

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR NOVEMBER 12, 2014

CITY HALL, SCHOOL BOARD CONFERENCE ROOM

PORTSMOUTH, NH

DATE: WEDNESDAY, NOVEMBER 12, 2014

TIME: 7:00 PM [or thereafter]

- I. **CALL TO ORDER** – Chair Stevens called the meeting to order at 7:04 p.m.
- II. **ROLL CALL** – LESLIE STEVENS (CHAIR), DEXTER LEGG (VICE-CHAIR), ANN WALKER, TOM MARTIN, PATRICK ELLIS, JEFF LANDRY, LENNIE MULLANEY, NANCY CLAYBURGH, GARY EPLER, EDWARD MCDONOUGH (SUPERINTENDENT), STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT), STEPHEN BARTLETT (BUSINESS ADMINISTRATOR), OLIN JOHANNESSEN (EMPLOYEE REPRESENTATIVE) AND JULIA ADLER (STUDENT REPRESENTATIVE)
- III. **INVOCATION** – Mr. Sal Grasso, a guidance teacher at Portsmouth High School for over 40 years, recently passed away. Ms. Walker requested a moment of silence.
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the pledge of allegiance.
- V. **ACCEPTANCE OF MINUTES**
 - a. OCTOBER 28, 2014
MOTION: Motion to accept the regular meeting minutes of October 28, 2014 by Mr. Martin
SECOND: Ms. Walker
DISCUSSION:
VOTE: Unanimously Approved
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATION**
 - a. PHS ECO CLUB – Students Madison Morris, Jordan Garrett and Wiley Hundertmark presented a PowerPoint, encouraging Board Members to consider adopting a sustainability policy. Students reviewed the club’s mission and past sustainability efforts at Portsmouth High School including: paper recycling efforts, construction of a rain garden and carbon gardens, and raising \$15,000 to purchase solar panels for the science wing. Three new programs this year are “Trashless Tuesdays” where students collect compostable foods in the cafeteria after lunchtime, a rooftop garden, and a greenhouse being designed and built by students. If the Board were to adopt a sustainability policy, students believe it will create district wide balance to ensure that all students receive a cohesive message. The adoption of widespread goals and actions would lead to successful campaigns and would create lasting results. A recent survey shows that PHS students are ready, willing and committed to making changes. Students finished their presentation by sharing a sample policy with Board members and answering questions.
- VIII. **SUPERINTENDENT’S REPORT**
 - a. ITEMS OF INFORMATION
 - i. SUPERINTENDENT’S UPDATE NOVEMBER 2014

- ii. POLICY COMMITTEE MINUTES FROM NOVEMBER 2014
 - iii. MATERIALS SHARED AT NOVEMBER 5, 2014 JOINT BUDGET COMMITTEE MEETING
 - iv. DRAFT OF PROPOSED FY 16 BUDGET MEETING SCHEDULES FOR BOTH SCHOOL AND CITY PROCESS
 - v. HANOVER'S EDUCATIONAL LEADERSHIP PROGRAM AT TUCK, JUNE 2014 – Three to six administrators have been invited to participate in a leadership program at Tuck School of Business at Dartmouth this coming summer.
- b. CORRESPONDENCE
- i. THANK YOU FROM EdCampSeacoast
- c. ADDITION – Ms. Stevens announced that Ms. Clayburgh and Mr. Landry will be serving on the Joint Budget Committee. Ms. Mullaney will attend if Mr. Landry or Ms. Clayburgh is unable to attend. Board members asked clarifying questions surrounding the newly formed committee.
- d. ADMINISTATOR REPORTS
- i. PRINCIPAL LYONS, PHS – Principal Lyons reported a busy beginning of the school year, highlighting testing information, athletics, recent and upcoming band and chorus performances, guidance department college workshops, the Clipper Pride's Responsible Citizenship program and other student driven activities including the new mentor program and Spirit Week. Board Members followed up with questions and comments.
 - ii. DIRECTOR CANADA, CTE – Director Canada reported a busy, yet positive beginning of school including an update on the new Hospitality and Tourism Management program and how changed to the Early Childhood Education program are resulting in non-traditional students enrolling.

Ms. Canada reported that the technology center is up for review, much like the NEASC process recently completed at Portsmouth High School. CTE teachers have spent the last year immersed in a self-study, answering indicators and preparing for the visit scheduled for March 17 and 18 of 2015.

Ms. Canada also reported that Mr. David Lilly and Ms. Pam Wiggin recently took Auto II students to a top certified program in the country. Once there, Mr. Lilly was pleased to find that three of the highest-ranking students graduated from Portsmouth High School. All three students how prepared they were because they had taken Auto I and II at PHS.

Chef Long has been nominated Culinary Educator of the Year.

Smart Goal continues to focus on student soft skills. Each teacher is assessing what works for their subject area within the timeframe that students attend a program. Board Members followed up with questions and comments.

IX. OLD BUSINESS

- a. **CONSIDERATION AND APPROVAL OF POLICY (JKAA) USE OF RESTRAINTS AND SECLUSION (2nd READING)**

MOTION: Motion to accept policy JKAA – Use of Restraints and Seclusion by Mr. Ellis

SECOND: Mr. Epler

DISCUSSION:

VOTE: Unanimously Approved

X. NEW BUSINESS

- a. **CONSIDERATION AND APPROVAL TO ADJUST DECEMBER 23, 2014 TO EARLY DISMISSAL**

MOTION: Motion to approve to adjust December 23, 2014 to an early dismissal by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously Approved

XI. COMMITTEE UPDATES

XII. FUTURE AGENDA ITEMS

- a. **WORKSHOP ON LISTER ACADEMY SUSTAINABILITY, NOVEMBER 25**
b. **WORKSHOP: FY 16 BUDGET DEVELOPMENT GUIDELINES & PRIORITIES**
c. **WORKSHOP ON LATER START AT SECONDARY LEVEL, DECEMBER 9**

- XIII. ADJOURNMENT** - Motion to adjourn at 8:26 p.m. by Mr. Martin and seconded by Ms. Walker

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR NOVEMBER 25, 2014

DONDERO ELEMENTARY

PORTSMOUTH, NH

DATE: TUESDAY, NOVEMBER 25, 2014

TIME: 7:00 PM [or thereafter]

- I. **CALL TO ORDER** – Chair Stevens called the meeting to order at 7:06 p.m.
- II. **ROLL CALL** LESLIE STEVENS (CHAIR), DEXTER LEGG (VICE-CHAIR), ANN WALKER, TOM MARTIN, PATRICK ELLIS, JEFF LANDRY, LENNIE MULLANEY, GARY EPLER, NANCY CLAYBURGH, EDWARD MCDONOUGH (SUPERINTENDENT), STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT) AND STEPHEN BARTLETT (BUSINESS ADMINISTRATOR)
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the Pledge of Allegiance.
- V. **PUBLIC COMMENT**
- VI. **SPECIAL PRESENTATION: RESPONSE TO INTERVENTION: SUCCESS AT DONDERO** – Principal Callahan and Ms. Aista Kazlauskas (Grade 2) provided a Response to Intervention (RTI) update and its impact in the classroom. Since last year, 44 students have received RTI for academic and behavior intervention, with 33 receiving targeted reading instruction. Twenty one (21) students made an entire years growth. Through RTI efforts, only four students out of the 44 needed special education services, clearly showing that efforts in place are preventing the need for special education services. By reviewing data patterns, teachers are better determining how to provide targeted instruction to each student.

To increase literacy intervention, classroom teacher schedules were adjusted to allow time for the literary team to better support students. Each case manager’s background, knowledge and specific skillset were matched to each student’s needs. Classroom schedules were then created considering these new intervention schedules to assure core curriculum would not be disrupted. Feedback from teachers brought to light the need for more user-friendly tools to collect data and a more practical RTI referral forms that was easier for parents to understand. Ms. Kazlauskas reported that the biggest shift in thinking for teachers is understanding that their role is an integral part in the RTI process. Although there is more work for teachers during their prep time, the successes of supporting students earlier and better are well worth the effort. Board members followed up with questions and comments.
- VII. **SUPERINTENDENT’S REPORT**
 - a. **ITEMS FOR INFORMATION**
 - i. *BOARD & ADMINISTRATOR*, NOVEMBER 2014
 - ii. INVITATIONS TO PARTICIPATE IN PORTSMOUTH HIGH SCHOOL AND MIDDLE SCHOOL PRINCIPAL SEARCHES & TIMELINES
 - iii. SCHOOL FACILITIES CAPITAL IMPROVEMENT PLAN
 - b. **CORRESPONDENCE**
 - i. USDA LETTER OF CONGRATULATIONS TO ELEMENTARY SCHOOLS FOR BRONZE AWARD –USDA *HEALTHIER US* SCHOOL CHALLENGE

VIII. OLD BUSINESS

- a. **WORKSHOP: LISTER ACADEMY SUSTAINABILITY** – Lister Academy serves a diverse population extremely well, paying for the program through out of district tuition. Principal Roy stated that if RJLA is to continue supporting this particular student population, two questions need to be answered. Can we educate students in-district for less than the cost of transporting/tuitioning out of district? If so, how do we provide transparent financial stabilization given the current state of declining, dependable out of district options?

RJLA has three funding components: budgeted tuition in the general fund for Portsmouth students, SAU 50's agreed upon contribution, and tuition received from out of district students. When the program first opened, out of district students were being turned away. By FY08, the student population was divided 50/50 with Portsmouth and students outside of Portsmouth. By FY10, out of district funding levels began to decline. The next few budget cycles were offset by efforts in repurposing funds and a balance carry over. In FY12, carry over funds were gone and Mr. Bartlett found it necessary to transfer funds.

Some factors in RJLA's enrollment reduction include the development of in-district alternative options by home districts, successful RTI efforts, and the implementation of new CHINS and truancy petition regulations. The last factor is the inherent disruption in the lives of this particular student population. Principal Roy has made as many adjustments in staffing and the operating budget as possible, going so far as to personally assume the guidance role. Further cuts could not assure student safety.

As of today, RJLA enrollment consists of four (4) out of district students with two more scheduled to arrive in December. Due to reductions and the complexity of this population, the district normally caps Portsmouth students at fourteen (14). Currently twenty (20) Portsmouth students attend RJLA with two (2) on the waiting list. Total enrollment is capped at twenty six (26).

Students who attend RJLA are students with needs exhausted by all available alternative programming and the court system. Principal Roy does not believe, as district and government budgets get tighter, that funding issues or being able to forecast enrollment will get better under the current model. Board members followed up with the following questions: Is data available to show different cost options for the services provided our own students? Are students better off remaining in the district in which they live despite cost? Could there be savings in relocating the program? What resources would Principal Roy like to see added? What do students do after graduation? What is the dropout rate? Have we compiled financial information from other districts to see if they are experiencing the same issues?

RJLA's original financial model allowed the district to build out an operating model, which unfortunately, will never come back. The district must assume that programming will become self-funded going forward and should look to create a new operating model that is appropriate and assures that each Portsmouth student receives the services necessary to become successful after graduation.

- b. **WORKSHOP SESSION: DISCUSSION OF FY 2016 BUDGET GOALS** – Superintendent McDonough shared a memo addressing the loss of grant funding and reminded the Board that the district's 21st Century grant will soon expire. Energy costs have far exceeded the current year's budget and are expected to increase dramatically next year. Traditional fixed costs, such as teacher retirement and health insurance, continue to rise as well. City Manager Bohenko has asked city departments to provide a status quo budget by December 17th. Board members then discussed laying out areas that over time the Board would like to focus on to become the best district in New Hampshire.

IX. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF TENTATIVE AGREEMENT WITH SCHOOL CUSTODIANS, AFSCME, LOCAL #1386

MOTION: Motion to accept policy JKAA – Use of Restraints and Seclusion by Mr. Walker

SECOND: Mr. Martin

DISCUSSION:

VOTE: Unanimously Approved

- b. CONSIDERATION AND APPROVAL OF TENTATIVE AGREEMENT WITH PORTSMOUTH PARAPROFESSIONAL ASSOCIATION

MOTION: Motion to approve tentative agreement with Portsmouth Paraprofessional Association by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously Approved

- c. CONSIDERATION AND APPROVAL OF EXTENDING PRIMEX PROPERTY AND LIABILITY INSURANCE THROUGH FY 2017

MOTION: Motion to approve extending Primex Property and Liability Insurance through FY 2017 by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously Approved

X. COMMITTEE UPDATES

XI. FUTURE AGENDA ITEMS

- a. WORKSHOP ON LATER START AT SECONDARY LEVEL, DECEMBER 9
b. FY 16 BUDGET PRESENTATION: JANUARY 13, 2015

XII. ADJOURNMENT - Motion to adjourn at 8:40 p.m. by Ms. Walker, seconded by Mr. Martin.



Phone: (603) 228-2061
or (800) 272-0653
Fax: (603) 228-2351

<http://www.nhsba.org>

Board of Directors

Dr. Anthony Pastellis
President, Rochester

John Falconer
1st Vice-President, Colebrook

Don Austin
2nd Vice-President, Somersworth

Jack Widmer
Immediate Past President, Gov. Wentworth

To: NHSBA Member School Board Chairs
From: Ted Comstock, Executive Director and General Counsel
Date: November 21, 2014
RE: NHSBA Resolutions for 2015

I am pleased to enclose copies of the newly Proposed Resolutions for 2015, the Proposed Continuing Resolutions, and the NHSBA Policies, Resolutions, and Statements of Belief Manual. Here's a preview of the role that each will play in the 2015 Delegate Assembly.

2015 NHSBA Delegate Assembly

The Proposed Resolutions include Continuing Resolutions of the Association, which have been previously adopted, as well as newly proposed resolutions for 2015 submitted by member school boards. Please include these Proposed Resolutions as an item on your school board agenda to help your board's delegate identify how to represent your school board at the NHSBA Delegate Assembly. This year's Delegate Assembly will be held on Saturday, January 10, 2015, from 9:45a – 3:00p at the Center at Triangle Park (formerly the LGC) in Concord. The NHSBA Resolutions will instruct our efforts as we work with the Legislature in the upcoming Session.

The Policies, Resolutions and Statements of Belief Manual contains standing resolutions of the Association that have been adopted for at least three continuous years. This Manual has previously been sent to you when the "Call for Resolutions" went out in August. We encourage you to review the Manual prior to the Delegate Assembly. The Manual can be accessed on the NHSBA website, www.nhsba.org, and will be available at the Delegate Assembly. There will be no action on any of the standing resolutions contained in the Manual, unless specifically brought to the floor by action of the Assembly.

Registration information for the NHSBA 2015 Delegate Assembly is enclosed and is also posted on the NHSBA Web site (www.nhsba.org/calendar.asp). Also enclosed is the schedule for the day, which includes great morning sessions on the most critical and timely issues facing school boards in our State. Please register your Delegate early to attend this most important conference. I look forward to seeing you there!

cc: School District Superintendents

Executive Director
Dr. Theodore E. Comstock
sklesq@aol.com
NH School Boards Association
25 Triangle Park Drive, Suite 101
Concord, NH 03301



2015 NHSBA DELEGATE ASSEMBLY

It is time for the 2015 NHSBA Delegate Assembly. This meeting informs the NHSBA legislative efforts for the next year, and allows your Board an opportunity to vote on statewide issues. We need at least one delegate from each NHSBA member board to attend the Delegate Assembly. Alternate delegates are welcome and encouraged to attend as well. There is **NO** cost to attend this event!

Phone: (603) 228-2061
or (800) 272-0653
Fax: (603) 228-2351

<http://www.nhsba.org>

Board of Directors

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Don Austin
2nd Vice-President, Somersworth

Jack Widmer
Immediate Past President, Gov. Wentworth

Date: Saturday, January 10, 2015*
Hot Topics: 9:45 am – 12:15 pm
Lunch: 12:15 – 1:15 pm
Delegate Assembly: 1:30 – 3:00 pm
Place: Center At Triangle Park (formerly the LGC)
25 Triangle Park Drive
Concord, NH 03301

You can register online @ www.nhsba.org/calendar.asp

Or complete the registration below and fax it to NHSBA, Attn: Terry by Monday, January 5th, 2015. The fax number is: 603-228-2351.

**Delegate Name:

District:
SAU:

Address:
City/State/Zip:

Phone:

Email:

**Alternate Delegate Name:

Phone:

Email:

The proposed resolutions were mailed to member boards and SAU offices on 11/21/14. We ask that each delegate review the resolutions prior to the Assembly.

Call 603-228-2061 with any questions.

We look forward to seeing you on January 10th!

Executive Director
Dr. Theodore E. Comstock
sklesq@aol.com
NH School Boards Association
25 Triangle Park Drive, Suite 101
Concord, NH 03301

*In case of weather emergency or cancellation the NHSBA Delegate Assembly will take place on Saturday, January 24, 2015 at the Center At Triangle Park (formerly the LGC).

**SCHEDULE FOR THE 2015 NHSBA
DELEGATE ASSEMBLY AND "HOT TOPICS" SESSIONS**

Saturday – January 10, 2015

Center At Triangle Park (formerly the LGC)

Concord, NH

9:45a-10:00a

Welcome/Overview of the Day

Dr. Anthony Pastelis, NHSBA President

Theodore Comstock, Esq., NHSBA Executive
Director

10:00a – 12:15p

"Hot Topics" Sessions:

Session 1- 10a-10:45a

Effective School Board Meetings:

This session will address various legal issues and best practices for conducting an effective school board meeting, including setting the appropriate agenda, techniques to ensure that your meeting is run smoothly, the role played by the board chair, how to address controversial topics in an even-handed manner, and how to manage public comments in a way that is both fair to the public and sensitive to the board's agenda.

Barrett Christina, NHSBA Staff Attorney

Session 2- 10:45a-11:30a

Best Practices In School Board Leadership:

Learn what the Berlin School Board, the 2014 NHSBA School Board of Excellence, does to focus a bright light on community engagement and effective board governance.

Berlin School Board Members

(over)

New Hampshire School Boards Association

Proposed Continuing Resolutions for 2015

For consideration by the 2015 NHSBA Delegate Assembly – January 10, 2015

✓ Re-adoption Recommended by NHSBA Board of Directors

Education Funding:

1. NHSBA supports the state funding of a percentage of adequacy aid for home education students who attend public schools in New Hampshire. The funding percentage should be prorated based on the percentage of the day that home education students are attending classes in public schools. (2014)

Local Control and School District Autonomy:

2. NHSBA supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)
3. NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)
4. NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)

Accountability:

5. NHSBA supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education students be tested at their grade level ability rather than their placement of their current school grade. (2013)

New Hampshire School Boards Association

Proposed Resolutions for 2015

For Consideration by the 2015 NHSBA Delegate Assembly – January 10, 2015

Proposed Resolutions Submitted by Member School Boards

**Proposals include NHSBA Board of Directors
Recommendations To the NHSBA Delegate Assembly**

Each proposed resolution submitted by a member school board shows:

- The proposed resolution as submitted by the member school board;
- The rationale as submitted by the member school board;
- A brief description by NHSBA of the current situation;
- A brief statement by NHSBA on the impact of the proposed resolution;
- A brief review and analysis by NHSBA of the proposed resolution;
- A recommendation by the NHSBA Board of Directors. Possible Board of Directors recommendations are: Adopt the proposal as submitted, Not Adopt the proposal, or Adopt Alternative Amended Language as proposed by the NHSBA Board of Directors.

6. **RESOLUTION SUBMITTED BY SAU #83: FREMONT SCHOOL DISTRICT**

Proposed Resolution:

"Any education or SAU policy or procedure required by legislation of the NH Legislature will expire in 5 years and cannot be renewed without full public hearings, debate and re-enactment by said legislature. And all Rules and Regulations stipulated by the NH Dept. of Education must first be submitted to the NH Legislature for final approval and will also expire in 5 years and cannot be renewed without the consent of the NH Legislature."

Stated Rationale:

"The NH Legislature and NH State Board of Education continue to promulgate new legislation, rules and regulation requiring additional policy making and expense to local SAUs often completely irrespective to previous legislation, rules and regulations enacted by the NH Legislature and/or promulgated by the NH Board of Education. Implementing and monitoring these new policies and procedures distracts from the SAUs' main function, and that is to educate our children."

NHSBA Response

Current Situation:

NH RSA 541-A, Administrative Procedure Act, governs the rulemaking process, providing procedures for notice of proposed rules, public hearing and comment, legislative review by the Joint Legislative Committee on Administrative Rules (JLCAR), and ultimately final adoption. No rule may currently be effective for a period of longer than 10 years (541-A:17). Provision is made for extension and re-adoption of existing rules. The rulemaking process requires a proposal to identify the federal or state statute being addressed (541-A:3-a), a fiscal impact statement (541-A:5) and assurance the rule does not violate NH's constitutional prohibition on unfunded mandates in part I article 28-a (541-A:6). Specific allowance is also provided to allow, "Any interested person may petition an agency to adopt, amend, or repeal a rule." (541-A:4)

Resolution Impact:

The proposed resolution would change the duration of any rule, decreasing it from 10 to 5 years. Current law (541-A) already provides for notice, public hearings and debate, and review by JLCAR when an agency proposes to re-adopt, or amend, any current rule. The current process requires the state agency (Department of Education) to give notice of any proposed rule or re-adoption, followed by a public hearing and comment period. The final wording of the proposal then goes to the legislature (JLCAR) for review. JLCAR can approve or file an objection, which must then be addressed by the agency prior to final adoption.

Review and Analysis:

Rulemaking authority is granted to the agencies to provide needed specificity and detail for implementation of statutes. The process was undertaken recently to revise our Minimum Standards for Public School Approval, which became effective this past August. These new standards required various technical

changes to local board policy in such areas as attendance, school safety, student records, harassment and bullying, distance education, alternative means of earning credits, air quality and graduation competencies. Shortening the current 10-year time period seems appropriate, allowing for more timely review of policy decisions.

✓ **Alternative Adoption Recommended by NHSBA Board of Directors**

NHSBA supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval.

7. **RESOLUTION SUBMITTED BY SAU #83: FREMONT SCHOOL DISTRICT**

Proposed Resolution:

"IDEA requires the Federal Government to pay 40% of the average daily tuition for students meeting the conditions of services under IDEA. Since that time the maximum reimbursement on average has been less than 40% and in recent years has averaged as little as 17%. Be it resolved that members of the National School Board Association enjoin in a class action suit against the Federal Government and its appropriate agencies as well as the US Congress to require full reimbursement to all member SAUs for the entire shortfall of reimbursement since the enactment of IDEA."

Stated Rationale:

"Since the provision of Special Education is required by law, SAUs are required to fund the requirements of the program often at the cost of providing other services and programs or raising taxes. An increasingly untenable position in the current economic situation. Not only that, but the Rule of Law is a founding principal of our Republic, and it is unconscionable that our government willfully ignores the statutory requirements that it makes for itself. A lawsuit would not only possibly provide remedy to a long standing injustice, it would also serve notice to the US Congress and the Federal government that it can no longer ignore the statutory requirements of funding all laws and regulations for which such reimbursements are required."

NHSBA Response

Current Situation:

The Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Program (IEP). IDEA requires every state to issue regulations that guide the implementation of the federal law within the state. At a minimum, state regulations must provide all of the protections contained in IDEA. Some states, including NH, have additional requirements that go beyond the federal law. While the debate at the time referred to funding 40%, IDEA is not "fully funded." **In the IDEA legislation, Congress set a maximum target for the federal contribution to special education spending equal to 40 percent of the estimated excess cost of educating children with disabilities.** Thus, if the program were "fully funded," states would receive their maximum grants, calculated at 40 percent of the national average per pupil expenditure times the number of children with disabilities. Under the act, the count of children with disabilities cannot exceed 12 percent of the state's total school population.

Resolution Impact:

Given the language of the IDEA statute (see bolded above), the proposed legal action would likely not be successful. Both national and state advocacy efforts have focused on this issue for a long time. NHSBA Perennial Resolution IX:A, dating back to 1990, calls for Congress to appropriate funds to pay 40% of the cost of implementing IDEA. Of equal importance is Perennial Resolution IX:B,

also calling for full funding of IDEA, but moving it from the discretionary side of the budget to being mandatory.

Review and Analysis:

Despite long-standing efforts to increase the level of funding, neither political party has been willing to realistically address this issue. Past efforts included a proposal to increase the funding amount gradually over 10 years to reach full funding. Similar efforts to move the issue to mandatory funding within the federal budget have not been successful with either party. Both NSBA and NHSBA continue to annually advocate on behalf of this issue.

✓ Adoption Not Recommended by NHSBA Board of Directors

8. **RESOLUTION SUBMITTED BY SAU #49: GOVERNOR WENTWORTH REGIONAL SCHOOL DISTRICT**

Proposed Resolution:

"NHSBA urges Congress and the State legislature to pass legislation that establishes a positive and safe media environment for children, resulting in less accessibility to children and youth to the violent content in video games, movies, and television, and provides new sources of revenue and/or initiates programs to educate parents and children on the negative effects of violent media content."

Stated Rationale:

"Extensive research dating back to the early 1970s indicates that media violence can contribute to aggressive behavior, desensitization to violence, nightmares, and fear on the part of children and youth. The National Institute of Mental Health, American Academy of Pediatrics, American Medical Association, American Academy of Child and Adolescent Psychiatry and the American Psychological Association issued a joint statement on the negative impact of media violence on children. The Federal Bureau of Investigation submitted a report on shootings in schools that stated that violence is a risk factor. The Federal Communications Commission released a report on violent television programming and its effect on children stating there is strong evidence that exposure to media violence can increase aggressive behavior in children. In recent years the research on this topic has provided more compelling scientific evidence that media violence impacts children's aggression. Certainly schools are in the position of dealing with the negative effects of aggression in the education environment. From a public policy point of view it is time for school boards to take a stand to reverse this alarming trend."

NHSBA Response

Current Situation:

Most local school boards currently address this issue through local policy and efforts to inform parents. Avoiding the use of violent media sources during the school day can be accomplished by local board policy and/or administrative action by the superintendent or principal. NHSBA currently provides model policies in such areas as pupil safety and violence prevention, school district social media websites, public information programs, wellness policies, and school district internet access for students.

Resolution Impact:

NHSBA is sympathetic to this issue and while it has historically been left to local school district policy and parental involvement, legislative action may be appropriate. While most violent media (games and television) are accessed after school, efforts to inform parents and reduce this exposure will benefit our youth.

Review and Analysis:

NHSBA supports local districts in their efforts to accomplish these goals along with appropriate legislation that reduces such violent content.

✓ Adoption Recommended by NHSBA Board of Directors

9. **RESOLUTION SUBMITTED BY SAU #15: HOOKSETT SCHOOL DISTRICT**

Proposed Resolution:

"NHSBA supports new legislation which will allow the amendment of RSA 91-A, to allow tuition contract negotiations to be covered under what can be discussed in non-public session."

Stated Rationale:

"This modification would allow a school board the ability to discuss and develop tuition contract negotiation strategies in a non-public session, preserving the strategies within minutes to be shared after a contract has been signed and negotiated."

NHSBA Response

Current Situation:

RSA 91-A, Access to Governmental Records and Meetings, stipulates that, "Public bodies shall not meet in nonpublic session, except for one of the purposes set out in paragraph II." (91-A:3, I) Those purposes identified are: (a) dismissal, promotion, or compensation of any employee or the discipline of any employee; (b) hiring of any employee; (c) matters that would likely affect adversely the reputation of any person, other than a board member; (d) consideration of the acquisition, sale or lease of property; (e) consideration of pending claims or litigation; (f) consideration of applications by the adult parole board; (g) consideration of security related issues; (h) consideration of applications by the business finance authority; (i) consideration of matters related to emergency functions; and (j) consideration of confidential information exempt from public disclosure in an adjudicative proceeding.

Resolution Impact:

The proposed addition to law would allow school boards to discuss and develop strategies for negotiating tuition contracts between sending/receiving districts. Such practice is already allowed for contract negotiations with employee unions. Board discussion of strategy or negotiations with respect to collective bargaining is not considered a "meeting" (91-A:2, I (a)).

Review and Analysis:

This is particularly timely given the change in enrollment patterns among districts and competition to establish tuition agreements. NHSBA understands the unique and confidential nature of negotiations, whether it is to establish the terms of an employee contract or the terms of agreement and cost for tuitioning students to another school district. Strategies involved, and the associated proposals, should have the same protections and confidentiality. Full disclosure will occur once the tuition contract receives agreement.

✓ **Alternative Adoption Recommended by NHSBA Board of Directors**

NHSBA supports legislation amending RSA 91-A to allow school boards to consider, discuss, strategize and negotiate student tuition contracts confidentially, consistent with applicable provisions of RSA 91-A.

10. RESOLUTION SUBMITTED BY SAU #55: TIMBERLANE REGIONAL SCHOOL DISTRICT

Proposed Resolution:

"NHSBA supports the concept of retirement plans for public employees. NHSBA specifically supports the idea of NH Legislature revamping the NH public pension system to make it a defined contribution plan instead of the current defined benefit type plan in order to ensure its long-term stability to the taxpayers."

Stated Rationale:

"Defined benefit plans across the USA are underfunded by over \$1 trillion and increasingly are financially unsustainable by the taxpayers. In NH alone, underfunded public employee retirement liabilities have risen year-on-end to almost \$3,500 per capita in 2011. A defined contribution plan offers taxpayers some long-term relief and offers public employees the ability to own their retirement funds immediately and to direct their own retirement investments to meet their own goals. Under such plan, the state's liabilities end once the employer contributions are deposited into the employee's accounts. Thus, there can be no unfunded liability to the system. This gives the state, counties, cities and towns budget certainty because there is a set amount that goes into the employee's accounts and that figure does not change based on what happens in the market. Such certainty is critical for local and state government to be able to hire more teachers, police officers and firefighters. An added benefit is that the funds would travel with the employees when they change jobs. Defined contribution plans have been adopted in several other states across the country (Michigan 1996 and Rhode Island 2011). What this shows is that not only is it possible to create and implement a defined contribution plan for government employees, but that it works and can be done well."

NHSBA Response

Current Situation:

The New Hampshire Retirement System (NHRS) is a contributory public employee defined benefit pension plan funded by investment returns and both employee and employer contributions. NHRS provides benefits to its eligible members and their beneficiaries upon retirement, disability, or death. NHRS retired members receive a lifetime pension. Although benefits are funded by member contributions, employer contributions and trust fund assets, NHRS computes benefits on the basis of members' Average Final Compensation and years of Creditable Service. Unlike a defined contribution plan, NHRS benefits provided to members are not dependent upon the amount of contributions paid into NHRS or the investment return on trust fund assets.

Resolution Impact:

The proposed resolution would change the current defined benefit program to a defined contribution plan. This would shift much of the risk associated with funding retirements from the employer to the employee. Public employer obligation would cease when the employee retires, and the employee's benefit would consist of the funds existing in their retirement account. Depending upon the plan adopted, administration and management of those funds could remain

with NHRS (or some similar organization), or provide more/less discretionary control to the employee (owner of the account).

Review and Analysis:

While there has been much discussion of shifting from defined benefit to defined contribution plans, relatively few governments have actually done so. Post-2008 changes have been to establish either hybrid plans or cash balance plans, rather than stand-alone defined contribution plans. Changes are driven by a desire to avoid future unfunded liabilities and transfer risk to participants. In NH, several legal questions remain unresolved, such as which employees can have the plan changed: only new hires, new hires and those not vested, all employees?

Assuming some current employees remain in the defined benefit program, there is a transition cost associated with closing the plan. Previous NH legislative efforts to change the plan were stalled when actuaries identified a transition cost of \$1.2 billion in increased unfunded liability. The state's actuary noted that keeping a significant flow of new employees into the defined benefit plan will eliminate the increase in unfunded liability because the pool of assets in the plan would remain sufficient for the assumed rate of return to continue.

It is also important to note that the unfunded liability accounts for more than half of the total cost, exceeding the 'normal' cost of the current benefit. Employers are paying down the unfunded liability over a 30-year period; 24 years remain for it to be paid in full by 2039. This cost will continue to exist and must be paid regardless of any change in the plan. The current 'normal cost' alone is less than most defined contribution plan scenarios.

✓ Alternative Adoption Recommended by NHSBA Board of Directors

NHSBA supports legislation to strengthen the financial health and stability of NHRS, including any potential transition to a cost-saving plan such as hybrid or cash balance plans, based on sound actuary analysis.

11. RESOLUTION SUBMITTED BY NHSBA BOARD OF DIRECTORS

Proposed Resolution:

"NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal."

Stated Rationale:

"Increasingly, the U.S. Department of Education has encroached on local school board governance. NSBA is seeking passage of federal legislation that will ensure that greater flexibility and governance be restored to local school boards during the ESEA reauthorization. This Resolution seeks to support those efforts."

Current Situation:

Historically, the primary responsibility for public education has properly resided with the states which, in turn, have delegated substantial authority to local educational agencies, which are governed by locally elected school boards. As the school district's governing body, local school boards establish the district's mission and goals, organization and structure, budget and priorities, program, curriculum, extracurricular activities, and other services relating to student health and safety, allowing for the essential day-to-day operations of schools. However, in recent years, many new regulations, rules, grant conditions, or directive guidance materials, have been promulgated by the U.S. Department of Education and State Education Departments. These regulations and rules have negatively impacted the flexibility and control that school boards have traditionally implemented at the local level.

As an example, NH statutes required local boards to adopt a teacher evaluation policy, giving boards the sole and exclusive authority. In 2013, the Department of Education asserted that a statutory revision (HB 142), implementing inclusive language requiring "involvement" of teachers and principals, was necessary for the State to be granted a federal waiver from NCLB requirements.

Resolution Impact:

The resolution seeks to affirm the managerial role of school boards as the policy-maker of the district.

Review and Analysis:

NHSBA has a long history of supporting local control and school board oversight and responsibility for the structure and accountability of education within their district. The proposal is focused on providing the House and Senate committees that oversee education with better information regarding the local impact of the U.S. Department of Education's activities. It will also underscore the role of Congress as the federal policy-maker in education and through its representative function, to ensure that the decisions that are made at the federal level will best support the needs and goals of local school systems and the communities they serve as they meet the federal interest and goals in education.

✓ **Adoption Recommended by NHSBA Board of Directors**

*New Hampshire
School Boards Association*

*Policies, Resolutions
and
Statements of Belief
Manual*

January 2014

By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006
And Following Action of the January 11, 2014 Delegate Assembly

New Hampshire School Boards Association
25 Triangle Park – Suite 101
Concord, NH 03301
603/228-2061 • www.nhsba.org

Overview of Action Taken at the 2006 Delegate Assembly

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas **NHSBA** takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions, and

Whereas these issues deserve special recognition for their continued importance as long-standing positions,

Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the **NHSBA** Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
I	School Choice	1
II	Education Funding	1
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V	Local Control and School District Autonomy	3
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VII	Accountability	5
VIII	State Board of Education	6
IX	Federal Legislation	7
X	Public Pension System	9

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

- I:A• NHSBA** supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)
- I:B• NHSBA** urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

II - Education Funding

- II:A• NHSBA** proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
- II:B• NHSBA** supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
- II:C• NHSBA** supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. (*First Adopted in 2000 – Revised in 2014*)
- II:D• NHSBA** supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. (*First Adopted in 2000 – Revised in 2014*)

II:E • NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

II:F • NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

The NHSBA opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:G • *Replaced by Resolution II:D in 2014.*

II:H • NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

II:I • *Replaced by Resolution II:N in 2014.*

II:J • The NHSBA opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court's ruling and present interpretation of the New Hampshire Constitution. (2008)

II:K • NHSBA opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

II:L • *Replaced by Resolution II:C in 2014.*

II:M • NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment

in the future. (2010)

II:N• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

II:O• Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. (2009)

II:P• NHSBA supports amending New Hampshire's special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law to exceed federal law. (2010)

III - Health Care Funding

III:A• NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

IV – Charter Schools

IV:A• NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B• NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state's charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

V:A• NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B• NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C• *Deleted in 2014.*

V:D• NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E• NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F• The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

V:G• NHSBA opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. (*First adopted in 2009 – Revised in 2014*)

V:H• NHSBA opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)

V:I• NHSBA supports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. (*First adopted in 2009 – Revised in 2014*)

V:J• NHSBA supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)

V:K• NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state’s rights and de-emphasize

and limit local control of curriculum and local school board oversight. (2011)

V:L • NHSBA supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)

VI - School Safety

VI:A • NHSBA supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)

VI:B • NHSBA supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

VI:C • NHSBA supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)

VII - Accountability

VII:A • NHSBA believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for determining AYP. If NH does not adopt gains-score or value-added measures as the principal means for determining AYP, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (1998)

VII:B • NHSBA supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated for AYP as defined by NCLB. (2005)

VII:C • NHSBA supports a review of NH's accountability and performance measures as well as standards established for the NH state assessment program. (2009)

VIII - State Board of Education

VIII:A • NHSBA calls on the State Board of Education to continuously monitor all teacher training programs at New Hampshire colleges and universities to assure that such institutions are offering quality and relevant training programs preparing individuals for careers as teachers and/or administrators in New Hampshire's public schools. (*First adopted in 1998 – Revised in 2014*)

VIII:B • NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

VIII:C • NHSBA urges the State Board of Education to conduct a statewide study of the "traditional" school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)

VIII:D • NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)

VIII:E • *Replaced by Resolution II:H in 2014.*

VIII:F • NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)

VIII:G • NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

VIII:H • **NHSBA** opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that **NHSBA** can support. (2005)

VIII:I • **NHSBA** supports a compulsory attendance age of eighteen (18), along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)

VIII:J • **NHSBA** supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities' relationship to the funding formula. (2009)

IX - Federal Legislation

IDEA

IX:A • **NHSBA** urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

IX:B • Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. **NHSBA** supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, **NHSBA** believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. **NHSBA** believes that for special education to achieve its potential in today's environment, several areas should receive attention. **NHSBA** proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;

- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation
- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

No Child Left Behind

IX:C• The New Hampshire School Boards Association (NHSBA) supports and applauds the stated objectives of the federal No Child Left Behind Act. While welcoming the interest of the federal government in joining school boards in the effort to improve public education, NHSBA objects to several key provisions in NCLB that are unworkable, too costly and inconsistent with effective efforts to raise student achievement. Specifically, NHSBA supports amendments to NCLB and revisions to Department of Education regulations that will provide full funding as well as flexibility in order to address the barriers facing local educational agencies (LEAs) in the successful and effective implementation of NCLB, including:

- provide federal funding consistent with the levels authorized for education programs and the expanded information systems that are needed;
- permit alternative methodology for determining AYP targets and progress for students with disabilities, and for students with limited English proficiency;
- authorize alternative assessments for students with limited English proficiency and for students with disabilities beyond that of "significant cognitive disability", and provide flexibility to states as to the number of students whose alternative assessments may be counted for AYP purposes;

- allow students with disabilities to take tests at their actual reading level and then include their scores for calculation with the corresponding grade level;
- provide states more flexibility in measuring AYP in smaller districts with small subgroups. In calculating AYP, students identified in more than one group may be represented in the count for each group as an equal fraction totaling one student, ensuring that a small number of students are not over-represented.
- provide states flexibility to adopt gain score or value-added measures for determining AYP;
- provide for waivers and extensions for LEAs in meeting the qualification requirements for teachers and paraprofessionals;
- when public funds under Title II, Part A are provided by LEAs to private school children, teachers, and other educational personnel for educational services on an equitable basis and in a timely manner, those private schools should be held to the same accountability standards that apply to public schools;
- ensure that the current law and subsequent revisions recognize that education is primarily a state and local responsibility.

If the Congress and the Department of Education do not make the proposed revisions to NCLB and its regulations, then Congress should suspend implementation of the relevant aspects of the law until the changes are made. (2003-2009)

X – Public Pension System

X:A • NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent, and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including legislation to change how an employee's average final compensation is determined. NHSBA supports a calculation using an average of the highest five years for all employees retiring after July 1, 2016. NHSBA further supports legislation requiring that all NHRS rate increases, above those attributable to the \$2.4 billion unfunded liability agreed to by public employers in 2007, be shared equally between employees and employers. (2011)

**CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM**

DATE: December 2, 2014
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: DECEMBER 2, 2014 MEETING MINUTES

Members Present: Leslie Stevens, Ann Walker, Ed McDonough and Kathleen Dwyer

Discussion Items:

It was suggested that a sustainability policy be considered by the Committee at its January meeting.

Policies Considered:

Amendment of Administrative Regulations (BGD)

The Committee recommends reaffirming this policy and the correction of wording errors.

Board Review of Regulations (CHB)

The Committee considered this new policy regarding the Board's ability to review administrative rules adopted by the Superintendent. Leslie commented that this type of policy reserved the right, but not to require, the Board to review and/or rescind rules that a Superintendent might make. She commented that it is check and balance on actions that a Superintendent might take. The Committee recommended it be sent to the Board for first reading.

Section C (General School Administration)

The Committee has completed its review of the older policies and decided to continue review of the policy book by section. Section C has not been reviewed in a number of years and Ed asked that the committee be provided with sample policies from the NH School Board's Association for consideration at the next meeting.

Competency Based Policies

Ed reported on a Technical Advisory from the NH Department of Education requiring adoption of numerous policies in connection with competencies. He also reported that he had a conversation with the State regarding this requirement and the State had said that they really weren't mandatory, despite language to the contrary in the advisory. The Committee will continue monitoring the State's requirements in this area.

Policies for Board Action:

First Reading Board Review of Regulations (CHB)

Reaffirm Amendment and Administrative Regulations

Policies for Consideration at Next Meeting:

Section 504
Sustainability

Next Meeting: Tuesday, January 6, 2015 9:00 a.m.

Superintendent Edward McDonough
Portsmouth School Department
1 Junkins Avenue, Suite 402
Portsmouth, N.H. 03801

11/4/2014

Dear Superintendent Edward McDonough,

My name is Brittany Bloom and I am currently a sophomore at Portsmouth High School. Before my high school career began, I attended Cornerstone Montessori School in Stratham, New Hampshire. When I went to school there, it was never a struggle to wake up in the morning, because school began at 8:30am. I had no problem with waking up for school, and I would generally be excited for the school day. Now that I am in high school, it is the exact opposite. It is very difficult to wake up for school at such an early time, causing me to have a negative outlook on the whole day. Living in Greenland, the bus arrives very early, (as early as 6:18am for some students) so it is nearly impossible to wake up any time after 6:00am. This, along with staying up late the night before due to large quantities of homework, is very unhealthy for teenagers.

This letter is intended to give you some insight on how students view our school start time (7:30am). While I am sure you have heard the long list of complaints teenagers have about the issue, this letter is meant to provoke change in our school schedule. Having a later start to the school day will create a healthier environment for high school students.

Research shows that the average teenager needs eight and a half to nine hours of sleep every night. A lack of sleep can increase the risk of obesity, type two diabetes, high blood pressure and heart disease. A study done in Fairfax, Virginia concluded that only about 6% of high school sophomores and 3% of high school seniors get their recommended amount of sleep. Along with health issues, there are risks for a student's academic career as well. When a student is tired, they are less likely to be alert throughout the day. This brings up the issue of not taking notes, not being able to focus on class discussion, and even falling asleep in class. Our school start time does not allow for a full nine hours of sleep, which causes serious problems for students. Both their health and their academics are at risk in this situation. This is why the school day should begin anywhere from a half hour to an hour later in the morning. It will solve many issues that have always been a constant complaint from students.

I ask that you please consider taking steps to have a later start in the school day. It will give students an opportunity for a healthier lifestyle, decrease the many health risks a lack of sleep can cause, and will also eliminate the constant complaint that school begins too early in the day.

Please take all of this into consideration when you think about this. Thank you for taking the time to read this and consider it.

Sincerely,

Brittany E. Bloom

Brittany Bloom

25 Nantucket Pl.

Greenland, N.H. 03840

Portsmouth School District
Portsmouth, NH
Schools Starting Later

Dear the Portsmouth School District,

My name is Bailey Kelly and I am fifteen years old. I am a sophomore at Portsmouth High School. Before I lived in Portsmouth my family and I lived in Homer and Anchorage, Alaska. When I lived in Anchorage my school would start at 9:00 am. That allowed me to get up later, and I was more alert and I found it easier to concentrate in school. Portsmouth High School starts at 7:30 am. I have found it very hard to get up at 6:00 am, and I have recently had to start drinking coffee to help keep me awake during my first classes.

I am writing to you, to ask for your support on the topic of, Schools Starting Later. Sleep is a huge part of my life as a teenager. Lots of teenagers aren't getting enough sleep at night, which causes them to be late to school, or to not be able to concentrate and focus as well. Teens need about $9\frac{1}{4}$ hours of sleep at night ($8\frac{1}{2}$ hours of sleep is good for some) yet in one study only 15% of the teens said they got $8\frac{1}{2}$ hours of sleep.

Studies have shown that teenagers would be more likely to participate in classes, and their test scores can improve. Sleep for the human body is almost as vital as breath. During the stage of the teenage years, it is less likely for a teen to fall asleep before 11:00pm, because sleep patterns shift towards latter times. There are many consequences for teens not getting enough sleep. Not getting enough sleep can affect a teenager's ability to learn, listen, concentrate, and solve problems. Not getting enough sleep can also lead to a higher use of caffeine and nicotine. It can also affect the way you drive. Kids getting up early with not enough sleep tend to get into more car crashes, due to drowsy driving. Many schools all over the country have started to push their starting times back an hour or two. Those schools have not only seen an increase in test scores, participation, and attendance, but also in sports.

Once again, I ask for your support on the topic of Schools Starting Later. Starting school would be helpful to all students. Many students can't get up in time and are late. Others need caffeine or they can't stay awake. Thank you for your consideration

Sincerely,
Bailey Kelly



Bailey Kelly
55 Wholey Way
Portsmouth, NH 03801

PROGRAM NEWS**First Topic****Elementary Schools:**

Try-it-Days at all three elementary schools has been very successful thanks to very dedicated parent volunteers. So far this year students have tried Roasted Sweet Potatoes and Kale Chips. Some of the Sweet Potatoes were supplied by the elementary school gardens. The Kale was purchased from Heron Pond Farm located in South Hampton, NH and funded by the Farm to School Grant.

The big event was our Juicing Day. The institutional size Juicer was purchased through the Farm to School Grant. We juiced local Apples from Duane Family Farm in Barnstead, N.H. All elementary students experienced watching the apples being put in the juicer and seeing the juice come out for them to taste.

Middle School:

The Farm to School Grant supplied a Local Beef Try-It-Day. The Beef was purchased from PT Farm in North Haverhill, NH. We were pleased to have a chef from Phillips Exeter Academy help cook and serve that day. The kids loved it so much they didn't even ask for any ketchup!

High School

At the high school the Farm to School Grant supplied local Red Fish for a Try-It-Day. The Red Fish, caught locally in NH waters, was supplied by Seaport Fish. Rich Pettigrew, owner of Seaport Fish, and Matt Louis, owner/chef of Moxy Restaurant, graciously volunteered their time to prepare, cook and serve the Red Fish.

Boys Soccer Team Away Game Lunches

The High School staff made lunches for all of the boys soccer team away games. Through word of mouth we are now being asked to supply lunches for the Boys Hockey and Basketball Teams.

"Let me thank you both for the organization and execution on these sandwiches (100x better than Middle St. Market last year!!)

Caleb Paterson

Second Topic:

Stacey Purslow the NH Farm to School Coordinator from the Sustainability Institute at UNH is organizing a Local Seacoast Buying group for procuring local vegetables for next fall. Portsmouth will be participating in this Buying Group. This group was formed with other seacoast schools so that we could order the same items in large quantities to help reduce the price for the produce purchased.

Gleaning Thanks to Stacey Purslow we have had a few opportunities to receive some fresh local produce from our NH farms. One example was 200 lbs. of Beet Greens that we served at every school as a try it. One little girl from NF had 3 servings.

Visit from the Regional USDA'S office in Boston.

- See attached agenda
- Comments from the USDA.

“Deb, I absolutely loved visiting the schools today, and meeting with you & your team in Portsmouth. Thanks for all your hospitality, and also for all the hard work you've been doing. You're really setting a high bar for SFA professionalism & accomplishments, and it was a lot of fun spending time in your schools. Thanks again, and best wishes from all the NERO crew here!”

Bob Foley

Branch Chief; School Nutrition Programs (SNP) USDA-FNS Northeast Region Office (NERO)

“Deb, on behalf of the entire FNS NERO team please let me thank you! The pleasure was truly all ours. We had such a pleasant visit to all three schools topped off by a nutritious and very tasty lunch at Little Harbour elementary. Kate and the cafeteria staff were incredible and passionate, the parent volunteers were well organized, and the cafeterias were clean, well decorated and very inviting. I learned a lot today.”

“I echo Bob's comments below regarding what you have accomplished. It was very obvious to our entire team the passion you and your staff have for the students and your program, as well as the personal dedication and innovative creativity you have demonstrated to achieve outstanding results. Everyone we met with today recognized and appreciated your leadership. Keep up the great work!”

Please do me a favor and pass along my thanks and appreciation to Superintendent McDonough and his staff, Kate, Leslie, and the Principals and volunteer teams.”

Best regards,

Jonathan Benett

Acting Deputy Regional Administrator

Northeast Region, USDA/FNS

“Deb, thanks so much for allowing Bill and I to show off the garden today. We couldn't be happier feeling like the last 5 years have truly been worth it and our aspirations for the garden are finally coming to fruition. None of this would have taken off without you and Kate. Thanks so much for your energy, time and willingness to push this local food and school garden movement forward. Today couldn't have made me happier!”

Margaret

“Deb, I had such a great time yesterday. Thank you for letting me be a part of it. It was an honor to show off the garden and talk about the accomplishments the students, teachers and volunteers have achieved over the years.”

Bill

“Thanks Deb. Congratulations to you. It was a great visit and the schools really looked great. Well done. Much of the kudos go to you and Kate. We are very lucky here in Portsmouth to have the two of you. Thanks for everything the two of you do.”

Leslie

It was a great day!

Kate Mitchell and I had the opportunity to visit the USDA in Boston and one of the Somerville Schools to observe one of their Try It Days. They were also the recipient of the Farm to School Planning Grant.

While we were at the USDA we had an informal meeting with some of the officials in the office. Kate and I were presented with a certificate of appreciation. See attached’

Congratulations to Little Harbour, Dondero & New Franklin for being awarded the Healthier US School Challenge!

The HUSSC awards are a way to recognize schools that have created healthier school environments through improvements in the quality of food while providing both nutrition and physical activity education to promote healthy lifestyles. The HUSSC is a key component in Michelle Obama’s “Let’s Move!” We have joined a select group of only about 7% of 101,000 schools throughout America that are certified as HUSSC schools.

I have been nominated by The School Nutrition Association and Cheri White Administrator, Bureau of Nutrition Programs and Services to attend the USDA Produce Safety University. See attached’

Kate Mitchell Program Manager for the Farm to School Grant will update you on her progress and closure of the grant.

School Board USDA Farm to School Planning Grant Update
December 9th, 2014

A LOT has happened with our Farm to School efforts since our presentation in April.

During the Farm to Cafeteria Conference in late April Deb and I met our USDA Farm to School contacts and colleagues in the northeast. As Deb has shared, our relationship has blossomed brightly with the invitation to be interviewed for the USDA Farm to School month promotional video, our constant contact via e-mails and texts with our regional lead, the USDA visit here to our School District, and our subsequent visit to the USDA North East Regional Offices in Boston. We also met with fellow Planning Grantee Somerville Schools and an urban farming installation and maintenance company via recommendation of Whole Foods called Green City Growers.

This Farm to School Planning Grant also funded the whole third grade field trip to the UNH Woodman Farm last spring where teachers, students, and parents made connections from classroom learning to the roots, shoots, and leaves growing on the farm site. Toured by UNH Sustainable Agriculture graduate students, a wonderfully educational time was had and some great takeaways for further curriculum and nutritional ties have been noted.

Terra Merry's high school graphic design class designed our Farm to School logo! We have been using it everywhere from stickers, to t-shirts, booth signs, and the many school district newsletter announcements published this fall. High School students already recognize this logo as the marker for our Farm to School fresh and local offerings.



Continued examples of teacher leadership throughout the school district include the Clippers Foundation grant receipt by Cheryl Harrington at Dondero with the construction of a school greenhouse and creation of an active garden committee, the build and planting of a garden bed and compost bins by Robert Lister Academy science teacher Brett Fletcher and his students, and the active support of the High School Eco-Club with Kim McGlinchy creating our t-shirts, exhibiting at the Portsmouth Farmers' Market, and showing to our Growing Cities film screening at The Music Hall on November 19th.

Despite hosting two school garden workshops we identified the need, and remaining funds, with the leadership of Steering Committee member Steve Zdravec, to create and implement a School District hosted School Garden Curriculum Workshop for our elementary school teachers. Created by parents and trained educators Margaret Witham and Kirsten Hunter, we all look forward to this offering this winter, just in time for spring plantings!

2. The Garden Tool: Extending your classroom into the garden

This course is designed to help further integrate our elementary school gardens into existing curriculum. Participants will walk away with hands on materials and be given structured time to collaborate, brainstorm and plan activities across subject areas that highlight the garden as a tool for experiential learning. Whether you are a novice to gardening or a seasoned gardener, this course is intended to give you time and resources to design a unit of study for your classroom. In addition you will be given four textbooks each providing practical teaching tips, tools for assessment and articulated lessons in multiple subject areas. **This course will meet on Wednesdays from 4-5:30 starting February 4th through April 1st (8 sessions, we will not meet over vacation). (2 credits)**

With the start of the new school year the energy and support for the Farm to School grant has raced out of the gate! 11 Try-Its, most lead by parent volunteers, have been hosted throughout the school district to overwhelming acceptance. Sightings of school board members have been made at a few of these events including our apple juice, sweet potato, local beef, and local fish tastings.

With so much to report on and considering our presentation today touches on the big nuggets, I hope it will resonate when I share that our Farm to School Planning Grant experience has just completely blown me away. We have over-delivered despite being under budget, and we know this would not be possible without the resounding support we have experienced every turn we make. The official end date to this Planning Grant was November 30th, but in no way do we feel this work is done. We meet with our Steering Committee next week to assess the experience and begin our Implementation Plan process. This Implementation Plan is due to the USDA, along with our final reports, February 28th, 2015. We will be visiting fellow USDA grantee in the Portland School District and their processing facility next week. We need to find funding to match 25% of our Implementation Grant application budget due to the USDA at the end of April! The Try-Its will continue throughout the school year. We have some garden growing to do, workshop and participation evaluations to conduct, and we want to continue to explore community partnership opportunities.

In one year's time this is the momentum we have set into play. As always, we thank you for your attention today and support! If you have any ideas or resources to share please do not hesitate to e-mail Deb (driso@portsmouth.k12.nh.us) and me (kate@clippersfarmtoschool.org). THANK YOU!!



Food & Nutrition Service
Northeast Region

Certificate of Appreciation

Awarded to

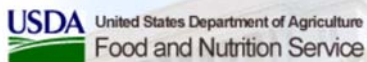
Deborah Riso

In recognition of your inspiring efforts to improve the quality of child nutrition programs throughout Portsmouth Public Schools, and for showcasing their cafeterias, classrooms, and school gardens to USDA/FNS during National School Lunch Week and Farm to School Month.

A handwritten signature in blue ink, appearing to read "Candice Stoiber". The signature is written in a cursive style and is positioned above a horizontal line.

Candice Stoiber
Regional Director, Special Nutrition Programs
Northeast Region
Food and Nutrition Service

November 2014



[Home](#)

Food Safety

Produce Safety University

What is Produce Safety University (PSU)?

PSU is a one-week training course designed to help school foodservice staff identify and manage food safety risks associated with fresh produce. PSU addresses produce purchased from traditional suppliers, direct from farmers, and through the DoD Fresh program.

The course was developed jointly by USDA's Food and Nutrition Service (FNS) and USDA's Agricultural Marketing Service (AMS). Training materials based on the course curriculum are available at the [Produce Safety Resources Page](#).

What topics are taught in PSU?

The PSU curriculum covers all aspects of the fresh produce supply chain including growing, harvesting, storage, and preparation. Through PSU, participants learn about the following topics:

- Understanding Good Agricultural Practices (GAPs) and Good Handling Practices (GHPs).
- Writing specifications for fresh and fresh-cut produce.
- Assessing produce upon receiving to ensure that it meets bid specifications.
- Storing fresh produce properly.
- Handling fresh produce during food preparation and service.

PSU includes a combination of classroom training, laboratory instruction, and field trips. Previous classes have visited fresh-cut processing facilities, produce distributors, a terminal market, and farms.

How does PSU support Farm to School?

The PSU curriculum addresses fresh produce from all sources, including farms. Farm to School is integrated into classroom lectures and discussion throughout the course. Participants leave with increased knowledge of farming operations and business practices, which helps them communicate and partner with farmers. Participants also learn about local and regional sourcing on field trips to produce distributors.

Many participants are involved in Farm to School efforts at the state or local levels. Past participants have integrated PSU training materials into conference programs, workshops, seminars, or other trainings that support Farm to School.

Find out more about [Farm to School](#).

How many classes have been held?

FNS and AMS held three classes in 2010 and five classes in 2011, 2012, and 2013. A total of 550 participants have attended PSU. Many "graduates" now conduct produce safety training at the state and local levels using [resources](#) developed for the course.

FNS will offer five classes in 2014.

Who can attend?

PSU is open to State Agency staff who work with the National School Lunch Program and school foodservice program directors and staff who operate the National School

Lunch Program at the local level.

How can I attend?

FNS invites State Agencies to nominate participants to attend PSU. FNS is accepting nominations for 2014 classes until December 2, 2013. If you are interested in attending a future PSU class, contact your State Agency that administers Child Nutrition Programs or Food Distribution Programs.

Are training materials available?

Training materials and resources have been developed with the following federal agencies and partners:

- USDA Agricultural Marketing Service (AMS)
- Food and Drug Administration (FDA)
- National Food Service Management Institute (NFSMI)
- School Nutrition Foundation (SNF)

Videos, fact sheets, webinars, and training presentations are posted on the FNS website on the [Produce Safety Resources Page](#).

PORTSMOUTH MIDDLE SCHOOL

To: Ed McDonough, Superintendent of Schools
From: John M. Stokel
Date: December 4, 2014
RE: SCHOOL BOARD REPORT

Middle School Enrollment

2014-15

Grade 6: 150

Grade 7: 189

Grade 8: 193

Total: 532

Since the beginning of the school year we had six new enrollments coming from: Newmarket, Lebanon, and Rochester, NH, Walpole, MA, Passaic, NJ and Indonesia. During the same time we had thirteen withdrawals going to: Dover, Greenland, and Manchester, NH, CT, FLA, IL, MA, NJ, and NC.

First term Honor Roll and Merit Card

Honor Roll: 432 students (81.2%) made the honor roll

Merit Card: 371 students (69.73%) earned a merit card for good or excellent conduct and effort

Northwest Evaluation Association (NWEA)

As you know the Middle School has adopted the NWEA testing program using the Measures of Academic Progress (MAP) assessment. "These computerized tests are adaptive and offered in Reading, Language Usage, and Mathematics. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly. The final score is an estimate of the student's achievement level." During the month of September all sixth grade students completed the MAP assessments in Reading and Mathematics. This assessment gives us another data point to use when measuring our student's academic progress.

Results: Grade Six Fall of 2014

Math Survey 6+ Mean RIT Score 225.2 Norm RIT Value 219.6

Reading Survey 6+ Mean RIT Score 219.1 Norm RIT Value 212.3

COMMON CORE UPDATE

ELA Department

We have looked at sample test questions of Smarter Balance test and reviewed the complexity both horizontally and vertically.

We reviewed our NECAP and NWEA testing to determine strengths and area to work on and as a result we developed our SMART goal.

The ELA department SMART Goal is to improve student's abilities to comprehend and respond to literary and informational text.

Each grade level has written a grade level goal and developed action steps to meet grade level goals.

Our grade level goals will spiral vertically to develop a spiral learning continuum to meet our department goal.

We are current implementing our action steps of our SMART goal.

Mathematics Department

The Mathematics Department has been focusing on a full implementation of the CCSS-M. We focus heavily on the Standards for Mathematical Practice as we plan and facilitate lessons.

- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- CCSS.MATH.PRACTICE.MP6 Attend to precision.
- CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
- CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Additionally, our Smart Goal for the 2014/15 school year is for students to demonstrate and understanding of the CCSS-M through rigorous and complex performance tasks. Each Department meeting, a grade level presents a performance task that was implemented with students. Through the use of a Looking at Student Work Protocol, teachers look at work samples and evaluate what students seem to know, what they seem to be working on, and what might be next steps for them (either through intervention or enrichment).

Teachers found that the first round of Looking at Student Work influenced their decisions about what they would do next with students to help them to master the content.

Science Department

The Science Department felt inquiry experiences needed to be the central theme in this year's department SMART Goal. Science staff are selecting grade level inquiry experiences (both short and extended) our students. Many of these inquiry experiences are similar to the performance tasks that are used in the SBA. The department is also creating an Inquiry Skills Rubric that will span grades six, seven and eight. This common rubric will allow us to compare and track inquiry skills growth through the grades.

In addition to The SMART Goal the science department is also working on additional literacy skills. Some of them are as follows:

Conclusion writing that includes referencing the hypothesis, citing evidence, explaining new knowledge and connecting that knowledge to past experiences.

Identifying and communicating key steps an inquiry task.

Practice selecting the most appropriate graphs, charts, tables and diagrams that best communicate observations and data.

Decoding domain specific vocabulary using strategies based on root words, suffixes and prefixes.

The use of domain specific vocabulary to convey understanding of science concepts.

Using all text features to assist in the comprehension of science concepts presented in science texts.

Social Studies Department

The Social Studies department has created our SMART Goal based on the College, Career and Civic Life (C3 Frameworks for Social Studies Standards). These standards create specific connections to the English Language Arts/Literacy Common Core and emphasize disciplinary practices and enhance opportunities for students to develop the capacity to know, analyze, explain and argue. They include the application of knowledge in the areas of civics, economics, geography and history through the use of an Inquiry Arc: 1) Developing Question and Planning Inquiries; 2) Applying Disciplinary Concepts and Tools; 3) Evaluating Sources and Using Evidence; and 4) Communicating Conclusions and Taking Action.

This year our Social Studies Department SMART Goal is:

To improve student geographic reasoning by using various maps to:

- Increase all students' ability to read maps
- Improve all students' understanding of geographic features
- Improve all students' ability to apply map reading skills to make inferences regarding places/regions.

This fall each grade level has collected baseline information using formative assessments and started work on map reading using a variety of maps. The emphasis has been surrounding geographic reasoning focused on "reading" and making inferences using these visuals. At department meetings each grade level has been sharing various assessment strategies and ways they are working with students to improve the level of thinking.

Special Education Department

All special educators have had their students practice the smarter balance test and the accommodations that are available.

Mindful Learning

The sixth grade has begun a program called Mindful Learning. Mindful Learning is a classroom-based social emotional learning (SEL) program designed to enhance a child's self-awareness, social awareness, focused attention, self-regulation, problem solving, pro-social behaviors (helping, sharing, and cooperating), and positive human qualities, such as happiness, optimism, and altruism. The curriculum we are using is MindUP™ (published by Scholastic, 2011). Research has shown that students who participate in SEL programs like MindUP™ enhance their overall learning potential, and the resulting positive behaviors lead to lower dropout rates, a decrease in anxiety and depression rates, a decrease in classroom conduct problems and increased academic success.

MindUP™ was created to help children understand the ways their minds work, how their thoughts and feelings affect their behavior. It has four goals:

1. To foster mindful focused awareness;
2. To increase positive human qualities, such as empathy, perspective-taking, helpfulness and kindness;
3. To increase optimism and well-being, and
4. To foster a cohesive, caring classroom climate.

Our Mindful Learning program is informed by the latest scientific research in the fields of cognitive neuroscience, social emotional learning, and positive psychology.

Through a series of simple lessons, students learn strategies to calm their minds, focus their attention and become more aware of themselves, others and their environment. Each lesson also teaches students about their brain (anatomy and function), and how they can positively influence their own brain development. Along with the classroom lessons, there is a short, two times a day practice of calming the mind through focused breathing and listening.

Portsmouth Middle School Clubs & Activities 2014-2015

of participants

Girls on Track	September - November	Ms. Jones & Ms. Tuttle	8
Mountain Biking	September - October	Ms. Birse-Siegel	14
Math Counts	September - May	Ms. Larkin	21
Lemonade Club Grade 6 Math Support	September - June	Ms. Butler & Ms. Rice	15
Extended Learning Homework Club	September – June	Ms. Ellis	27
Literary Lunch	September-June	Ms. Patricia Lee	25
SAT Prep	November-January	Ms. Heath & Ms. Capone	15
Boys Varsity Soccer	Fall	Mr. Foley, Athletic Director	13
Girls Varsity Soccer	Fall	Mr. Foley, Athletic Director	18
Boys JV Soccer	Fall	Mr. Foley, Athletic Director	14
Girls JV Soccer	Fall	Mr. Foley, Athletic Director	0
Cross Country	Fall	Mr. Foley, Athletic Director	45
Field Hockey	Fall	Mr. Foley, Athletic Director	14
Girls JV Volleyball	Fall	Mr. Foley, Athletic Director	13
Girls Varsity Volleyball	Fall	Mr. Foley, Athletic Director	13
After-school Ultimate Frisbee	October	Mr. Mitchell	20
Student Council	October – June	Ms. Bouzakine, Mr. Rose	18
Dream Team	October – June	Ms. Kwesell, Ms. Provost	15
Gaming Club	October – June	Mr. Beman & Mr. Jean	10
Chamber Singers	October – June	Mr. Johannessen	18
Yearbook	October – May	Ms. Provost	20
Brass Ensemble	Fall/Spring	Ms. Kern	18
Woodwind Ensemble	Fall/Spring	Ms. Randall	22
Flute Ensemble	Fall/Spring	Ms. Kern	16
Community Builders	Fall/Spring	Ms. Kern and Mr. Utter	12
Art Club	October - December & February - May	Ms. Nuttall and Ms. Shea	75
Geo Bee	October - January	Ms. Garganta, Ms. Heath, Ms. Curtin	20
Quebec Trip	January	Ms. Siegel	48

Wordsmiths	November – February	Ms. Mickela	12
Chess Club	November – June	Mr. James	32
Drama	November – June	Mr. Caple	72
Electronics for Beginners	November – June	Mr. James	8
After school intramural basketball	November	Mr. Mitchell	94
Teen Yoga	November - December	Ms. Birse-Siegel	5
Boys JV Basketball	December – February	Mr. Foley, Athletic Director	12
Boys Varsity Basketball	December – February	Mr. Foley, Athletic Director	13
Girls JV Basketball	December-February	Mr. Foley, Athletic Director	14
Girls Varsity Basketball	December-February	Mr. Foley, Athletic Director	12
6 th grade intramural basketball	December – February	Mr. Burdick	50
Digital Studio	December – February	Ms. Nuttall and Ms. Shea	30
Ski Club	January – February	Ms. Bakkom and Mr. Davis	169
Ice Skating	January – February	Mr. Rose	22
Bowling	January - March	Ms. D. Jones, Ms. Lee, Mr. Stokel	25
Girls Inc.	January - February	Ms. Bonner	12
Jazz Band	Spring	Ms. Kern	22
Dodgeball	March	Mr. Mitchell	103
Boys Lacrosse	March – June	Mr. Foley, Athletic Director	18
Girls Lacrosse	March – June	Mr. Foley, Athletic Director	17
Track and Field	March – June	Mr. Foley, Athletic Director	55
Boys Varsity Baseball	March – June	Mr. Foley, Athletic Director	13
Boys JV Baseball	March – June	Mr. Foley, Athletic Director	12
Girls Varsity Softball	March – June	Mr. Foley, Athletic Director	10
Girls JV Softball	March – June	Mr. Foley, Athletic Director	10

Director of Pupil Support and Instruction

Year to Date Overview

December 1, 2014

ESOL Numbers: Total 86 students

- Portsmouth High School 10 active/ 9 monitor students
- Portsmouth Middle School 12 active/ 3 monitor students
- Dondero 17 active/ 4 monitor students
- Little Harbour 11 active/ 8 monitor students
- New Franklin 6 active/ 3 monitor students

*3 families have refused services at this time

*Students are placed on monitor status by the DOE by scoring proficient on the annual ACCESS assessment. Students must be proficient for two (2) consecutive years to be discontinued from ESOL services.

Title I Numbers: Total 36 in targeted programs + NF

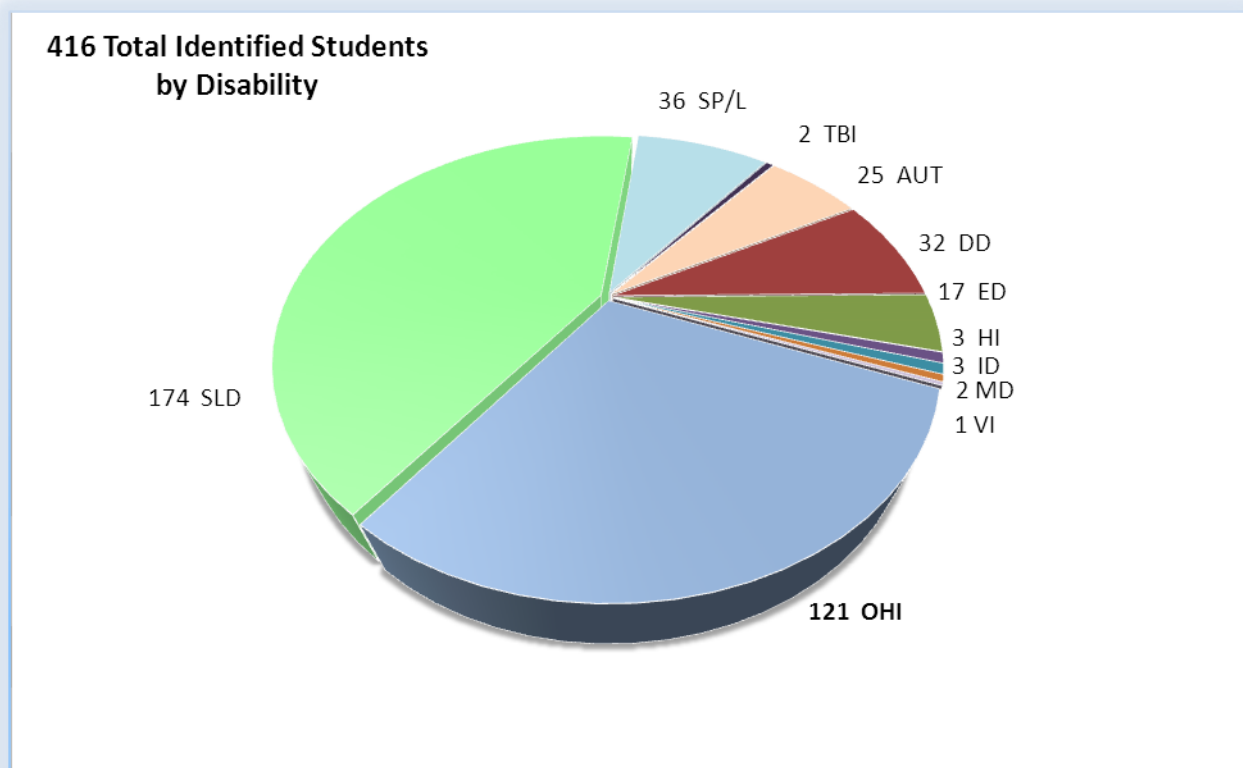
- Dondero 33 students
- St. Patrick School 3 students
- New Franklin All students benefit from Title I funds

Homeless Numbers: Total 28 students

- Portsmouth High School 8 students
- Portsmouth Middle School 4 students
- Dondero 4 students
- Little Harbour 2 students
- New Franklin 1 students
- Sharing transportation costs for 9 students (Hampton, Dover, Somersworth, Rochester)

Current Special Education Numbers District Wide

- Total Enrollment Numbers- PEEP-12 2,670 students
- Total Number of Identified Students 416 students
- Total Percentage Identified 15.6%
- State Average 14.7%



Parent Involvement- A Focus for 14-15

World Café- October 22nd



Outcomes for Meeting:

- Help build a stronger parent-school community for students in Portsmouth with special learning needs through brainstorming ideas with parents and school personnel and
- Generate interest in participating in a parent advisory group that will assist the Portsmouth School District in special education planning.

Focus Questions:

- What topics do you need more information about in special education to support student success--resources or workshops/training or written information?

Training around topics such as Extended School Year (ESY), supporting the unique needs of a child with disabilities, being an effective IEP team member, looking resources tied to specific disabilities easily found on district web site, understanding transition services and what's available to students and families, transitioning successfully from one building to the next (easing parent anxiety around the process)

- What are ideas for improved communication between families and special education staff and administrators?

Improvement needed to district web page, explaining the special education process in laymen's terms, development of a special education packet for new families, Is there a way to consistently communicate information so it's not so teacher/case manager dependent?, parent mentors for new and transitioning parents

- What are the ingredients of a successful family-school partnership in special education?

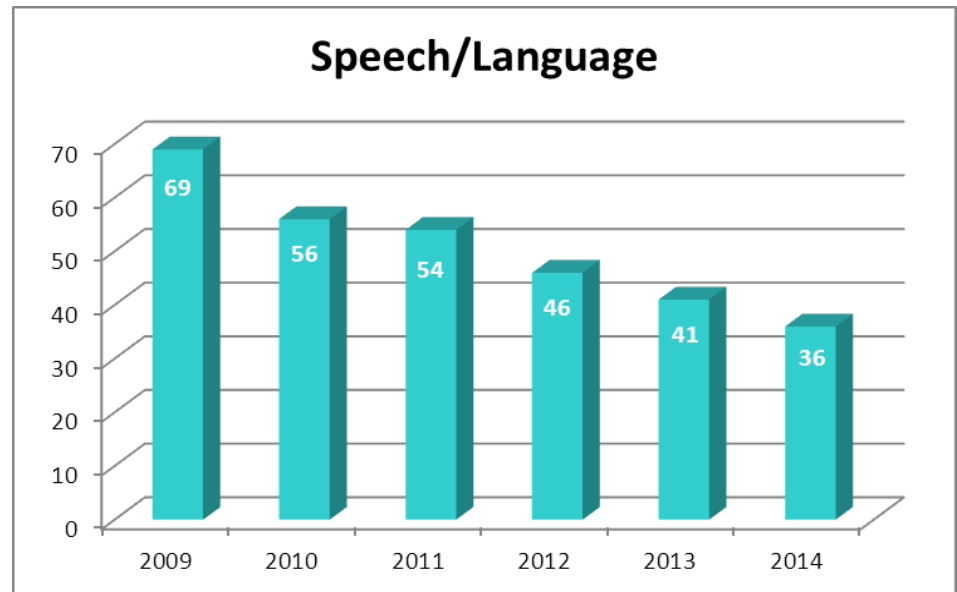
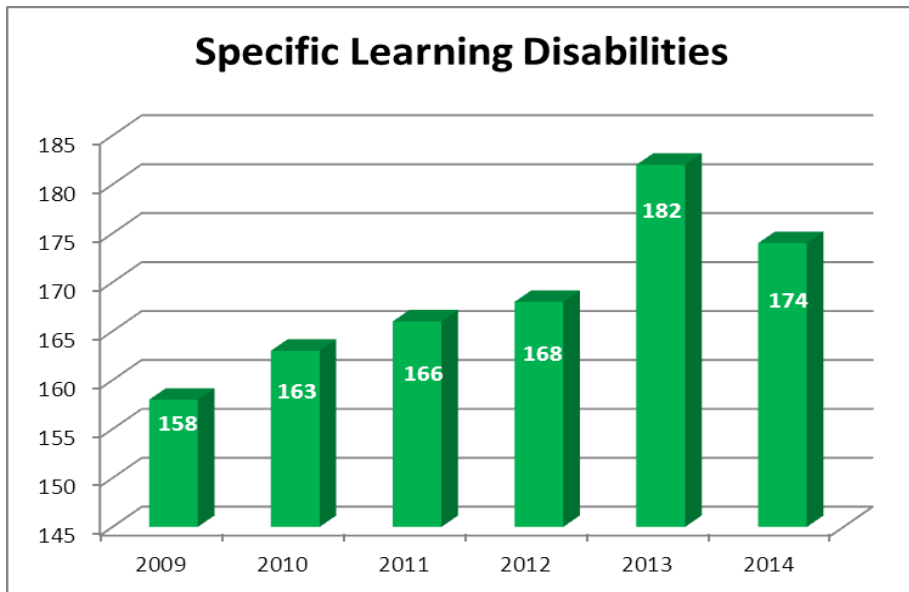
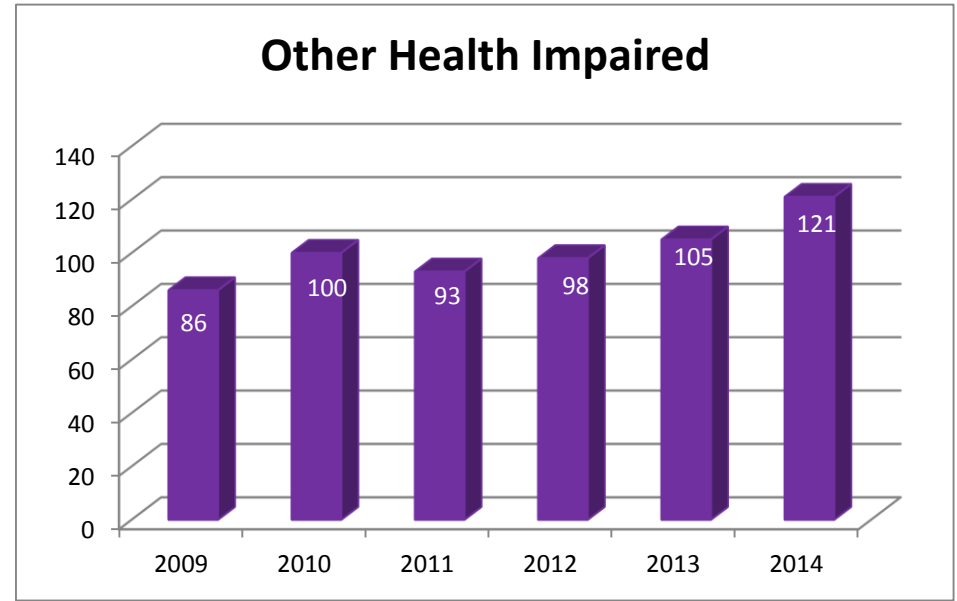
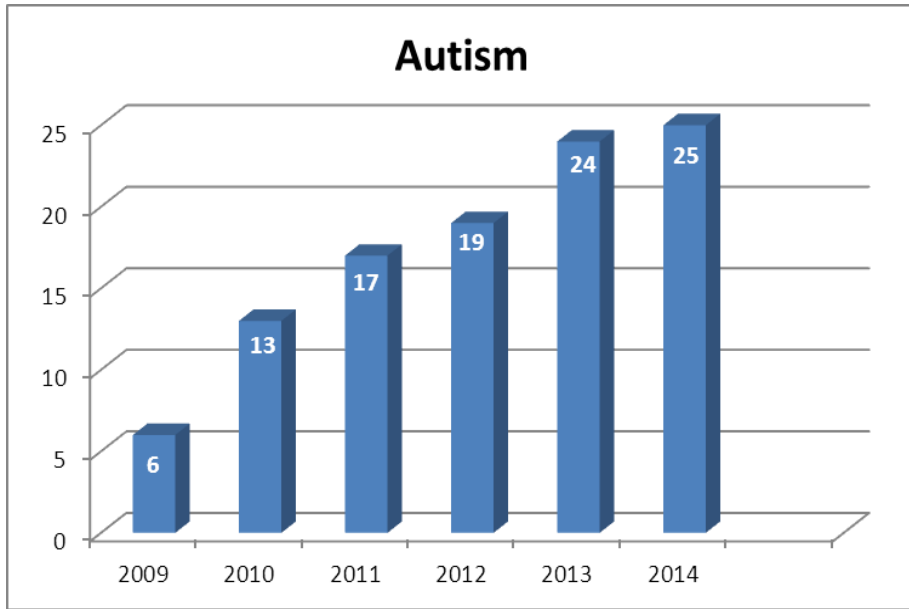
Improving means of communication at the building level, building upon what is going well so we don't need to recreate the wheel each year, how do parents truly know that accommodations are being put in place in classrooms, clarity around what are the roles/responsibility of schools and parents, understanding and reflecting family culture, understanding the budget process and choices being made

Next Steps:

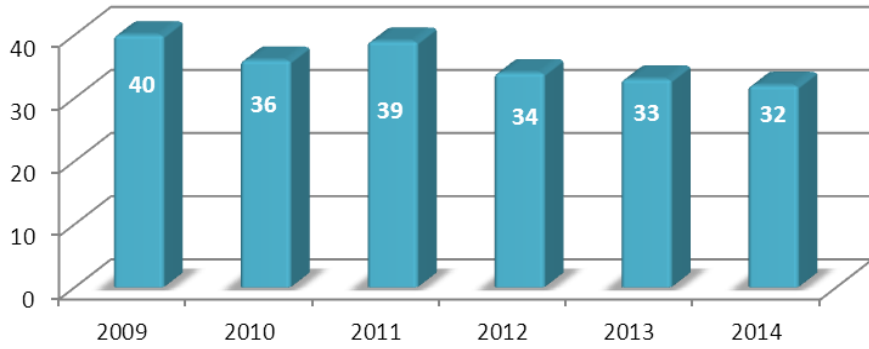
- Meetings are being set for parents of identified students transitioning to PMS and PHS
- Working with New Hampshire Network and Parent Information Center (PIC) on setting up parent trainings tied to Extended School Year (ESY) programming and Overview of the Special Education Process
- Identifying a few key parents who may be interested in participating in a parent advisory group.

Disability Trends 2009 – 2014

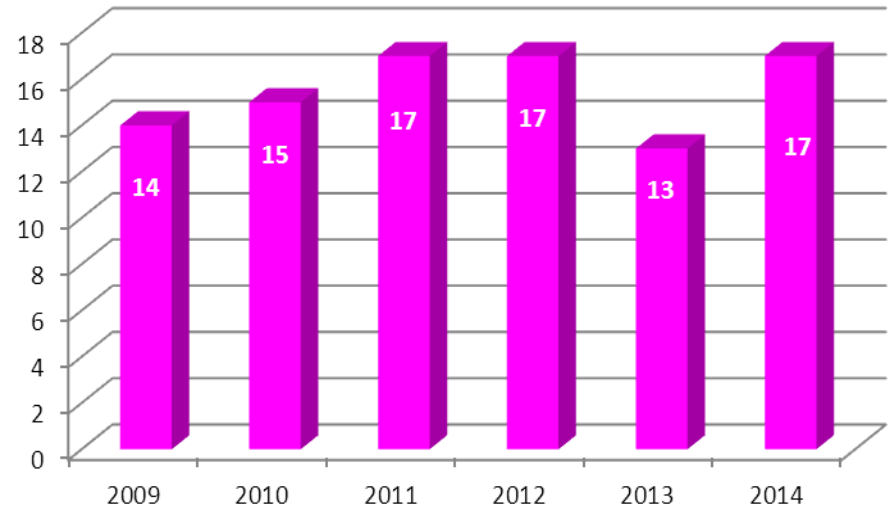
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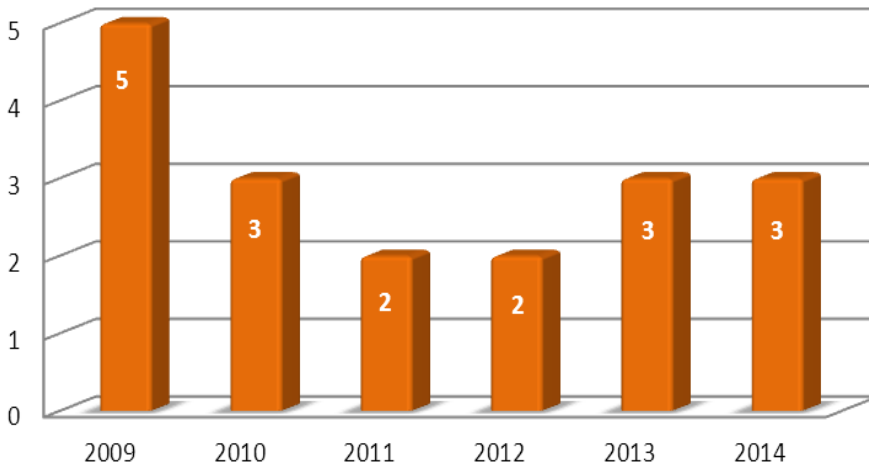
Developmental Disability



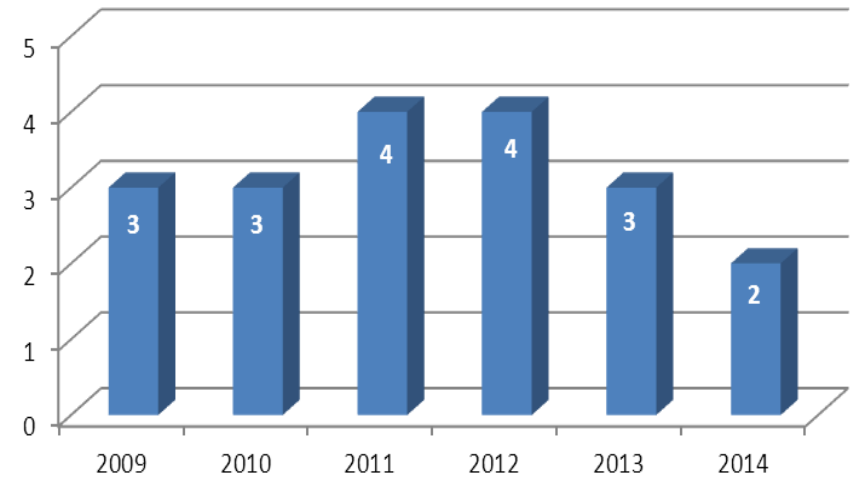
Emotional Disability



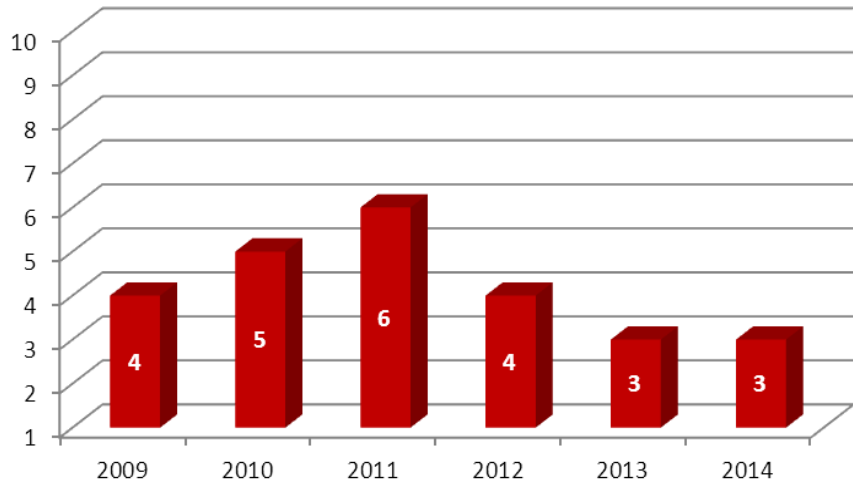
Intellectual Disability



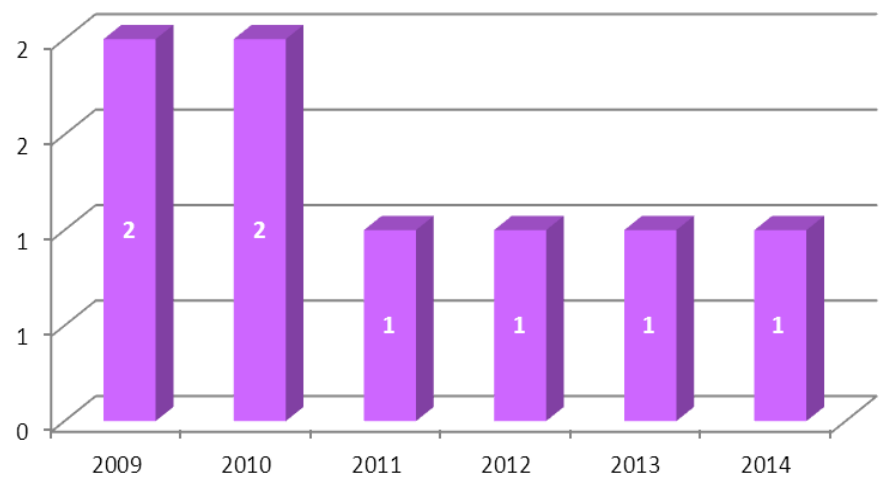
Multiple Disabilities



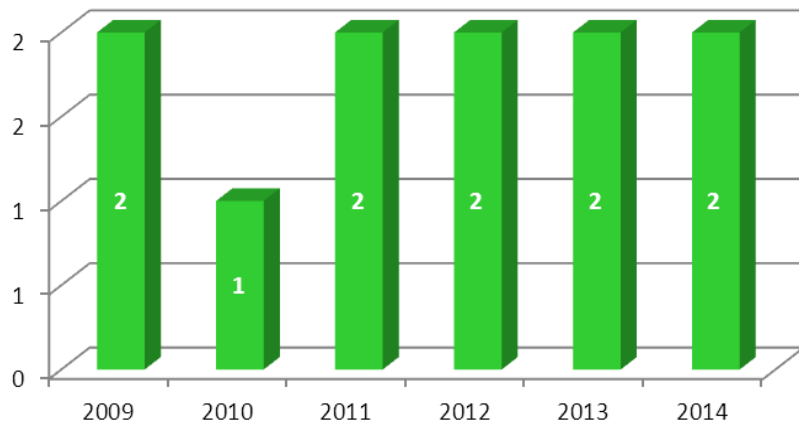
Hearing Impaired



Vision Impairment



Traumatic Brain Injury



PORTSMOUTH SCHOOL DEPARTMENT
FINANCIAL REPORT
MONTH END
NOVEMBER 2014

	FY 2015 YTD ACTUAL NOVEMBER	FY 2015 YTD PLAN NOVEMBER	FY 2015 YTD VARIANCE NOVEMBER (over)/under plan	FY 2014 YTD ACTUAL NOVEMBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
GENERAL FUND						
101 ADMINSTRATIVE	548,100	536,787	(11,313)	536,653	1,404,099	1,403,376
102 TEACHER	4,020,188	4,053,831	33,643	3,807,123	16,933,294	16,434,529
104 TUTOR	10,131	10,861	731	10,103	40,725	34,197
105 CLERICAL	318,184	323,033	4,849	311,368	926,392	902,701
106 PARAPROFESSIONAL	281,040	251,174	(29,866)	279,456	1,038,769	1,029,060
107 MONITOR	6,169	5,637	(533)	6,238	18,118	20,741
108 TECHNICIAN	193,114	191,633	(1,481)	173,453	455,401	439,094
109 SCHOOL BOARD	3,225	3,500	275	1,950	14,000	13,025
110 CUSTODIAL	446,425	443,450	(2,975)	436,114	1,056,587	1,027,214
111 SECURITY	19,731	18,978	(753)	20,227	45,401	47,152
112 MAINTENANCE	93,292	94,754	1,462	92,844	226,090	230,506
113 COACHING	78,227	76,487	(1,740)	75,407	226,762	204,054
114 EXTRA-CURRICULAR	0	0	0	0	141,321	133,770
119 UNCLASSIFIED/UNAFFILIATED	10,042	0	(10,042)	0	0	795
121 SUBSTITUTES	101,441	102,861	1,420	135,469	342,871	466,003
140 SABBATICAL	0	0	0	0	0	0
190 OTHER	0	0	0	204	0	0
Total Salaries	6,129,308	6,112,985	(16,323)	5,886,609	22,869,830	22,386,216
211 HEALTH INSURANCE	5,841,258	5,841,258	0	5,693,234	5,841,258	5,693,234
212 DENTAL INSURANCE	184,430	173,029	(11,401)	149,382	346,057	351,799
213 LIFE INSURANCE	44,814	48,581	3,766	30,471	97,161	81,545
214 DISABILITY INSURANCE	44,009	45,489	1,480	35,329	90,978	85,701
220 FICA	452,759	474,527	21,768	429,847	1,793,723	1,631,850
231 RETIREMENT - STATE	770,449	803,174	32,725	751,076	3,036,016	2,878,022
239 RETIREMENT-SL@T	400,000	400,000	0	400,000	400,000	400,000
240 COURSE REIMBURSEMENT	130,445	89,926	(40,519)	144,779	250,080	240,362
250 UNEMPLOYEMENT COMPENSATION	1,387	4,620	3,233	387	10,000	1,638
260 WORKERS COMPENSATION	0	100,614	100,614	109,067	100,614	109,067
270 OTHER HEALTH BENEFITS/EAP	1,164	750	(414)	1,973	1,500	6,357
280 CONFERENCE ALLOWANCE	4,036	4,215	179	2,249	10,418	8,416
290 ASSOCIATION DUES	2,564	4,270	1,706	6,101	8,540	6,756
Total Benefits	7,877,314	7,990,452	113,137	7,753,896	11,986,345	11,494,747
TOTAL SALARIES AND BENEFITS	14,006,622	14,103,437	96,814	13,640,504	34,856,175	33,880,963

PORTSMOUTH SCHOOL DEPARTMENT
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	FY 2015 YTD ACTUAL NOVEMBER	FY 2015 YTD PLAN NOVEMBER	FY 2015 YTD VARIANCE NOVEMBER (over)/under plan	FY 2014 YTD ACTUAL NOVEMBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
102 DONDERO	20,918	18,782	(2,135)	17,283	41,195	33,692
104 LITTLE HARBOUR	27,761	31,739	3,977	30,604	59,868	45,620
105 NEW FRANKLIN	27,943	22,727	(5,215)	20,292	37,230	27,303
108 MIDDLE SCHOOL	69,374	55,894	(13,480)	57,273	98,556	77,765
109 SENIOR HIGH	95,350	110,021	14,671	110,711	168,414	166,792
Total Schools	241,345	239,163	(2,182)	236,163	405,263	351,172
110 ART	35,193	38,169	2,976	35,249	58,076	51,009
111 MUSIC	8,646	5,936	(2,710)	6,302	19,967	15,948
112 PHYSICAL EDUCATION	9,556	5,747	(3,809)	4,900	13,067	10,878
113 INSTRUMENTAL MUSIC	21,502	22,092	589	13,438	46,184	35,661
114 TECHNICAL CAREERS	35,171	25,476	(9,695)	16,908	60,718	49,695
115 ATHLETICS	107,131	113,484	6,353	103,496	326,595	312,518
116 DRAMA	7,499	6,515	(984)	8,337	12,890	12,193
117 K-12 COMPUTER	6,355	8,871	2,515	299	24,500	10,949
119 HEALTH INSTRUCTION	0	751	751	43	4,052	2,031
Total Other Instruction	231,054	227,041	(4,013)	188,972	566,049	500,883
130 ENRICHMENT	0	0	0	190	0	542
131 DISTRICT-WIDE ASSESSMENT	12,760	10,248	(2,512)	10,695	19,435	10,695
132 MATHMATICS ELEMENTARY	25,827	31,381	5,554	13,602	76,505	23,857
134 HEALTH	3,572	3,887	315	2,884	7,759	6,546
135 LIBRARY ELEMENTARY	15,258	17,398	2,140	12,566	33,104	28,332
136 MEDIA SERVICES	17,659	11,560	(6,099)	5,446	18,651	14,768
137 SYSTEM - WIDE PSYCHOLOGIST	2,956	2,403	(553)	3,007	10,175	2,930
138 CURRICULUM BOOKS	9,700	7,214	(2,486)	4,579	19,909	7,110
139 READING	20,699	11,337	(9,362)	17,699	39,879	25,092
145 PUPIL ENTITLEMENT	0	0	0	0	3,525	3,156
Total Instructional Support	108,431	95,427	(13,003)	70,669	228,942	123,028

PORTSMOUTH SCHOOL DEPARTMENT
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	FY 2015 YTD ACTUAL NOVEMBER	FY 2015 YTD PLAN NOVEMBER	FY 2015 YTD VARIANCE NOVEMBER (over)/under plan	FY 2014 YTD ACTUAL NOVEMBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
150 PEEP	3,190	2,413	(776)	1,268	7,594	7,593
151 SPED/ ELEMENTARY	6,987	5,172	(1,815)	3,629	19,888	16,987
152 SPED/ MIDDLE SCHOOL	1,101	1,808	707	141	9,208	3,448
153 SPED/HIGH SCHOOL	3,136	2,291	(844)	2,247	10,849	8,440
156 SPEECH	1,288	1,978	690	2,565	4,055	3,229
157 OCCUPATIONAL THERAPY	1,501	497	(1,004)	693	3,090	693
159 ESL	0	328	328	1,026	1,880	1,229
160 DISTRICT-WIDE ADAPTIVE SERVICE	180	343	163	70	2,500	2,015
165 OUT OF DISTRICT TUITION	367,605	403,834	36,229	376,468	1,623,450	1,717,437
Total Special Instruction	384,989	418,663	33,676	388,107	1,682,514	1,761,072
170 CENTRAL OFFICE	77,726	90,038	12,311	73,592	173,416	212,020
171 SCHOOL BOARD	6,314	10,307	3,993	9,305	11,450	13,720
173 RESEARCH & DEVELOPMENT	786	764	(22)	1,207	3,823	2,498
177 TECHNOLOGY PLAN	150,682	169,826	19,144	140,334	297,785	202,706
178 DATA PROCESSING	32,751	33,353	602	33,198	43,318	33,198
179 LARGE EQUIPMENT	28,360	25,156	(3,204)	17,016	60,399	56,720
180 TRAVEL IN DISTRICT	2,282	2,524	242	2,236	28,392	24,956
182 WELLNESS	0	102	102	2,321	2,000	2,321
183 INSURANCE	114,289	114,289	(0)	106,812	116,289	107,360
184 TELEPHONE	22,207	18,366	(3,841)	17,497	45,549	44,696
187 ATHLETIC FIELDS	47,557	34,055	(13,502)	33,762	56,758	78,185
188 MAINTENANCE	375,454	275,146	(100,309)	290,836	444,118	502,129
189 ENERGY	173,998	227,076	53,078	177,373	1,106,162	1,094,998
190 CIP	0	0	0	0	0	0
195 PUPIL TRANSPORTATION	180,508	254,098	73,590	242,704	846,994	827,104
197 SPACE RENTAL	0	0	0	0	0	0
198 NON-RECURRING EXPENSES	0	0	0	0	0	0
199 CONTINGENCY	(250)	0	250	0	0	(42)
Total System Support	1,212,665	1,255,099	42,434	1,148,193	3,236,453	3,202,568
TOTAL OPERATING	2,178,483	2,235,394	56,912	2,032,103	6,119,221	5,938,723
TOTAL GENERAL FUND BUDGET	16,185,105	16,338,831	153,726	15,672,607	40,975,396	39,819,686

PORTSMOUTH SCHOOL DEPARTMENT
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	FY 2015 YTD ACTUAL NOVEMBER	FY 2015 YTD PLAN NOVEMBER	FY 2015 YTD VARIANCE NOVEMBER (over)/under plan	FY 2014 YTD ACTUAL NOVEMBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
SPECIAL EDUCATION - 207 EXPENSE						
102 TEACHER	118,186	101,546	(16,640)	94,636	424,170	415,905
105 CLERICAL	19,181	16,129	(3,052)	18,802	46,254	45,825
106 PARAPROFESSIONAL	266,833	235,359	(31,474)	254,241	973,364	948,904
Total Salaries	404,200	353,034	(51,166)	367,679	1,443,788	1,410,634
220 FICA	28,240	20,803	(7,437)	25,886	110,450	98,292
231 RETIREMENT	31,985	23,150	(8,835)	30,003	122,912	117,795
Total Benefits	60,225	43,952	(16,273)	55,889	233,362	216,087
Total Operating	25,628	34,212	8,584	26,407	96,100	115,646
TOTAL SPED 207 EXPENSE	490,053	431,198	(58,855)	449,975	1,773,250	1,742,367
SPECIAL EDUCATION - 207 REVENUE						
1322 TUITION NH LEA	0	0	0	0	300,000	275,084
1332 TUITION OTHER LEA	0	0	0	0	53,000	82,356
1910 GENERAL FUND SUPPORT	0	0	0	0	400,000	300,000
3230 CAT AID	0	0	0	0	250,000	241,490
4580 MEDICAID REIMBURSEMENT	101,449	184,000	82,551	224,519	450,000	756,243
TOTAL SPED 207 REVENUE	101,449	184,000	82,551	224,519	1,453,000	1,655,172

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	FY 2015 YTD ACTUAL OCTOBER	FY 2015 YTD PLAN OCTOBER	FY 2015 YTD VARIANCE OCTOBER (over)/under plan	FY 2014 YTD ACTUAL OCTOBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
GENERAL FUND						
101 ADMINSTRATIVE	448,696	439,202	(9,494)	439,503	1,404,099	1,403,376
102 TEACHER	2,687,575	2,702,554	14,979	2,541,842	16,933,294	16,434,529
104 TUTOR	7,119	7,241	122	7,091	40,725	34,197
105 CLERICAL	248,491	251,793	3,303	242,504	926,392	902,701
106 PARAPROFESSIONAL	197,263	167,450	(29,814)	195,291	1,038,769	1,029,060
107 MONITOR	4,083	3,758	(326)	4,065	18,118	20,741
108 TECHNICIAN	157,074	156,795	(280)	138,099	455,401	439,094
109 SCHOOL BOARD	975	3,500	2,525	1,950	14,000	13,025
110 CUSTODIAL	363,448	362,832	(616)	356,435	1,056,587	1,027,214
111 SECURITY	15,716	15,527	(189)	15,638	45,401	47,152
112 MAINTENANCE	76,173	77,526	1,353	76,305	226,090	230,506
113 COACHING	77,145	76,487	(658)	74,833	226,762	204,054
114 EXTRA-CURRICULAR	0	0	0	0	141,321	133,770
119 UNCLASSIFIED/UNAFFILIATED	0	0	0	0	0	795
121 SUBSTITUTES	60,305	68,574	8,269	82,806	342,871	466,003
140 SABBATICAL	0	0	0	0	0	0
190 OTHER	0	0	0	0	0	0
Total Salaries	4,344,063	4,333,238	(10,824)	4,176,361	22,869,830	22,386,216
211 HEALTH INSURANCE	5,841,258	5,841,258	0	5,693,234	5,841,258	5,693,234
212 DENTAL INSURANCE	152,365	144,202	(8,163)	147,472	346,057	351,799
213 LIFE INSURANCE	37,465	40,487	3,022	30,881	97,161	81,545
214 DISABILITY INSURANCE	36,236	37,911	1,674	35,329	90,978	85,701
220 FICA	322,688	337,837	15,150	306,376	1,793,723	1,631,850
231 RETIREMENT - STATE	541,596	571,816	30,220	534,119	3,036,016	2,878,022
239 RETIREMENT-SL@T	400,009	400,000	(9)	400,000	400,000	400,000
240 COURSE REIMBURESMENT	85,334	66,446	(18,888)	121,573	250,080	240,362
250 UNEMPLOYMENT COMPENSATION	1,021	4,132	3,110	308	10,000	1,638
260 WORKERS COMPENSATION	0	100,614	100,614	109,067	100,614	109,067
270 OTHER HEALTH BENEFITS/EAP	1,164	750	(414)	1,973	1,500	6,357
280 CONFERENCE ALLOWANCE	2,691	3,186	495	2,100	10,418	8,416
290 ASSOCIATION DUES	2,564	4,270	1,706	6,101	8,540	6,756
Total Benefits	7,424,391	7,552,909	128,518	7,388,532	11,986,345	11,494,747
TOTAL SALARIES AND BENEFITS	11,768,454	11,886,147	117,694	11,564,894	34,856,175	33,880,963

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	FY 2015 YTD ACTUAL OCTOBER	FY 2015 YTD PLAN OCTOBER	FY 2015 YTD VARIANCE OCTOBER (over)/under plan	FY 2014 YTD ACTUAL OCTOBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
102 DONDERO	20,404	17,075	(3,329)	16,581	41,195	33,692
104 LITTLE HARBOUR	27,214	30,035	2,821	29,204	59,868	45,620
105 NEW FRANKLIN	26,433	21,419	(5,013)	19,990	37,230	27,303
108 MIDDLE SCHOOL	58,108	53,191	(4,917)	54,810	98,556	77,765
109 SENIOR HIGH	89,945	102,205	12,260	108,301	168,414	166,792
Total Schools	222,104	223,925	1,821	228,887	405,263	351,172
110 ART	32,572	35,245	2,672	34,859	58,076	51,009
111 MUSIC	8,598	4,351	(4,247)	6,306	19,967	15,948
112 PHYSICAL EDUCATION	6,741	5,398	(1,343)	4,788	13,067	10,878
113 INSTRUMENTAL MUSIC	23,001	16,163	(6,839)	13,438	46,184	35,661
114 TECHNICAL CAREERS	29,092	17,837	(11,255)	14,586	60,718	49,695
115 ATHLETICS	87,218	95,913	8,694	84,426	326,595	312,518
116 DRAMA	5,149	2,066	(3,082)	5,337	12,890	12,193
117 K-12 COMPUTER	0	7,830	7,830	299	24,500	10,949
119 HEALTH INSTRUCTION	0	305	305	0	4,052	2,031
Total Other Instruction	192,372	185,107	(7,265)	164,039	566,049	500,883
130 ENRICHMENT	0	0	0	190	0	542
131 DISTRICT-WIDE ASSESSMENT	10,569	9,681	(888)	9,135	19,435	10,695
132 MATHMATICS ELEMENTARY	25,827	30,282	4,456	13,602	76,505	23,857
134 HEALTH	3,572	3,733	161	2,884	7,759	6,546
135 LIBRARY ELEMENTARY	12,345	14,366	2,021	12,612	33,104	28,332
136 MEDIA SERVICES	11,649	7,802	(3,847)	1,193	18,651	14,768
137 SYSTEM - WIDE PSYCHOLOGIST	2,873	1,798	(1,075)	3,003	10,175	2,930
138 CURRICULUM BOOKS	9,651	7,069	(2,582)	4,579	19,909	7,110
139 READING	18,506	10,336	(8,170)	17,699	39,879	25,092
145 PUPIL ENTITLEMENT	0	0	0	0	3,525	3,156
Total Instructional Support	94,991	85,067	(9,924)	64,898	228,942	123,028

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	FY 2015 YTD ACTUAL OCTOBER	FY 2015 YTD PLAN OCTOBER	FY 2015 YTD VARIANCE OCTOBER (over)/under plan	FY 2014 YTD ACTUAL OCTOBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
150 PEEP	2,812	1,615	(1,198)	1,209	7,594	7,593
151 SPED/ ELEMENTARY	7,242	3,616	(3,625)	3,603	19,888	16,987
152 SPED/ MIDDLE SCHOOL	626	871	245	141	9,208	3,448
153 SPED/HIGH SCHOOL	3,595	1,734	(1,861)	2,247	10,849	8,440
156 SPEECH	1,287	1,436	148	2,565	4,055	3,229
157 OCCUPATIONAL THERAPY	94	287	193	693	3,090	693
159 ESL	0	136	136	679	1,880	1,229
160 DISTRICT-WIDE ADAPTIVE SERVICE	180	252	72	70	2,500	2,015
165 OUT OF DISTRICT TUITION	268,755	307,684	38,929	326,387	1,623,450	1,717,437
Total Special Instruction	284,593	317,631	33,039	337,594	1,682,514	1,761,072
170 CENTRAL OFFICE	77,226	90,038	12,812	28,994	173,416	212,020
171 SCHOOL BOARD	6,314	9,982	3,668	9,305	11,450	13,720
173 RESEARCH & DEVELOPMENT	786	42	(744)	0	3,823	2,498
177 TECHNOLOGY PLAN	96,099	143,635	47,536	88,343	297,785	202,706
178 DATA PROCESSING	32,751	33,353	602	33,198	43,318	33,198
179 LARGE EQUIPMENT	22,688	20,125	(2,563)	11,344	60,399	56,720
180 TRAVEL IN DISTRICT	1,835	1,869	34	1,757	28,392	24,956
182 WELLNESS	0	395	395	2,119	2,000	2,321
183 INSURANCE	114,289	114,289	(0)	106,812	116,289	107,360
184 TELEPHONE	18,786	15,007	(3,779)	14,051	45,549	44,696
187 ATHLETIC FIELDS	40,102	34,055	(6,047)	27,801	56,758	78,185
188 MAINTENANCE	303,782	242,137	(61,645)	272,894	444,118	502,129
189 ENERGY	162,074	146,876	(15,198)	155,466	1,106,162	1,094,998
190 CIP	0	0	0	0	0	0
195 PUPIL TRANSPORTATION	166,620	169,399	2,778	161,556	846,994	827,104
197 SPACE RENTAL	0	0	0	0	0	0
198 NON-RECURRING EXPENSES	0	0	0	0	0	0
199 CONTINGENCY	(110)	0	110	149	0	(42)
Total System Support	1,043,242	1,021,202	(22,041)	913,788	3,236,453	3,202,568
TOTAL OPERATING	1,837,302	1,832,932	(4,369)	1,709,206	6,119,221	5,938,723
TOTAL GENERAL FUND BUDGET	13,605,755	13,719,079	113,325	13,274,099	40,975,396	39,819,686

PORTSMOUTH SCHOOL DEPARTMENT
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	FY 2015 YTD ACTUAL OCTOBER	FY 2015 YTD PLAN OCTOBER	FY 2015 YTD VARIANCE OCTOBER (over)/under plan	FY 2014 YTD ACTUAL OCTOBER	FY 2015 BUDGET ANNUAL	FY 2014 ACTUAL ANNUAL
SPECIAL EDUCATION - 207 EXPENSE						
102 TEACHER	81,827	67,698	(14,129)	63,090	424,170	415,905
105 CLERICAL	15,694	12,572	(3,122)	15,383	46,254	45,825
106 PARAPROFESSIONAL	186,902	156,906	(29,996)	175,354	973,364	948,904
Total Salaries	284,423	237,176	(47,247)	253,827	1,443,788	1,410,634
220 FICA	19,969	20,803	834	17,933	110,450	98,292
231 RETIREMENT	22,512	23,150	638	20,849	122,912	117,795
Total Benefits	42,481	43,952	1,471	38,782	233,362	216,087
Total Operating	18,203	28,830	10,627	23,550	96,100	115,646
TOTAL SPED 207 EXPENSE	345,107	309,958	(35,149)	316,159	1,773,250	1,742,367
SPECIAL EDUCATION - 207 REVENUE						
1322 TUITION NH LEA	0	0	0	0	300,000	275,084
1332 TUITION OTHER LEA	0	0	0	0	53,000	82,356
1910 GENERAL FUND SUPPORT	0	0	0	0	400,000	300,000
3230 CAT AID	0	0	0	0	250,000	241,490
4580 MEDICAID REIMBURSEMENT	99,577	90,000	(9,577)	211,539	450,000	756,243
TOTAL SPED 207 REVENUE	99,577	90,000	(9,577)	211,539	1,453,000	1,655,172

Edward McDonough

From: Jena Bulger-Judd
Sent: Wednesday, December 03, 2014 1:47 PM
To: Edward McDonough
Subject: Request

SB
12/9/14

Dear Ed,

I am writing to request a leave of absence for the remainder of the school year due to the birth of my child. I have been on a 12 week maternity leave which will officially end on Dec. 10. I would like to extend my maternity leave through the end of this school year.

Please let me know if you need further information or a hard copy of this request.

Thank you for your consideration.

Sincerely,
Jena Bulger-Judd

Sent from my iPad

Amendment and Administrative Regulations

The Board does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the superintendent.

The Board reserves the right to review and veto administrative regulations **if the board deems them to** ~~and should the, in the Board's judgment,~~ be inconsistent with the policies adopted by the Board.

Board Review of Administrative Regulations

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board therefore they may be revised when it appears they are not consistent with Board policy. On controversial topics, the Superintendent may request prior Board approval.

MEMORANDUM

To: Portsmouth School Board Members
From: Ed McDonough
Date: December 4, 2014
Re: Workshop Session on Delaying Start Times @ PMS and PHS

On Tuesday, December 9, 2014, the school board will hold a work session on the topic of delayed start times. In order to provide some background, we have provided the following materials:

- 1) August 25, 2014 Press Release from the American Academy of Pediatrics shared at Public Comment on September 9, 2014 by parent, Scott McKee, calling for middle and high school start times to begin no sooner than 8:30 am.
- 2) *Manchester Union Leader* article, December 27, 1999, where high school examines adjustments to 4x4 block schedule including a later start time.
- 3) *Boston Globe* article, August 29, 2004, where feasibility study will be conducted on delaying start time @ PHS with possible adoption for the 2005-06 school year.
- 4) 2006 School Start and End Time Committee Statement of Concern and Rationale as well as survey results of staff, students and parents.
- 5) Excerpts from Miami Dade Public Schools Research Services, Office of Assessment, Research and Data Analysis in October 2009:
 - a. Impact of Delayed Starting Times on the Community
 - b. Guidelines for Implementing High School Schedule Changes
 - c. When Delayed School Starting Times Are Not An Option: Alternative Ways to Improve Academic Performance, and an
 - d. Executive Summary

On Tuesday, members are asked to come and share a list of questions you have and would like answered as well as what you would suggest would be the best sources of information to have those questions answered as a way into our initial workshop session on this topic.

a a a

print

email

share

Let Them Sleep: AAP Recommends Delaying Start Times of Middle and High Schools to Combat Teen Sleep Deprivation

8/25/2014

For Release: August 25, 2014

Studies show that adolescents who don't get enough sleep often suffer physical and mental health problems, an increased risk of automobile accidents and a decline in academic performance. But getting enough sleep each night can be hard for teens whose natural sleep cycles make it difficult for them to fall asleep before 11 p.m. – and who face a first-period class at 7:30 a.m. or earlier the next day.

In a new policy statement published online Aug. 25, the American Academy of Pediatrics (AAP) recommends middle and high schools delay the start of class to 8:30 a.m. or later. Doing so will align school schedules to the biological sleep rhythms of adolescents, whose sleep-wake cycles begin to shift up to two hours later at the start of puberty.

"Chronic sleep loss in children and adolescents is one of the most common – and easily fixable – public health issues in the U.S. today," said pediatrician Judith Owens, MD, FAAP, lead author of the policy statement, "School Start Times for Adolescents," published in the September 2014 issue of *Pediatrics*.

"The research is clear that adolescents who get enough sleep have a reduced risk of being overweight or suffering depression, are less likely to be involved in automobile accidents, and have better grades, higher standardized test scores and an overall better quality of life," Dr. Owens said. "Studies have shown that delaying early school start times is one key factor that can help adolescents get the sleep they need to grow and learn."

Many studies have documented that the average adolescent in the U.S. is chronically sleep-deprived and pathologically sleepy. A National Sleep Foundation poll found 59 percent of 6th through 8th graders and 87 percent of high school students in the U.S. were getting less than the recommended 8.5 to 9.5 hours of sleep on school nights.

The policy statement is accompanied by a technical report, "Insufficient Sleep in Adolescents and Young Adults: An Update on Causes and Consequences," also published online Aug. 25. The technical report updates a prior report on excessive sleepiness among adolescents that was published in 2005.

The reasons for teens' lack of sleep are complex, and include homework, extracurricular activities, after-school jobs and use of technology that can keep them up late on week nights. The AAP recommends pediatricians counsel teens and parents about healthy sleep habits, including enforcing a media curfew. The AAP also advises health care professionals to educate parents, educators, athletic coaches and other stakeholders about the biological and environmental factors that contribute to insufficient sleep.

But the evidence strongly suggests that a too-early start to the school day is a critical contributor to chronic sleep deprivation among American adolescents. An estimated 40 percent of high schools in the U.S. currently have a start time before 8 a.m.; only 15 percent start at 8:30 a.m. or later. The median middle school start time is 8 a.m., and more than 20 percent of middle schools start at 7:45 a.m. or earlier.

Napping, extending sleep on weekends, and caffeine consumption can temporarily counteract sleepiness, but they do not restore optimal alertness and are not a substitute for regular, sufficient sleep, according to the AAP.

The AAP urges middle and high schools to aim for start times that allow students to receive 8.5 to 9.5 hours of sleep a night. In most cases, this will mean a school start time of 8:30 a.m. or later, though schools should also consider

average commuting times and other local factors.

"The AAP is making a definitive and powerful statement about the importance of sleep to the health, safety, performance and well-being of our nation's youth," Dr. Owens said. "By advocating for later school start times for middle and high school students, the AAP is both promoting the compelling scientific evidence that supports school start time delay as an important public health measure, and providing support and encouragement to those school districts around the country contemplating that change."

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The American Academy of Pediatrics is an organization of 62,000 primary care pediatricians, pediatric medical subspecialists and pediatric surgical specialists dedicated to the health, safety and well-being of infants, children, adolescents and young adults. For more information, visit www.aap.org.

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Portsmouth High explores

BY JODY RECORD

Union Leader Correspondent

PORTSMOUTH — A pilot program that would add 90 minutes to the school day is being explored by Portsmouth High School educators who hope to alleviate some of the problems created by block scheduling.

The current "four by four" format was adopted in fall 1994, cutting the traditional seven classes a day to four 90-minute blocks. The change found some students having to choose between electives and academic courses offered at the same time.

Other scheduling conflicts developed as well, most notably for band members.

The idea of extending the school day to accommodate course selection has received growing support among teachers and administrators.

"We need to look at scheduling as a tool," Portsmouth High School Principal Richard Gremlitz said. "Block scheduling is working very effectively, organizing the day, delivering instruction. For

honors and AP (advanced placement) students, the question is how do they fit everything in?"

Part of the problem, Gremlitz said, is that Portsmouth has a large number of electives in limited time slots. As a result, students have had to pass on some classes because they were scheduled at the same time as a required academic course.

Adding a fifth period would give students a wider choice. Additionally, there has been discussion on starting school later in the day. To do that, Gremlitz says, involves changing a mindset.

"We have to get beyond the cultural concept," the principal said. "But I've had several teachers who have said they are not morning people and would welcome coming in later."

Students, too, would likely embrace a later start time, based on research exploring teens' sleep needs. Studies suggest schools should consider altering the school day hours depending on the population's age, according to Dr. David

Brown of the Sleep Center at Lakes Region General Hospital in Laconia.

Research shows that most teens' sleep cycles have them staying up late and waking late. Conversely, elementary school children require less sleep than high-schoolers.

There have already been two dry runs on extended classes at Portsmouth High this year. Currently, a high-level German class meets two days a week beginning at 2:30 p.m. — the time the regular school day ends. That arrangement, which Gremlitz says is "working wonderfully," will continue through the end of the year.

A second test case involved a Latin class held at 7:30 a.m. that switched to the end of the day, from 2:30 p.m. to 4 p.m. The course has since reverted back to its morning time because of conflicts with winter sports, one the areas that will need to be addressed if an extended day is to become part of the high school structure.

"There are many policy implications

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longer school day

and budget implications that will have to be discussed but we fully support the idea," said Assistant Superintendent of Schools Charles Ott.

"There are problems with co-curricular activities, problems with jobs, but we are looking at it educationally," he continued. "We don't want to be on a slippery slope and undo all the good work of block scheduling."

Teachers have embraced the "four by four" format, saying it allows for more in-depth learning. Smaller class sizes and fewer classes a year are an additional bonus, providing the opportunity to get to know students better, they say.

A drawback to the schedule has been for band and choir students who must surrender one quarter of their high school career to music because of the format's time limitations.

A partial solution to that problem now has freshmen music students in "A-B" blocks, rotating the first period class between band/choir and physical education.

That concept is being examined for next year so those students now in music can stay put, Gremlitz said. The idea of offering one or two math classes on alternate days is being considered.

But it wouldn't work to go to a straight "A-B" schedule for all students, Gremlitz said, because it would mean that students and teachers would be doubling the number of classes they have.

"Part of the beauty of the four by four schedule is the simplicity," Gremlitz said. "We don't want to lose that."

So far, the change to block scheduling has yielded some positive results: the number of honor roll students has increased and discipline referrals have been cut in half. In addition, there has been a steady upward trend in students' state test scores since 1996.

"We are not opposed to looking at offering a fifth block in the second semester this year if we could work it out," Gremlitz said. "The more success we have in the area, the more it ensures we will be able to implement the concept on a larger scale."

'Early to rise' wrong route to wise, teens say

Schools study later start times

By Brenda J. Buote, Globe Staff and Clare Kittredge, Globe Correspondent | August 29, 2004

Back when he was a freshman, Adam Irish struggled to wake by 5:30 a.m. so he could catch the 6:10 a.m. school bus for the ride from his home in Rye, N.H., to the high school in neighboring Portsmouth. Classes began promptly at 7:30 a.m.

"I was a walking zombie," said Irish, 18, who graduated in June.

Things improved slightly for Irish when he started catching a ride to school with a friend, but he says research supports his contention that teenagers would be more alert in class if school schedules reflected their natural sleep patterns and started later. Some school officials agree.

Responding to mounting evidence that many high school students are too tired to focus in class, school officials in several Massachusetts communities, including Hingham and Revere, have changed high school start times so teenagers can sleep later. Meanwhile, educators in several other districts, including Portsmouth, N.H., are thinking about doing the same.

Next month, members of the Portsmouth School Board, together with a group of teachers, parents, and students, will begin studying the feasibility of delaying the start of classes at Portsmouth High School, which draws students from several surrounding towns. Roughly 34 percent of the student body lives outside Portsmouth -- in Greenland, Newcastle, Newington, or Rye.

No change will be made in start times for the coming school year, Portsmouth school officials said.

The study was prompted by a presentation made by Irish to the Portsmouth School Board in May, said Lyonel Tracy, superintendent of the 2,700-pupil Portsmouth district, which includes some 1,100 high school students. Irish served as the student representative to the nine-member committee during his senior year.

"It's been a topic that we've looked at off and on for a number of years, but Adam's presentation is what convinced us to really examine the issue," said Tracy. "His report was research-based and extremely thorough. We plan to examine his proposal and report out on all the variables -- such as bus routes and after-school activities -- that would be impacted by it.

"There's no arguing with the research," Tracy added. "Clearly, students who get more sleep do better in school. It's just a matter of whether or not we can change the high school class schedule in a practical and cost-efficient manner."

Classes at Portsmouth High School now start at 7:30 a.m. and end at 2:30 p.m., hours that some researchers say conflict with adolescents' natural sleep rhythms. Studies on teenagers' so-called circadian rhythms show they are biologically programmed to go to sleep about midnight and get up after 9 a.m.

"The first block of school, from 7:30 a.m. to 9 a.m., is basically a waste because everyone is sleeping," said Irish. "Many, many studies have proven that the adolescent mind is not even conscious until after 9 o'clock, so it's really quite pointless to ship kids to school so early. Biologically, they're not awake."

In Revere, similar concerns prompted school officials to change class times at the high school. The new schedule took effect last fall, with classes starting at 7:50 a.m., rather than 7:30 a.m. Students are dismissed at 2:20 p.m., 25 minutes later than they used to be.

"We thought the later start time would provide us with a better on-time rate, and it has," said Revere Superintendent Paul S. Dakin. "Tardiness was a problem at the high school, but it's improved by about 50 percent since we implemented the change."

Dakin said the new schedule also led to other positive changes. With the later start time, the middle and high school schedules are now the same, making it possible for teachers in grades 7 to 12 to meet and coordinate. "It's been invaluable, in terms of allowing us time we didn't have before for professional development," he said.

"Some parents would like to see the start time moved even later, and bring in the elementary kids earlier," Dakin said. "But with 26 varsity sports at the high school, kids can't get to competitions if they get out of school any later. At this point, the schedule is as late as it can be and still give our students the opportunity to participate in interscholastic sports."

Irish is starting classes at Middlebury College this fall. The new student representative to the Portsmouth School Board, 15-year-old Andrew Kinaci, has taken up his cause.

Kinaci said he "would wholeheartedly support the idea of a later start of classes." However, he noted that with classes starting Tuesday, it is "way too late" for the school board to make any changes for the 2004-05 school year.

According to Tracy, the panel will discuss the issue this fall and consider adopting a new high school class schedule for the 2005-06 school year. "When we first looked at [Irish's] proposal, we agreed that if there are to be any changes, they would have to be for the next academic year," said Tracy. "We will have to reach a decision by January or February; each of the school systems in the four surrounding towns would need advance notice because it would impact their bus runs."

School officials said some parents have said they would support a later start time because their children would be dismissed from classes later in the afternoon and spend less time at home alone. But other parents want their teenagers home before younger siblings step off the school

bus. They worry that if the schedule is altered, older students may not be available in the afternoons to care for their younger sisters and brothers.

Portsmouth School Board member Charlie Vaughn opposes a later high school start. He said it would require a major financial investment and could create a safety hazard for younger children, who would have to start school earlier.

"It's dead as far as I'm concerned," said Vaughn of Irish's proposal. "The whole bus schedule would have to be changed around. We'd have to buy some new buses, and that would be an additional expense, and it would put the young kids outside in the dark waiting for their buses."

"To change the whole high school schedule around to try to accommodate students who have a hard time getting up in the morning, even though some studies say they need to sleep later -- I don't see how this additional hour would be such an advantage for them," said Vaughn.

Brenda J. Buote may be reached at bbuote@globe.com ■



Statement of Concern:

As research continues to demonstrate that secondary students are at risk for consequences resulting from sleep deprivation, The School Start and End Time Committee (SSETC) was formed to review current Portsmouth District school schedule alternatives that will allow students to optimize academic success and personal safety. This committee is comprised of teachers, parents and school board members. Adolescents, due to changes in circadian sleep patterns that occur with puberty, have difficulty getting the recommended 8 ½ to 9 ¼ hours of sleep a night. Results of sleep deprivation include:

- Low grades and school performance
- Negative moods
- Increased risk of injuries and death (primarily related to young drivers and automobile accidents)
- Some loss of behavioral control
- Increased likelihood of stimulant use

(Adolescent Sleep Needs and Patterns-Research Report and Resource Guide, National Sleep Foundation, 2000)

Educational Rationale:

Continuing research over the past two decades demonstrates that due to naturally occurring changes in sleep patterns during puberty, adolescents have true difficulty falling asleep before 10-11pm, even if they go to bed earlier. Both Portsmouth Middle and High School start before 8am, creating a situation in which it is almost impossible for students to get the recommended amount of nightly. Students often sleep later on the weekends to help eliminate some sleep debt, which results in erratic sleep schedules and a failure to develop normal circadian sleep rhythms. In short, our

current secondary school schedule fights the natural sleep patterns of teens and can result in sleep deprivation related risks.

In contrast, studies show that elementary age students can actually benefit from an earlier school time start, which is more in sync with their natural sleep patterns. Young children naturally go to bed early and wake early. Younger students do not tend to change their sleep schedule during the weekend, which allows them to rise better rested than their adolescent counterparts. Portsmouth elementary schools currently have staggered start times between 8:30 and 9:00am.

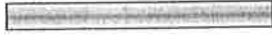


School Needs, Patterns and Difficulties of Adolescents: Summary of a Workshop, National Academy of Sciences, 2000.

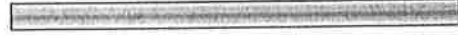
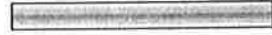
Kubow, Wahlstrom and Bemis, *Starting Time and School Life: Reflections from Educators and Students*, Phi Delta Kappan, 1999




Adolescent Sleep Needs and Patterns-Research Report and Resource Guide, National Sleep Foundation, 2000

In reviewing two decades of research, the Committee recommends an adjustment in Portsmouth school start and end times in order to better meet the educational and physical needs of all students and to further promote educational excellence throughout the Portsmouth School Department.

Staff School Schedule Survey- Portsmouth

1. What grade level do you teach?			Response Percent	Response Count
Elementary			37.6%	80
Middle School			23.5%	50
High School			41.8%	89
			<i>answered question</i>	213
			<i>skipped question</i>	0

2. Do your students appear to be alert during the first class of the day?			Response Percent	Response Count
Yes			63.4%	135
No			36.6%	78
			<i>answered question</i>	213
			<i>skipped question</i>	0

3. How often have you seen students fall asleep in classes?			Response Percent	Response Count
Never			34.3%	73
Occasionally			57.7%	123
Often			8.0%	17
			<i>answered question</i>	213
			<i>skipped question</i>	0

4. Do you as an educator feel that students would perform better if school started at a different time?

	Earlier	Later	Keep at same time	Response Count
Elementary	56.6% (77)	1.5% (2)	44.9% (61)	136
Middle School	1.0% (1)	59.2% (61)	41.7% (43)	103
High School	1.5% (2)	72.3% (94)	27.7% (36)	130
			<i>answered question</i>	213
			<i>skipped question</i>	0

5. Assuming that after school activities could be addressed, which of the following start times do you think is best for your grade level students?

	7:30am	8:00am	8:30am	9:00am	Response Count
Elementary Student	16.2% (18)	32.4% (36)	35.1% (39)	18.9% (21)	111
Middle School Student	21.2% (18)	36.5% (31)	35.3% (30)	11.8% (10)	85
High School Student	20.0% (25)	39.2% (49)	30.4% (38)	12.8% (16)	125
					<i>answered question</i>
					199
					<i>skipped question</i>
					14

6. What schedule would work best for you personally?

	7:30am	8:00am	8:30am	9:00am	I am flexible	Response Count
Elementary	12.1% (12)	23.2% (23)	29.3% (29)	22.2% (22)	21.2% (21)	99
Middle School	25.0% (15)	23.3% (14)	21.7% (13)	6.7% (4)	30.0% (18)	60
High School	34.3% (36)	24.8% (26)	7.6% (8)	2.9% (3)	31.4% (33)	105
						<i>answered question</i>
						213
						<i>skipped question</i>
						0

7. Does a change in start time create a negative impact on your childcare arrangements?			
		Response Percent	Response Count
Yes		14.8%	31
No		85.2%	178
<i>answered question</i>			209
<i>skipped question</i>			4

8. Does a change in start time create a negative impact with a second job or coaching responsibility?			
		Response Percent	Response Count
Yes		20.8%	44
No		79.2%	168
<i>answered question</i>			212
<i>skipped question</i>			1

9. Would you support testing a pilot program in your school for a later/earlier start time?			
	Yes	No	Response Count
Dondero	66.7% (22)	33.3% (11)	33
Little Harbor	56.0% (28)	48.0% (24)	50
New Franklin	55.9% (19)	44.1% (15)	34
Middle School	73.2% (41)	26.8% (15)	56
High School	84.5% (71)	33.3% (28)	84
<i>answered question</i>			207
<i>skipped question</i>			6

10. How many hours of sleep do you think your students need on average to stay healthy?

	8 hours	8 1/2 hours	9 hours	9 1/2 hours	10 hours	Response Count
Elementary Student	12.8% (14)	7.3% (8)	33.9% (37)	8.3% (9)	42.2% (46)	109
Middle School Student	23.0% (20)	11.5% (10)	33.3% (29)	9.2% (8)	33.3% (29)	87
High School Student	39.7% (48)	11.6% (14)	30.6% (37)	8.3% (10)	14.9% (18)	121
	<i>answered question</i>					213
	<i>skipped question</i>					0

11. How many hours of sleep do you estimate that your students are getting per night during the school week?

	less than 8 hours	8 hours	8 1/2 hours	9 hours	9 1/2 hours	10 hours	Response Count
Elementary student	14.7% (14)	35.8% (34)	15.8% (15)	32.6% (31)	7.4% (7)	17.9% (17)	95
Middle School student	66.7% (46)	30.4% (21)	5.8% (4)	5.8% (4)	0.0% (0)	0.0% (0)	69
High School student	97.1% (100)	4.9% (5)	0.0% (0)	1.0% (1)	0.0% (0)	0.0% (0)	103
	<i>answered question</i>						210
	<i>skipped question</i>						3

12. Comments on school schedules are welcomed and appreciated:

	Response Count
	83
<i>answered question</i>	83
<i>skipped question</i>	130

Student Schedule Evaluation Survey

1. What is your grade/age level range?		Response Percent	Response Count
Elementary School (grades 4 and 5)		15.2%	180
Middle School (grades 6-8)		29.6%	352
High School (grades 9-12)		55.2%	656
<i>answered question</i>			1188
<i>skipped question</i>			10

2. What time do you fall asleep on weeknights/school nights?		7pm	7:30pm	8pm	8:30pm	9pm	9:30pm	10:00pm	10:30pm	11pm or later	Res C
Elementary School (grades 4 and 5)		0.6% (1)	1.7% (3)	8.8% (16)	22.1% (40)	27.1% (49)	25.4% (46)	8.3% (15)	2.8% (5)	3.3% (6)	
Middle School (grades 6-8)		0.0% (0)	0.0% (0)	1.4% (5)	2.8% (10)	19.4% (68)	19.9% (70)	25.9% (91)	16.8% (59)	13.7% (48)	
High School (grades 9-12)		0.0% (0)	0.0% (0)	0.5% (3)	0.0% (0)	5.1% (34)	5.4% (36)	20.7% (137)	20.0% (132)	48.3% (319)	
<i>answered question</i>											
<i>skipped question</i>											

3. What time do you fall asleep on weekends (Friday and Saturday nights)?

	7:00pm	7:30pm	8pm	8:30pm	9pm	9:30pm	10:00pm	10:30pm	11pm or later
Elementary School (grades 4 and 5)	1.1% (2)	0.6% (1)	1.1% (2)	5.1% (9)	14.3% (25)	9.7% (17)	22.3% (39)	10.9% (19)	34.9% (61)
Middle School (grades 6-8)	0.0% (0)	0.0% (0)	0.0% (0)	0.6% (2)	0.9% (3)	3.2% (11)	13.5% (46)	11.8% (40)	70.6% (240)
High School (grades 9-12)	0.0% (0)	0.0% (0)	0.2% (1)	0.0% (0)	0.8% (5)	0.5% (3)	4.0% (26)	3.5% (23)	91.2% (599)

answered question

skipped question

4. What time do you wake up in the morning on school days?

	5:00am	5:30am	6:00am	6:30am	7:00am	7:30am	8:00am	8:30am or later	Response Count
Elementary School (grades 4 and 5)	1.6% (3)	1.1% (2)	13.7% (25)	14.8% (27)	42.9% (78)	19.2% (35)	6.0% (11)	0.5% (1)	16
Middle School (grades 6-8)	4.2% (15)	9.9% (35)	44.8% (159)	33.5% (119)	6.2% (22)	1.4% (5)	0.0% (0)	0.3% (1)	35
High School (grades 9-12)	4.7% (31)	13.2% (87)	42.2% (278)	32.8% (216)	6.5% (43)	0.3% (2)	0.2% (1)	0.0% (0)	65

answered question

119

skipped question

5. Approximately what time do you wake up in the morning on the weekend?							
	5:00am-6:00am	6:00am-7:00am	7:00am-8:00am	8:00am-9:00am	9:00am-10:00am	10:00am or later	Response Count
Elementary School (grades 4 and 5)	3.0% (5)	13.6% (23)	26.0% (44)	28.4% (48)	14.2% (24)	14.8% (25)	169
Middle School (grades 6-8)	0.6% (2)	3.2% (11)	9.5% (33)	20.4% (71)	27.3% (95)	39.4% (137)	348
High School (grades 9-12)	0.8% (5)	2.6% (17)	5.6% (37)	17.7% (116)	25.0% (164)	48.4% (317)	655
<i>answered question</i>							1172
<i>skipped question</i>							26

6. Do you usually feel well rested and alert when you get to school in the morning?			
	Yes	No	Response Count
Elementary School (grades 4 and 5)	76.8% (136)	23.2% (41)	177
Middle School (grades 6-8)	31.5% (107)	68.8% (234)	340
High School (grades 9-12)	15.9% (104)	84.2% (550)	653
<i>answered question</i>			1170
<i>skipped question</i>			28

7. How much sleep (in hours) do you think students NEED on an average night? (Please answer for your grade level)

	Less than 7 hours	7 hours	7 1/2 hours	8 hours	8 1/2 hours	9 hours	9 1/2 hours	10 hours	10 or more hours	Response Count
Elementary School (grades 4 and 5)	5.7% (36)	8.4% (53)	2.2% (14)	21.9% (139)	2.2% (14)	16.6% (105)	3.5% (22)	24.8% (157)	14.8% (94)	634
Middle School (grades 6-8)	1.7% (12)	5.8% (41)	3.5% (25)	27.9% (197)	6.9% (49)	24.9% (176)	3.7% (26)	17.7% (125)	8.2% (58)	706
High School (grades 9-12)	6.7% (54)	8.6% (69)	2.6% (21)	24.2% (195)	7.2% (58)	19.8% (159)	4.5% (36)	16.8% (135)	9.9% (80)	805
									<i>answered question</i>	1174
									<i>skipped question</i>	24

8. How many hours of sleep do YOU get a night during the school week on average?

	Less than 7 hours	7 hours	7 1/2 hours	8 hours	8 1/2 hours	9 hours	9 1/2 hours	10 hours	10 or more hours	Response Count
Elementary School (grades 4 and 5)	3.4% (6)	6.2% (11)	2.8% (5)	9.6% (17)	4.5% (8)	19.7% (35)	7.9% (14)	31.5% (56)	15.2% (27)	178
Middle School (grades 6-8)	12.5% (43)	15.7% (54)	10.1% (35)	27.2% (94)	13.0% (45)	14.2% (49)	4.6% (16)	2.3% (8)	0.9% (3)	345
High School (grades 9-12)	35.5% (233)	26.4% (173)	13.0% (85)	16.5% (108)	3.2% (21)	4.4% (29)	0.5% (3)	0.6% (4)	0.3% (2)	656
									<i>answered question</i>	1175
									<i>skipped question</i>	23

9. Looking at the following school start times, do you think they are too early?				
	Too Early	Too Late	Just Right	Response Count
Elementary School (close to 9am)	2.8% (31)	41.4% (459)	56.1% (623)	1110
Middle School (7:30am)	69.0% (740)	1.7% (18)	29.3% (314)	1072
High School (7:30am)	78.4% (842)	1.1% (12)	20.5% (220)	1074
			<i>answered question</i>	1174
			<i>skipped question</i>	24

10. How often are you tired or sleepy during school?					
	Never	Some days	Most days	Every day	Response Count
Elementary School (grades 4 and 5)	17.8% (32)	65.6% (118)	12.2% (22)	5.0% (9)	180
Middle School (grades 6-8)	3.5% (12)	45.1% (155)	33.7% (116)	17.7% (61)	344
High School (grades 9-12)	1.7% (11)	27.1% (177)	40.4% (264)	31.7% (207)	654
			<i>answered question</i>		1178
			<i>skipped question</i>		20

11. How often do you doze off in class?						
	Never	Every few months	1-3 times a month	More than 3 times a month	Everyday	Response Count
Elementary School (grades 4 and 5)	64.9% (113)	24.7% (43)	7.5% (13)	1.1% (2)	1.7% (3)	174
Middle School (grades 6-8)	44.5% (153)	25.6% (88)	17.4% (60)	4.1% (14)	8.4% (29)	344
High School (grades 9-12)	18.2% (119)	18.2% (119)	37.0% (242)	6.3% (41)	20.9% (137)	654
					<i>answered question</i>	1172
					<i>skipped question</i>	26

12. How do you usually get to school in the morning?

	Bus	Drive self or carpool with friends	Parents drive	Walk or ride bike	Other	Response Count
Elementary School (grades 4 and 5)	51.6% (95)	5.4% (10)	29.3% (54)	26.1% (48)	0.5% (1)	184
Middle School (grades 6-8)	48.4% (163)	3.0% (10)	38.3% (129)	23.1% (78)	0.9% (3)	337
High School (grades 9-12)	24.1% (157)	45.9% (299)	29.6% (193)	7.8% (51)	3.1% (20)	652
					<i>answered question</i>	1173
					<i>skipped question</i>	25

13. How do you usually get home from school?

	Bus	Drive self or carpool with friends	Parents pick up	Walk or ride bike	Other	Response Count
Elementary School (grades 4 and 5)	57.5% (111)	4.7% (9)	27.5% (53)	22.8% (44)	1.0% (2)	193
Middle School (grades 6-8)	59.1% (192)	4.0% (13)	24.9% (81)	28.6% (93)	0.6% (2)	325
High School (grades 9-12)	31.6% (205)	48.6% (315)	21.0% (136)	13.4% (87)	2.0% (13)	648
					<i>answered question</i>	1166
					<i>skipped question</i>	32

14. High School Students only: Do you have an afterschool job?

	Response Percent	Response Count
Yes <input type="checkbox"/>	37.9%	251
No <input type="checkbox"/>	62.1%	411
	<i>answered question</i>	662
	<i>skipped question</i>	536

15. High School students only: If you checked yes to the previous question and you have an afterschool job, what are your typical work hours after school?

**Response
Count**

242

answered question 242

skipped question 956

16. High School and Middle School students only- Do you participate in extracurricular activities at school?

**Response
Count**

	Yes	No	
Middle School	67.0% (213)	33.0% (105)	318
High School	68.4% (438)	31.7% (203)	640

answered question 958

skipped question 240

17. High School and Middle School students only- If you answered yes to the previous question about extracurriculars, how many days per week do you participate in them during their season?

**Response
Count**

	1-2	3-4	5-6	
Middle School students	31.9% (68)	41.3% (88)	26.8% (57)	213
High School students	15.0% (65)	24.3% (105)	64.8% (280)	432

answered question 645

skipped question 553

18. High School and Middle School only- If you participate in extracurricular activities, which seasons do you participate?

	Fall	Winter	Spring	Response Count
Middle School	72.5% (148)	70.6% (144)	80.4% (164)	204
High School	82.5% (343)	67.5% (281)	80.3% (334)	416
			<i>answered question</i>	620
			<i>skipped question</i>	578

19. Comments:

Response Count

408

answered question


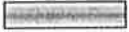











408

skipped question

790

Parent School Schedule Survey- Portsmouth

1. What Grade is your student entering in Fall of 2008? (you can select more than one answer for multiple students)

	Response Percent	Response Count
Kindergarten 	8.7%	49
1st Grade 	16.7%	94
2nd Grade 	13.2%	74
3rd Grade 	12.3%	69
4th Grade 	10.0%	56
5th Grade 	14.8%	83
6th Grade 	8.0%	45
7th Grade 	11.9%	67
8th Grade 	13.7%	77
9th Grade 	5.0%	28
10th Grade 	11.6%	65
11th Grade 	11.4%	64
12th Grade 	8.5%	48
	<i>answered question</i>	562
	<i>skipped question</i>	0

2. What time does your student fall asleep on school nights?

	6:30pm	7:00pm	7:30pm	8:00pm	8:30pm	9:00pm	9:30pm	10:00pm	10:30pm
Elementary Student	0.0% (0)	0.8% (3)	9.0% (33)	25.3% (93)	28.6% (105)	24.5% (90)	13.4% (49)	6.0% (22)	0.5% (2)
Middle School Student	0.6% (1)	0.0% (0)	0.0% (0)	3.0% (5)	6.6% (11)	21.1% (35)	31.9% (53)	31.3% (52)	6.6% (11)
High School Student	0.0% (0)	0.0% (0)	0.0% (0)	1.1% (2)	0.0% (0)	7.3% (13)	11.2% (20)	24.6% (44)	25.7% (46)

3. What time does your student fall asleep on the weekends?

	6:30pm	7:00pm	7:30pm	8:00pm	8:30pm	9:00pm	9:30pm	10:00pm	10:30pm
Elementary School Student	0.0% (0)	0.5% (2)	1.9% (7)	12.8% (47)	18.5% (68)	26.9% (99)	16.8% (62)	18.2% (67)	7.1% (26)
Middle School Student	0.0% (0)	0.0% (0)	0.0% (0)	0.6% (1)	1.2% (2)	6.0% (10)	11.4% (19)	26.3% (44)	16.8% (28)
High School Student	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	2.3% (4)	1.7% (3)	9.1% (16)	9.1% (16)

4. What time does your student wake up in the morning on school days?

	5:30am or earlier	6:00am	6:30am	7:00am	7:30am	8:00am	8:30am	9:00am or later	Response Count
Elementary Student	1.9% (7)	12.7% (46)	20.7% (75)	43.0% (156)	20.7% (75)	5.2% (19)	0.0% (0)	0.0% (0)	36
Middle School Student	10.0% (17)	36.5% (62)	40.6% (69)	12.9% (22)	1.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	17
High School Student	10.8% (19)	46.6% (82)	34.7% (61)	9.1% (16)	0.6% (1)	0.0% (0)	0.0% (0)	0.0% (0)	17
								<i>answered question</i>	55
								<i>skipped question</i>	

5. What time does your student wake up on the weekends?

	5:30am or earlier	6:00am	6:30am	7:00am	7:30am	8:00am	8:30am	9:00am or later	Response Count
Elementary School Student	1.6% (6)	5.5% (20)	12.6% (46)	25.0% (91)	18.7% (68)	22.8% (83)	9.1% (33)	10.7% (39)	36
Middle School Student	0.6% (1)	1.2% (2)	1.8% (3)	7.7% (13)	7.1% (12)	19.0% (32)	11.3% (19)	53.6% (90)	16
High School Student	1.1% (2)	1.1% (2)	1.1% (2)	2.2% (4)	2.8% (5)	10.1% (18)	7.3% (13)	79.8% (142)	17
								<i>answered question</i>	55
								<i>skipped question</i>	

6. Is it hard for him/her to wake up on school days?

	Yes	No	Response Count
Elementary Student	22.8% (83)	81.3% (296)	364
Middle School Student	57.3% (98)	43.9% (75)	171
High School Student	64.8% (114)	36.9% (65)	176
		<i>answered question</i>	557
		<i>skipped question</i>	5




7. In your opinion, do the elementary schools start too early, too late, or just right? (elementary schools have a staggered start generally between 8:25 and 9am)

	Response Percent	Response Count
Too Early	5.7%	26
Too Late	9.9%	45
Just Right	84.4%	384
	<i>answered question</i>	455
	<i>skipped question</i>	107

8. In your opinion, does the middle school start too early, too late or just right? (the middle school starts at 7:40am)

	Response Percent	Response Count
Too Early	63.6%	215
Too Late	1.2%	4
Just Right	35.5%	120
	<i>answered question</i>	338
	<i>skipped question</i>	224

9. 7. In your opinion, does the high school start too early, too late or just right? (the high school starts at 7:30am)

	Response Percent	Response Count
Too Early 	71.3%	234
Too Late 	0.9%	3
Just Right 	27.7%	91
<i>answered question</i>		328
<i>skipped question</i>		234


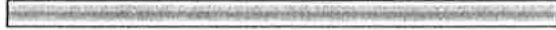
10. What would be the ideal time for your student to leave the house in the morning for school?

	Between 7-8am	Between 8-9am	Response Count
Elementary Student	34.4% (133)	65.9% (255)	387
Middle School Student	48.7% (133)	51.6% (141)	273
High School Student	45.6% (130)	55.1% (157)	285
<i>answered question</i>			552
<i>skipped question</i>			10




11. How does your student usually get to school in the morning?

	Bus	Drive self or carpool	Parents drive	Walk or ride bike	Other	Response Count
Elementary Student	44.0% (161)	5.2% (19)	28.1% (103)	28.1% (103)	2.5% (9)	366
Middle School Student	47.0% (78)	6.6% (11)	33.7% (56)	20.5% (34)	0.0% (0)	166
High School Student	31.5% (56)	38.2% (68)	35.4% (63)	7.9% (14)	0.0% (0)	178
<i>answered question</i>						558
<i>skipped question</i>						4

12. Would a change in the school day negatively impact your work schedule and/or child care arrangements?

	Response Percent	Response Count
Yes 	21.2%	118
No 	78.8%	438
<i>answered question</i>		556
<i>skipped question</i>		6

13. If yes, would it be easy or hard for you to make changes to accommodate a different school schedule?

	Response Percent	Response Count
Easy 	33.3%	75
Hard 	22.2%	50
Don't Know 	44.4%	100
<i>answered question</i>		225
<i>skipped question</i>		337



14. How much sleep do you think students need on an average night?

	8 hours	8 1/2 hours	9 hours	9 1/2 hours	10 hours	Over 10 hours	Response Count
Elementary Student	11.7% (47)	5.7% (23)	15.7% (63)	8.5% (34)	33.3% (134)	28.6% (115)	402
Middle School Student	18.8% (54)	5.9% (17)	32.3% (93)	13.5% (39)	24.7% (71)	8.3% (24)	288
High School Student	30.9% (89)	12.2% (35)	33.7% (97)	9.4% (27)	11.8% (34)	5.6% (16)	288
<i>answered question</i>							555
<i>skipped question</i>							7

15. How many hours of sleep does your student get a night during the school week on average?

	less than 8 hours	8 hours	8 1/2 hours	9 hours	9 1/2 hours	10 hours	Over 10 hours	Response Count
Elementary School Student	1.9% (7)	7.6% (28)	7.9% (29)	15.5% (57)	13.9% (51)	30.0% (110)	26.7% (98)	367
Middle School Student	15.6% (27)	26.6% (46)	20.8% (36)	24.9% (43)	6.9% (12)	6.4% (11)	0.6% (1)	173
High School Student	59.6% (106)	27.0% (48)	7.9% (14)	5.6% (10)	1.1% (2)	0.0% (0)	0.6% (1)	178
<i>answered question</i>								555
<i>skipped question</i>								7

16. Before this survey, were you aware of the organized efforts to evaluate the current schedules in Portsmouth Public Schools?

	Response Percent	Response Count
Yes 	45.3%	253
No 	54.7%	306
<i>answered question</i>		559
<i>skipped question</i>		3

17. Comments on school schedules are welcomed and appreciated:

	Response Count
	208
<i>answered question</i>	208
<i>skipped question</i>	354

Impact of Delayed Starting Times on the Community

Many issues must be considered when delaying the start of the school day. Most experts agree that complicating factors vary by location and depend on the number of students enrolled in the school system, the socioeconomic characteristics of the community, and stakeholders' support of the schedule change (Lamkin-Carughi, 2007; Yan & Slagle, 2006; Delisio, 2003; Downs, 2001). The National Sleep Foundation (2000) stated: "Individual communities can vary greatly in their priorities and values, and adopting a policy of later starting times in high schools might not be optimal for every community or even for every school within a community."

Key issues that must be resolved before later starting times can be implemented include:

- **Bus schedules.** School districts often operate on a tiered bus system that uses the same buses to transport elementary, middle, and high school students by staggering pick up and drop off times. This system saves districts millions of dollars in the purchasing of buses and hiring of bus drivers. Therefore, in order to avoid a significant increase in transportation costs, later high school starting times often have to be countered by earlier starting times for younger students (National Sleep Foundation, 2008b; Downs, 2001; Public Schools of North Carolina, 1999).

The National Sleep Foundation (2000) stated that transportation services may be the single most complex and costly factor in delaying high school starting times, especially if the schedule change results in the need for additional buses. Other transportation issues include the number of hours that bus drivers work (which may be influenced by the amount of other traffic while en route); the effect of school buses on commuter traffic; and the availability of school buses for transportation to extracurricular activities (National Sleep Foundation, 2000).

*Excerpted from Research Services
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Miami-Jade Public Schools, October, 2009*

- **Student safety.** When high school and elementary school starting times are switched, young children may have to wait at bus stops or walk to school in the dark, presenting a significant safety hazard. Many community members believe it is safer for older children to commute in the morning darkness. In Arlington, Virginia, the school district switched middle school, instead of elementary school, starting times with high school starting times (Truempy, 2008; Robinson, 2006; Delisio, 2003; National Sleep Foundation, 2000; Public Schools of North Carolina, 1999).
- **Family schedules.** Wahlstrom (1999) stated that changing a school's starting time provokes the same kind of emotional reaction from stakeholders as closing a school or changing its attendance boundaries. Most families have devised highly coordinated schedules that balance each member's multiple activities and commitments. A new school schedule means creating a whole new family schedule. Established work, child care, and drop off and pick up schedules have to be revised to match the school's new starting and dismissal times. Other issues to consider when changing school starting times include the availability of adolescents to care for younger siblings or other household members and their responsibilities for household chores and meal preparation (National Sleep Foundation, 2008b; Dean, 2006; Strauss, 2006; Downs, 2001; National Sleep Foundation, 2000; Public Schools of North Carolina, 1999).

In 2008, Orange County Public Schools reversed high school and middle school starting times. The change, which moved high schools to 9:30 a.m. and middle schools to 7:30 a.m., saved the district over \$4 million in bus driver and fuel expenses during the 2008-09 school year. In May 2009, the school board voted to return to the original starting times. Board members cited opposition from students and parents and middle school student safety issues as reasons they voted for the schedule reversal. The board hopes the district can find other ways to cut transportation costs that don't create as much disruption for students. Reinstating the old schedule will cost the district approximately \$5 million. Superintendent Ronald Blocker stated that other programs will be cut to make up for the funds that will have to be returned to the transportation department's budget (Hobbs, 2009; Thomas, 2009; WFTV, 2009). Similarly, in 2005 the superintendent of Pinellas County Schools dropped a plan to move high school starting times from 7:05 a.m. to 9:00 a.m. after a *St. Petersburg Times* poll found that most parents opposed the plan, with many citing fear that students' after-school jobs would be in jeopardy (Strauss, 2006). In Fairfax County, Virginia Public Schools, a year-long study with a 50-person task force was unable to identify a way to change bell schedules that would not generate the opposition of parents in the local community (Covino, 2001).

- **After-school extracurricular and athletic activities.** When dismissal times are delayed, extracurricular activities and athletic events must also shift to later in the day. Athletic coaches contend that delayed dismissal times disrupt game schedules and practice times. Teachers worry that athletes will be required to leave class early in order to attend games. Greater competition for field and gym space may result in the cancellation of some programs. Schools may have to install lights for their athletic fields due to fewer hours of daylight for practices and games. If dismissal times differ among schools in the same competitive league, adjustments may be needed to maintain programs. The general consensus among districts that have implemented delayed starting times is that a small change (30 to 45 minutes) has been manageable (National Sleep Foundation, 2008b; Truempy, 2008; Dean, 2006; Strauss, 2006; Delisio, 2003; Keller, 2001; Public Schools of North Carolina, 1999).
- **After-school instructional activities.** After-school instructional activities, such as tutoring sessions, homework clubs, and study groups, are pushed even later into the afternoon when dismissal times are delayed. Students have less time to use the library and other community resources (National Sleep Foundation, 2008b; Public Schools of North Carolina, 1999).
- **After-school jobs.** Many stakeholders are concerned that delayed dismissal times will have a negative effect on students' after-school employment opportunities. Later release times leave students with fewer hours to work. The delayed release time may disproportionately affect low income families who depend on adolescents' income for substantive needs (Hui, 2009; Hagan, 2008; National Sleep Foundation, 2008b; Strauss, 2006; Public Schools of North Carolina, 1999).

- **Use of school facilities for community activities.** Delayed dismissal times complicate the scheduling of community activities that are held at school facilities, such as gyms and pools. When student events are pushed later into the day, they may conflict with the time the facilities would have been used by community groups. Revenue potential from leasing facilities must also be considered (National Sleep Foundation, 2000; Public Schools of North Carolina, 1999).
- **Students driving during rush hour.** When students are released from school later in the day, they may have to drive home in rush hour traffic (Public Schools of North Carolina, 1999).
- **Food service.** A change in bell schedules may require a change in meal times or the addition of breakfast services. These changes often result in the need to revise employee schedules or even increase their hours (National Sleep Foundation, 2000).
- **Teachers' Schedules.** A later dismissal time may create difficulties for teachers who work second jobs at night, such as teaching at a local college, or who are enrolled in evening classes (Public Schools of North Carolina, 1999).

Guidelines for Implementing High School Schedule Changes

A change to the high school schedule affects many different aspects of the community. Most researchers agree that school starting and dismissal times are a local decision and there is no single schedule that will suit every district (Hagan, 2008; Truempy, 2008; Lawton, 1999). Following are some guidelines districts can follow if they decide it is in the best interests of their students and the community to delay high school starting times:

- Form committees to examine logistical problems associated with delayed starting times and identify possible solutions (National Sleep Foundation, 2008c; Wahlstrom, 1999).
- Talk to other districts that have changed their starting times to learn from their experiences (National Sleep Foundation, 2008c; Robinson, 2006).
- Consider starting with a pilot program. For example, Wake County Public School System is currently considering a delay in starting times for only a few high schools and may first make the option available to its lower-performing schools (Hui, 2009).
- The National Sleep Foundation (2008c) urged districts to "keep your eye on the bottom line - the academic performance, safety, and quality of life for students. Don't get overwhelmed by the logistics and obstacles. Continue to emphasize the positives of the overall goal. Students' needs are foremost."
- Some districts have found that the simplest and most cost-efficient way to delay high school starting times is to switch them with elementary or middle school starting times. Earlier elementary and middle school starting times are also more aligned with younger children's sleep patterns (National Sleep Foundation, 2008b).
- For many districts, the biggest obstacle to changing starting times is the cost and scheduling of buses. In addition to flipping elementary or middle school starting times with high school starting times, some districts have switched high school students from a district-operated bus system to public transportation. In Denver, for example, the school district saved approximately \$750,000 per year and decommissioned about 60 buses when they issued high school students public bus passes that could be used during the day, as well as on evenings and weekends at no additional cost (Trudeau, 2007; National Sleep Foundation, 2005c).
- Consider all relevant environmental factors, such as local traffic patterns, rush hours, and faculty and staff commutes (Robinson, 2006).

- Consider shorter periods of time between classes to reduce the delay in dismissal times. Concerned that after-school sports schedules would be affected by later dismissal times, students attending a high school in the Mahtomedi School District in Minnesota agreed to shorten the number of minutes allotted to get from one class to another. Although first bell was delayed by 35 minutes, the school day ended at about the same time (Trudeau, 2007).
- It is important to involve all stakeholders in the decision-making process and listen carefully to their concerns. Districts should gather input from and have open discussions with all parties affected in the local community to debate the range of possible options before the decision is made to implement a schedule change. Some school districts have distributed stakeholder surveys to determine the preferences of the community at large. Districts should keep stakeholders educated and involved in a variety of ways, including letters, emails, message boards, public hearings, and town forums (Hagan, 2008; Robinson, 2006; National Sleep Foundation, 2005b; Wolfson & Carskadon, 2005; Downs, 2001; Graham, 2000; Lawton, 1999).
- Communities can adjust more easily to a new schedule when they are given ample time to prepare for the change. Staff members and parents need time to adjust their personal and family schedules and providing them with that time is one key to a smooth transition. In Minneapolis, schools that were notified in the spring that their starting times would change in the fall encountered much less resistance from parents and staff members and reported less difficulty making the necessary adjustments than schools that learned about the change shortly before the school year began (National Sleep Foundation, 2008b; Downs, 2001; Wahlstrom, 1999; Wrobel, 1999).
- Once a schedule change is made, districts should make efforts to obtain support from the local community. For example, districts can encourage community agencies to provide childcare since adolescents may no longer be available to supervise younger siblings after school. In one Kentucky community, the local YMCA responded by offering daycare for younger students. Another concern is that young children will have to wait at bus stops in the dark when schedules are flipped and elementary schools start earlier. Parents in some communities have been encouraged to organize a rotating schedule of "bus stop supervisors" for each neighborhood (National Sleep Foundation, 2008c; National Sleep Foundation, 2005d).
- Inform and involve students in the decision-making process. Material on the impact of insufficient sleep on student performance can be incorporated into different subjects at all grade levels. In Minneapolis, it was reported that in schools where student involvement in the schedule change was limited, students were more likely to stay up later instead of using the later start time to get more sleep (National Sleep Foundation, 2008b; Wrobel, 1999).
- A change in schedules can be especially difficult for certain types of students and programs, such as special education students and career centers. Consideration of delayed starting times should carefully consider the impact schedule changes will have on these populations (National Sleep Foundation, 2008b).

When Delayed School Starting Times Are Not An Option: Alternative Ways to Improve Students' Academic Performance

Since it may not be practical to implement later starting times in every school district, researchers have recommended alternative actions districts can take to enhance students' learning.

- **Rotate course schedules.** Some students are more alert in the morning, while others are more alert in the afternoon. Experts believe that a rotating course schedule, in which the time academic subjects are taught changes each day of the week, equalizes the learning process. For example, the scheduling of core academic subjects and non-academic subjects can be flip-flopped throughout the week (i.e., math on Monday, Wednesday, and Friday mornings and Tuesday and Thursday afternoons; art on Tuesday and Thursday mornings and Monday, Wednesday, and Friday afternoons). Another variation

of the rotating schedule is to start subjects at progressively later times each day of the week (i.e., math at 9:00 a.m. on Monday, 10:00 a.m. on Tuesday, 11:00 a.m. on Wednesday, etc.) (Banks & Atkinson, 2002; Ammons et al., 1995).

Teachers are also affected by the time of day. Ammons, Booker, and Killmon (1995) asked: "Is it fair for one class to consistently benefit from being instructed by a teacher who is most alert and enthusiastic in the morning while the afternoon class gets the same instruction but when the teacher is much less enthusiastic?" A rotating course schedule also accommodates these differences.

- **Stop scheduling core academic courses immediately after lunch.** The slump in alertness after lunch is widely recognized by educators but seldom accommodated by school schedules. Course schedules can be revised to work around this less than optimal learning time (Banks & Atkinson, 2002; Ammons et al., 1995).
- **Engage students in active learning.** Learning that involves activities such as role-playing, debate, cooperative learning, oral presentations, and laboratory experiments is a useful strategy for fighting students' daytime sleepiness (Wolfson, 2002).
- **Educate school staff.** Teachers, school health providers, and other school personnel should be educated about adolescents' sleep needs and patterns and about the signs of sleep deprivation (Graham, 2000; National Sleep Foundation, 2000).
- **Educate students.** Many adolescents are unaware of their sleep needs or circadian rhythms. Sleep-related education can be integrated into the curriculum to educate students about the physiology and benefits of sleep and the consequences of sleep deprivation. Relevant subjects include biology, health, and psychology. In addition, driver's education courses should cover the prevalence and prevention of automobile accidents caused by drivers who are sleepy. Students can be taught basic information about sleep, such as maintaining consistent bedtimes and rise times throughout the week; avoiding caffeine, alcohol, nicotine, or other drugs that have disruptive effects on sleep; and exercising regularly (Wolfson, 2002; National Sleep Foundation, 2000; Carskadon, 1999).
- **Napping.** Although the usefulness of napping for high school students is not well researched and may be difficult to implement effectively, napping has been found to improve performance and alertness in adults and college students (Rosekind et al., 1995; Gorin et al., 1994; Dinges & Broughton, 1989). The *San Diego Union-Tribune* reported that students at one high school formed a nap club that met once a week during lunch. Students who were tired went to a classroom to sleep, relax, or watch movies (Saavedra, 2006). The National Sleep Foundation (2009c) cited research indicating that a 10-minute nap produced the most benefits in terms of reduced sleepiness and improved cognitive performance. Wolfson (2002) suggested that future studies evaluate the effectiveness of nap rooms as a way to improve the alertness and performance of high school students.
- **Limit time in after-school jobs.** Several researchers have recommended that communities limit high school students' time in after-school jobs (Wolfson, 2002; Carskadon, 1990). Carskadon's (1990) study of Rhode Island high school students found that students who reported working more than 20 hours per week were significantly more sleep deprived than students who reported working fewer than 20 hours per week. Students whose out-of-school time commitments were greatest (those who reported participating in extracurricular activities at least 20 hours per week and working at least 20 hours per week) reported the latest bedtimes.

Summary

Educators around the country are questioning whether the traditional early starting times used by the majority of high schools are most conducive to high levels of academic performance. Research indicates that American adolescents are not getting enough sleep, in part because their inborn biological clocks direct them to stay up later and wake up later during their teenage years. Effects of insufficient sleep include daytime sleepiness and fatigue, memory lapses, decreased productivity and creativity, and difficulty concentrating. Several studies have also correlated insufficient sleep with decreases in students' overall academic performance.

While the research reviewed in this report confirmed that adolescents don't get enough sleep and that insufficient sleep is negatively associated with their academic performance, studies have not determined whether delaying high school starting times is the answer to this problem. A limited number of studies have been conducted to specifically investigate the impact of later high school starting times. In general, these studies have found that students attending schools with delayed starting times sleep longer than students attending schools with earlier starting times. No definitive conclusions can be drawn regarding the impact of delayed starting times on students' academic performance, although schools that start later tend to have lower levels of tardiness and, in some cases, absenteeism. Several studies have also suggested that students attending schools with delayed starting times report fewer depressive feelings and behaviors and are less likely to be involved in traffic accidents.

After-school jobs appear to be unaffected by delayed schedules, although later release times have been reported to cause some conflicts between after-school activities and last period classes. While teacher and student perceptions of delayed high school starting times are mixed, parent opposition to schedule changes is one of the biggest obstacles districts face.

Considering the lack of empirical evidence supporting improved academic achievement as a result of setting back school starting times and the potential for collateral harm the change might cause to other facets of school, personal, and family life, school districts should thoroughly deliberate before instituting such a change in policy. Although the research to date has not empirically demonstrated reliable improvements in academic achievement, the multitude of personal and social benefits derived from starting school later may by themselves be sufficient justification. Therefore, starting times at a limited number of senior high schools willing to experiment and pilot test the policy accompanied by a thorough follow-up evaluation regarding the efficacy of the policy change might be a prudent course of action.

This Information Capsule included a discussion of key issues districts must resolve before delaying high school starting times, such as bus schedules, student safety, family schedules, and student participation in after-school activities. Guidelines districts can follow if they decide it is in the best interests of their students and the community to delay high school starting times were also summarized. Since it may not be practical to push back starting times in every school district, alternative actions districts can take to improve students' academic performance are reviewed. These include rotating course schedules, engaging students in active learning, and educating school staff and students about adolescent sleep needs and the signs of sleep deprivation.