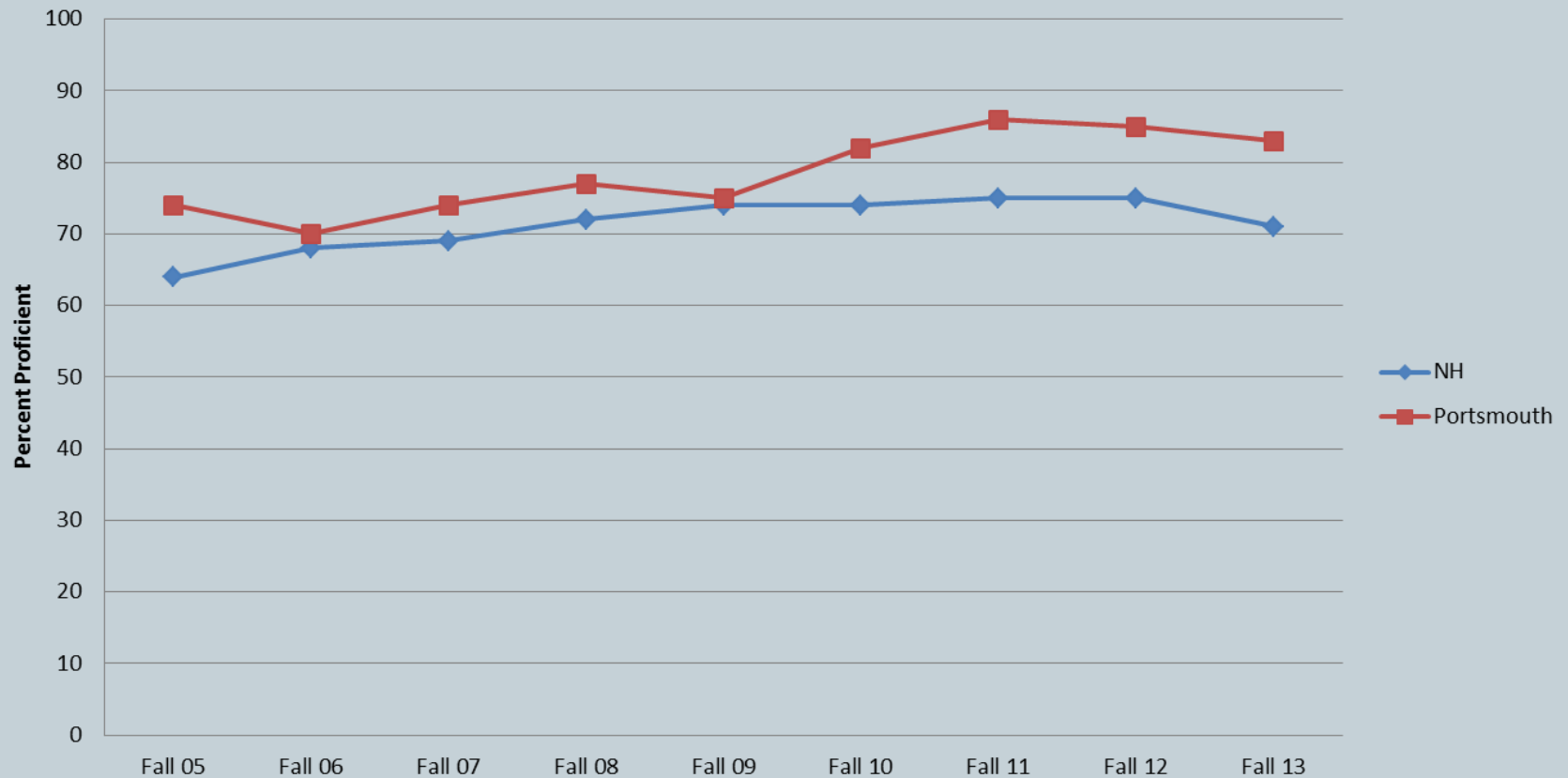


- New Hampshire consistently scored at the top of the states administering the New England Common Assessment Program (NECAP) in Mathematics (Vermont, Rhode Island, Maine)

NECAP- How do we compare with NH?



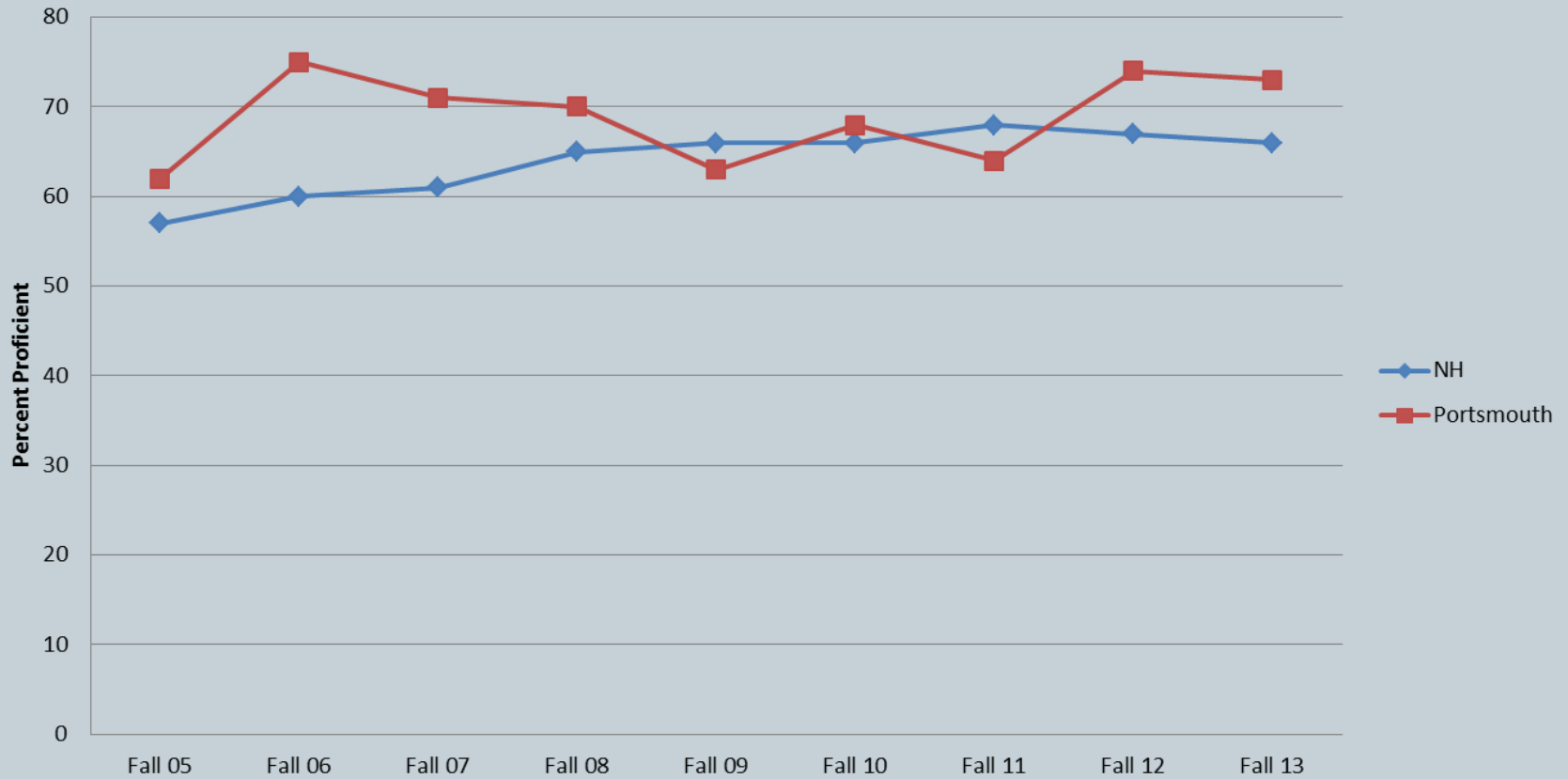
Elementary Math



NECAP- How do we compare with NH?



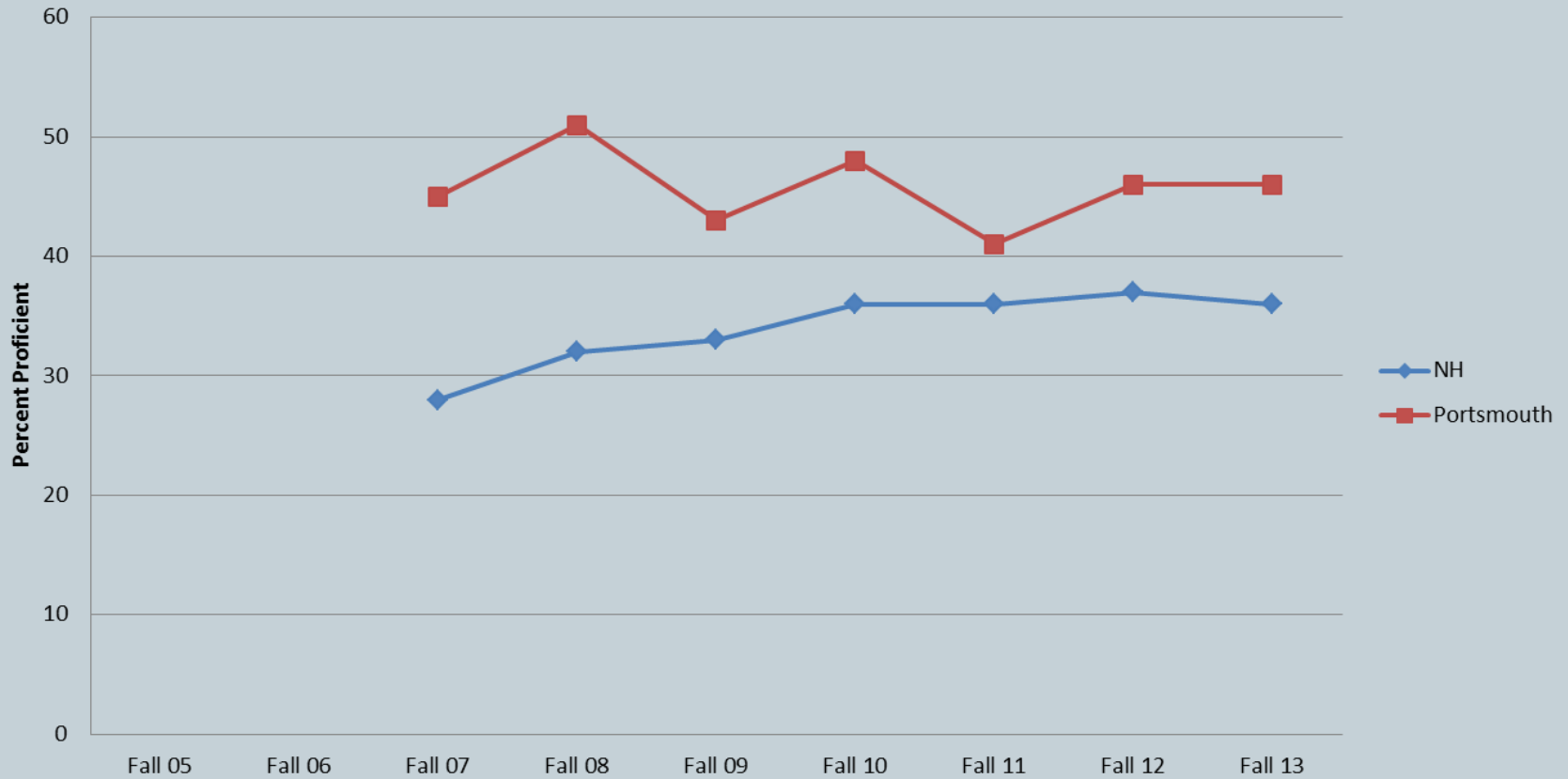
Middle School Math



NECAP- How do we compare with NH?



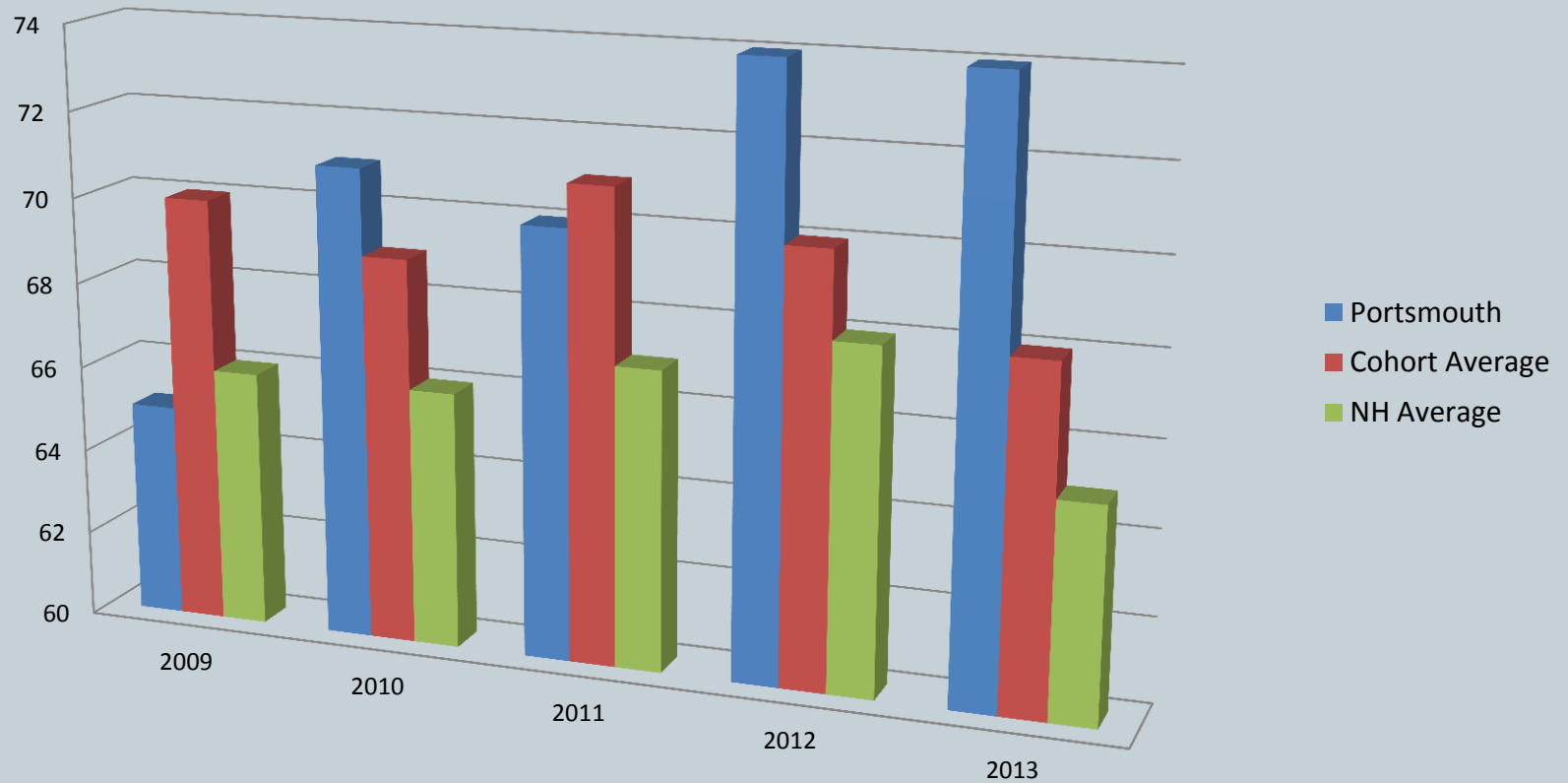
11th Grade Math



Old Cohort (Oyster River, Merrimack Valley, Conval, Gov. Wentworth)



2013 Cohort Math



New Cohort

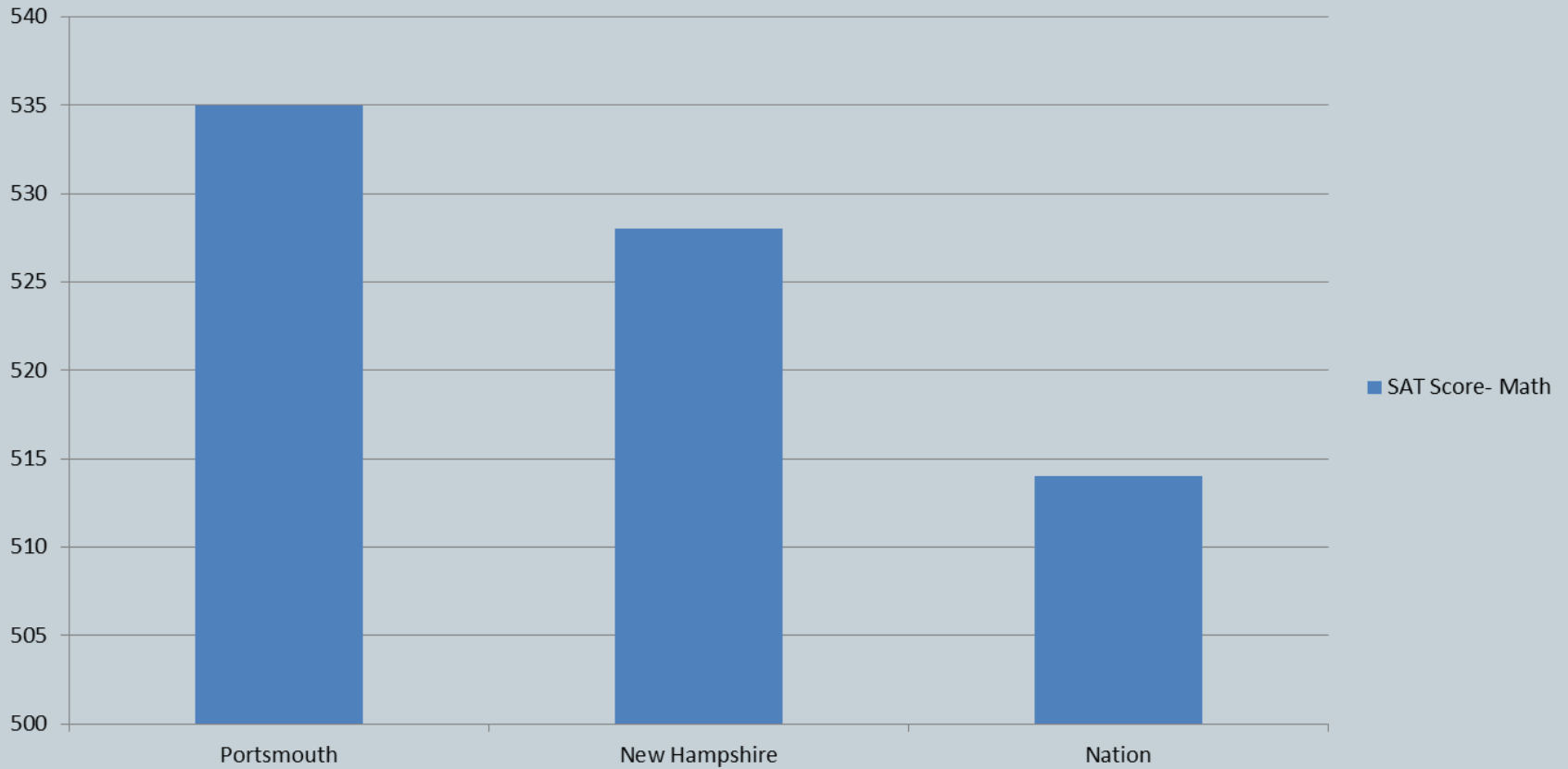


School	Size	Free & Reduced	13-14 NECAP	Two-year Drop-out Rate	Post- Secondary Rate	Class of 2013 SAT Scores	AP Courses	AP Exams % Seniors Taken v. Passed	US News & World Rank
Exeter High	1,740	11.2%	R: 90% M: 56% W: 69%	FY 12: 1.23% FY 13: 0.34%	75.9%	R: 527 M: 532 W: 527	13	27% 23%	#7
Goffstown High	1,146	15.8%	R: 90% M: 48% W: 73%	FY 12: 2.09% FY 13: 2.03%	74.5%	R: 527 M: 532 W: 527	10	35% 25%	#4
Hanover High	730	2.8%	R: 81% M: 68% W: 56%	FY 12: 0.00% FY 13: 0.27%	92.1%	R: 609 M: 611 W: 602	0	28% 24%	#5
Oyster River High	672	7.4%	R: 87% M: 57% W: 61%	FY 12: 0.15% FY 13: 0.00%	86.3%	R: 559 M: 563 W: 550	9	29% 27%	Not Ranked
Portsmouth High	1,129	22.1%	R: 82% M: 46% W: 59%	FY 12: 0.54% FY 13: 0.53%	82.4%	R: 529 M: 535 W: 525	9	27% 20%	#8

SAT Math



SAT Score- Math



ACT Plan Assessment



- Assessment used for college planning
- New to PHS last year
- PHS students score above the national average in mathematics.

New Hampshire College and Career Readiness Standards

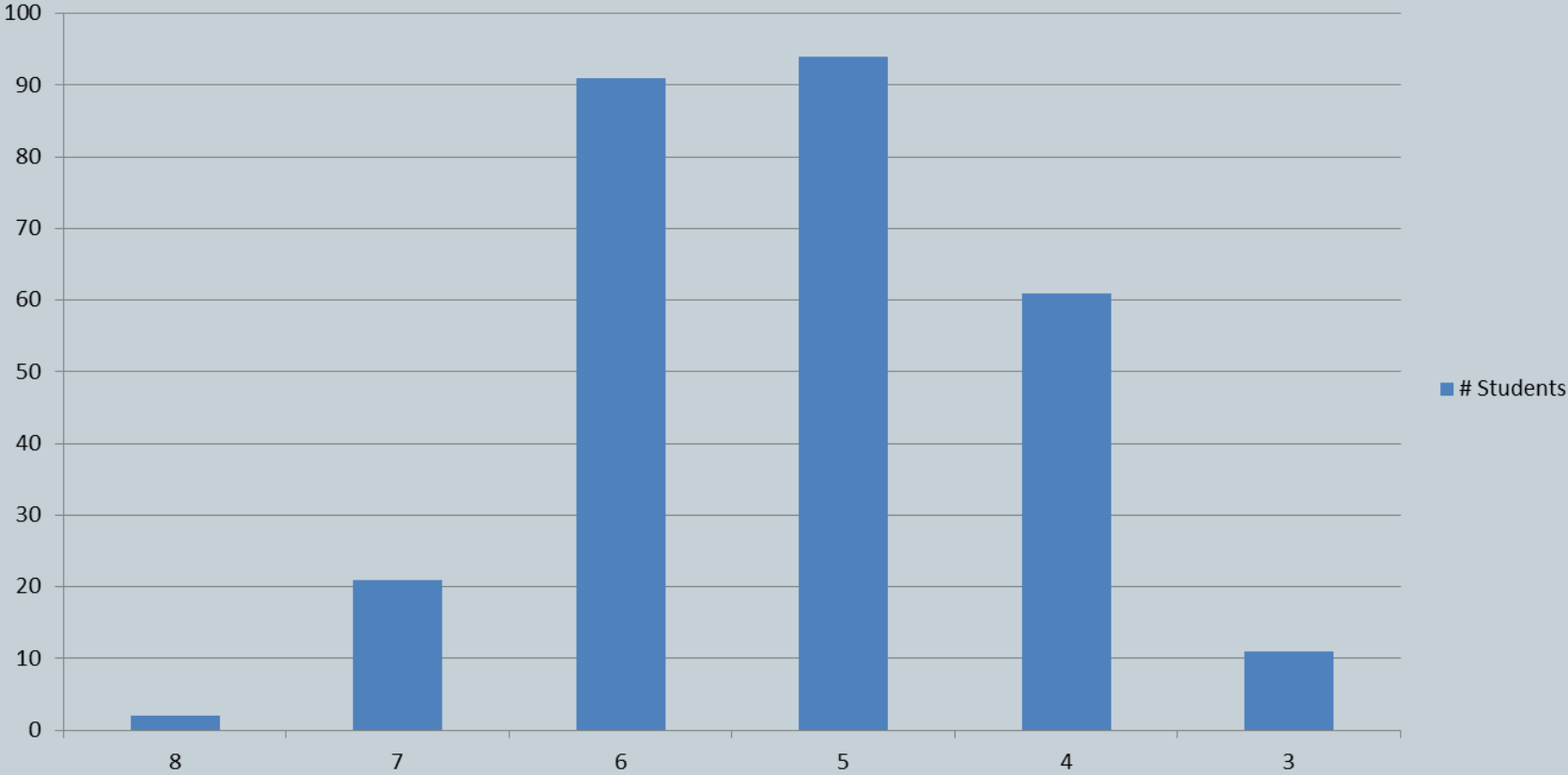


- Re-aligned SAT to Common Core Standards
- Expectation for four years of math
- Expectation for course beyond Algebra II
- NH Minimum Standards (3 credits, Algebra I)

Over 90% of students took more than three math classes



Number of Math Courses for Class of 2014



PHS AP 2014



- 43 AP Exams taken in Calculus BC
- 41 AP Exams taken in Statistics
- 69% scoring a 3, 4, or 5

Improvement Strategy



- More formative assessment at the high school level
 - 9th Grade College Board RediStep
 - 10th Grade ACT Plan
 - 11th Grade PSAT
- Course sequence expectations
- High School Algebra I, Geometry, Algebra II, fourth course
- College Math
- Good to Great- Peer-based learning (PLCs), experimentation, and innovation

Questions and Comments



