

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR APRIL 14, 2015

EILEEN FOLEY COUNCIL CHAMBERS

PORTSMOUTH, NH

DATE: TUESDAY, APRIL 14, 2015

TIME: 7:00 PM [or thereafter]

NOTICE: AT 6:30 PM, IN THE SCHOOL BOARD CONFERENCE ROOM, THE SCHOOL BOARD WILL HOLD A NON-PUBLIC MEETING IN ACCORDANCE WITH RSA 91-A:3, II (b).

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. MARCH 24, 2015 NON PUBLIC
 - b. MARCH 24, 2015 REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **PUBLIC HEARING:** DEDICATION OF PMS COMMONS IN HONOR OF PRINCIPAL JOHN STOKEL
- VIII. **SPECIAL PRESENTATIONS:**
 - a. PERFORMANCE: PHS CHOIR
 - b. RECOGNITION: PHS PERCUSSION ENSEMBLE, REGIONAL NEW ENGLAND CHAMPS (COLIN YOST, AMA CARNEY AND SETH LAMPERT)
PHS DRAMA TEAM, NH DRAMA FESTIVAL (BEN COSTA AND CHARLIE NITSCHELM)
 - c. INTRODUCTION: PHS PRINCIPAL ELECT, BRIAN BALDIZAR
 - d. PRESENTATION: DISCOVERY TECHBOOK, PMS SOCIAL STUDIES TEACHERS
- IX. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. POLICY COMMITTEE MINUTES, MARCH 18, 2015
 - ii. FY 2016 BUDGET BOOKLET AND PERFORMANCE MEASURES
 - iii. NFS GAZETTE
 - iv. CITY COUNCIL WORKSHOP ON BUDGET, SATURDAY, MAY 9, 2015
 - v. JOINT BUILDING COMMITTEE PMS OPEN HOUSE, SATURDAY, MAY 16, 2015
 - vi. FIELD TRIP – CULINARY PRO START COMPETITION
 - vii. FIELD TRIP – LHS GRADE 5, CAMP CALUMET
 - b. CORRESPONDENCE
 - i. LETTER OF RESIGNATION, ROSEANNE VOZELLA-CLARK

- c. ADMINISTRATOR REPORT
 - i. FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT

X. OLD BUSINESS

- a. CONSIDERATION AND APPROVAL OF 2015 END OF SCHOOL DATES
- b. CONSIDERATION AND APPROVAL OF ALTERNATIVE APPROACH TO 2015-16 SCHOOL CALENDAR TO ACCOMMODATE LHS IMPROVEMENTS
- c. CONSIDERATION AND APPROVAL OF POLICIES (SECOND READING):
 - i. EMPLOYEE USE OF SOCIAL NETWORKING WEBSITES (GBEBD)
 - ii. SUSTAINABILITY (ECFE)

XI. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF PORTSMOUTH MIDDLE SCHOOL PRINCIPAL
- b. CONSIDERATION AND APPROVAL OF ASSISTANT SUPERINTENDENT OF SCHOOLS
- c. CONSIDERATION AND APPROVAL OF POLICIES: (FIRST READING)
 - i. EARLY GRADUATION (IKFA)
 - ii. SCHOOL FAMILY AND COMMUNITY PARTNERS (KA)
 - iii. AWARDS FOR ACHIEVEMENT (IKG)
 - iv. PUBLIC INFORMATION PROGRAM (KDA)
- d. CONSIDERATION AND APPROVAL OF HEALTH AND SEX EDUCATION EXEMPT FORM (IHAM-R)
- e. CONSIDERATION AND APPROVAL TO ELIMINATE POLICIES:
 - i. EXPELLED STUDENTS (JICD) (INCLUDED IN SUSPENSION OF PUPILS, JICD)
 - ii. SCHOOL INFORMATION, (KBC)

XII. COMMITTEE UPDATES

- a. JBC
- b. POLICY
- c. SAGAMORE CREEK

XIII. FUTURE AGENDA ITEMS

XIV. ADJOURNMENT

Nonpublic Session Minutes
PORTSMOUTH BOARD OF EDUCATION

Descriptions of matters discussed and final decision made:

Discussed Portsmouth High School Nomination
Reviewed 2015/2016 Teacher Contracts

Note: Under RSA 91-A:3, III. *Minutes of proceedings in nonpublic sessions shall be kept and the record of all actions shall be promptly made available for public inspection, except as provided in this section. Minutes and decisions reached in nonpublic session shall be publicly disclosed within 72 hours of the meeting, unless, by recorded vote of 2/3 of the members present, it is determined that divulgence of the information likely would affect adversely the reputation of any person **other than a member of this board**, or render the proposed action of the board ineffective, or pertain to terrorism. In the event of such circumstances, information may be withheld until, in the opinion of a majority of members, the aforesaid circumstances no longer apply.*

Motion made to seal these minutes? If so, motion made by Mr. Martin, seconded by Mr. Ellis, because it is determined that divulgence of this information likely would:

- Affect adversely the reputation of any person other than a member of this board
- Render a proposed action ineffective
- Pertains to preparation or carrying out of actions regarding terrorism

Roll Call Vote to seal minutes:

| | | |
|--------------------------------------|----------------------------------|---------------------------------------|
| <u>Y</u> <u>N</u> Leslie Stevens | <u>Y</u> <u>N</u> Tom Martin | <u>Y</u> <u>N</u> Nancy Clayburgh |
| <u>Y</u> <u>N</u> Dexter Legg | <u>Y</u> <u>N</u> Ann Walker | <u>Y</u> <u>N</u> Lennie Mullaney |
| <u>Y</u> <u>N</u> Patrick Ellis | <u>Y</u> <u>N</u> Gary Epler | <u>Y</u> <u>N</u> Jeff Landry |

Motion: **PASSED** **DID NOT PASS** (circle one)

Motion to leave nonpublic session and return to public session by DEXTER LEGG, seconded by JEFF LANDRY.

Motion: **PASSED** **DID NOT PASS** (circle one)

Public session reconvened at 7:03 p.m.

These minutes recorded by: Leslie Stevens, School Board Chair.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR MARCH 24, 2015

PORTSMOUTH HIGH SCHOOL, LIBRARY

PORTSMOUTH, NH

DATE: TUESDAY, MARCH 24, 2015

TIME: 7:00 PM [or thereafter].

I. CALL TO ORDER

- II. ROLL CALL** LESLIE STEVENS (CHAIR), DEXTER LEGG (VICE CHAIR), ANN WALKER, PATRICK ELLIS, JEFF LANDRY, LENNIE MULLANEY, GARY EPLER, NANCY NOVELLINE-CLAYBURGH, ED MCDONOUGH (SUPERINTENDENT), STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT), STEVE BARTLETT (BUSINESS ADMINISTRATOR), OLIN JOHANNESSEN (EMPLOYEE REPRESENTATIVE), JULIE ADLER (STUDENT REPRESENTATIVE) AND ANN MAYER (SAU 50 REPRESENTATIVE)

III. INVOCATION

IV. PLEDGE OF ALLEGIANCE

V. ACCEPTANCE OF MINUTES

a. MARCH 10, 2015

MOTION: Motion to accept the regular meeting minutes of March 10, 2015 by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously Approved

VI. PUBLIC COMMENT - NONE

- VII. SPECIAL PRESENTATION:** K-5 GUIDANCE PRESENTATION - Guidance Department Head Ms. Amy Donovan, along with guidance counselors Lisa Chapman, Kalli Brinkman Lilly, Joy Testa Cutting and Alyssa Brown, provided Board members with an overview of what the guidance department does at the elementary level and how counselors meet each student's needs.

VIII. SUPERINTENDENT'S REPORT

a. ITEMS OF INFORMATION

- i. OUT OF STATE FIELD TRIP – WASHINGTON DC
- ii. POLICY COMMITTEE MINUTES
- iii. *BOARD & ADMINISTRATOR MARCH, 2015*
- iv. 2015-2016 SCHOOL BOARD MEETING SCHEDULE

b. CORRESPONDENCE

- i. LETTER OF RESIGNATION – LITTLE HARBOUR ELEMENTARY

IX. OLD BUSINESS

- a. DISCUSSION OF LITTLE HARBOUR IMPROVEMENTS AND POSSIBLE SCHEDULE IMPACT – After meeting with the project contractor and architect, the Superintendent recommends constructing certain permanent walls and electrical wiring in phase I. Enough funds are allocated this summer to include the additional work and, by completing now, the school district will save money in the long run. However, contractors are requesting an extra week to complete phase I. The building will need to be empty by June 24th and would be completed by

September 8th. Board members discussed releasing Little Harbour students one day early and returning to school a week later in the fall. The extra week would be realized by moving teacher workshop days and eliminating October, March and May's all together. Board members requested that the Superintendent have further conversation with SAU 50's Superintendent and report back other options. Board members also requested that Mr. Bartlett confirm that walls being constructed in phase I are consistent with overall architectural plans and the district's long term vision.

X. NEW BUSINESS

a. CONSIDERATION AND APPROVAL OF TEACHER CONTRACTS

MOTION: Motion to approve offered teacher contracts for the 2015/2016 school year by Ms. Walker

SECOND: Mr. Epler

DISCUSSION:

VOTE: Unanimously Approved

b. CONSIDERATION AND APPROVAL OF PHS PRINCIPAL

MOTION: Motion to approve Mr. Brian Baldizar as Portsmouth High School's Principal by Ms. Novelline-Clayburgh

SECOND: Ms. Walker

DISCUSSION: Mr. Epler thanked search committee members for taking the search seriously and providing valuable insight from all perspectives.

VOTE: Unanimously Approved

c. CONSIDERATION AND APPROVAL OF DEDICATING A SPACE TO PRINCIPAL STOKEL

MOTION: Motion to waive policy guidelines included in Policy FF, (Naming, Dedicating Buildings, Schools Spaces or Other Areas) that require a person not be employed by the school system at the time of dedication by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION: This allows for the naming and dedication to take place at the Grand Opening. A Public Hearing will be scheduled for the next regular Board meeting.

VOTE: Unanimously Approved

MOTION: Motion to name the Portsmouth Middle School student commons area the John M. Stokel Commons by Ms. Walker

SECOND: Mr. Legg

DISCUSSION: Mr. Stokel's leadership has been remarkable throughout his career and extraordinary over the past four years of construction, showing flexibility and leadership skills that kept faculty and students focused throughout the entire project.

VOTE: Unanimously Approved

d. CONSIDERATION AND APPROVAL OF EXTENDED LEAVE OF ABSENCE

MOTION: Motion to extend Mr. Tuttle's leave of absence through the 2015/2016 school year by Mr. Ellis

SECOND: Ms. Mullaney

DISCUSSION:

VOTE: Unanimously Approved

XI. COMMITTEE UPDATES

- a. JBC - None
- b. POLICY- Several policies will be presented at the next regularly scheduled School Board meeting.
- c. SAGAMORE CREEK – The committee held an evening meeting that allowed for input from school, recreation, sustainability and conservation officials.

XII. FUTURE AGENDA ITEMS-None

- XIII. ADJOURNMENT** - Motion to adjourn at 8:50 p.m. by Ms. Mullaney and seconded by Mr. Landry. Unanimously Approved.

Portsmouth Middle School Social Studies Presentation



What is it?

Discovery Techbook is an online resource that works as a textbook as well as a library of video, primary documents, interactive activities and varied materials for social studies students.

Why did we want to use it?

We were excited to try to use a resource that was reasonably priced, continually updated, and accessible to students both in class and at home. There was also an opportunity to have students interact with the text as 21st century learners that does not happen with a paper textbook.

What is the price point and how does it compare to paper textbooks?

Techbook: Cost \$15 per student for the first year and \$6 for each additional year in this contract. For \$2700 we can have 100 student accounts for 3 years. This averages to \$900 per year. There is also an option to extend the contract at \$6 (or close to that amount).

Example of Paper Textbook: *American Journey* by McGraw Hill cost is \$80-\$96 for a new textbook (plus shipping). For 100 students this would be +/- \$9000. If the assumption is that textbooks last 6 years this averages to \$1500 per year.

How are classroom teachers using this resource?

8th Grade Teachers Share

- Full Class Use
- Stations
- Homework
- Devices
- Current positives and challenges

**CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM**

DATE: March 18, 2015
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: MARCH 19, 2015 MEETING MINUTES

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

Others Present: Amy Noble

Policies Considered:

Public Information Program (KDA)

Based upon last month's consideration of this policy, the Committee recommended that the current KDA be renamed and that News Releases and School Media Information be merged into the new policy and eliminated.

Sustainability (EFCE)

The Committee reviewed a City of Portsmouth document entitled The Evolution of Sustainability in Portsmouth and Resolution #18-2007. The Sustainable elements highlighted in these documents were included in the School Department's proposed Sustainability draft. The Committee also concluded that some elements of these documents were more appropriate for the municipality, as they were city-wide in nature and that the current draft included those items over which the School Department has control. The Committee recommended that no further revisions be made on this policy and to recommend to the School Board that it pass second reading in its current form. The Committee also felt that, after review of the City documents, the spirit of the mission and criteria are included in the current School Department draft.

Employee Use of Social Networking Websites (GBEBD)

Ed reported that this policy had passed first reading and the Committee recommended that the School Board pass second reading.

Health and Sex Education Exemption: Opt-Out Form (IHAM-R)

Kathleen explained that this issue had arisen recently at the High School when a parent requested (as is authorized by State statute) to have their student opt out of a portion of their health class. There was some confusion at the time about what form should be used to make this request. The Committee recommended use of the NHSBA form and to have it posted on the website.

Awards for Achievement (IKG)

The Committee reviewed this policy, made some grammatical changes and added language regarding awards from organizations not affiliated with the School Department to have prior approval from the Superintendent of Schools. In addition, the incorrect code on the policy was corrected.

Recommended Board Action:

Amend and reapprove:

Public Information Program (KDA)
Awards for Achievement (IKG)

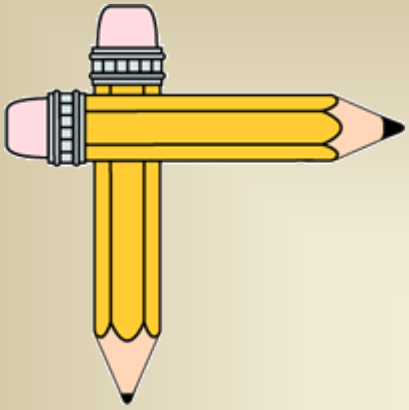
Second reading:

Sustainability (EFCA)
Employee Use of Social Networking Websites (GBEBD)

Eliminate at next meeting:

School Media Information (KBC)

Next Meeting: Wednesday, April 8, 2015 9:00 a.m.



PORTSMOUTH SCHOOLS

PROPOSED FY16 BUDGET & PERFORMANCE MEASURES



District Mission

*Educating all students by
challenging them to become
thinking, responsible,
contributing citizens who
continue to learn throughout
their lives*

School Department

City Of Portsmouth, NH

A SCHOOL EXPERIENCE
CHARACTERIZED BY
PERSONALIZED LEARNING
WITH RICH EXPOSURE TO THE
ARTS & ATHLETICS
AND WHERE EVERY STUDENT
GRADUATES
CAREER AND COLLEGE
&
CITIZENSHIP
READY

THE SCHOOLS

The Portsmouth Public Schools serve students in grades preschool through grade 12. The district operates a preschool program, three elementary schools, middle school, high school with a career and technical education center and alternative education program for over 2,650 pupils.

Portsmouth High School enrolls over 400 students from the SAU 50 towns of Greenland, Newcastle and Rye. Our middle and high school enroll pupils from the SAU 50 town of Newington.

In addition to the regular school program, Portsmouth offers a full range of co and extra curricular activities, extended summer learning opportunities and after-school enrichment programs. Please visit us at cityofportsmouth.com and click on the school department.

THE CITY

Portsmouth, New Hampshire is a historic seaport incorporated in 1653 in Rockingham county. Today the city serves as a popular tourist destination housing many sites of interest ranging from The Music Hall, Strawberry Banke Museum to Prescott Park as well as many historic museums.

Portsmouth is a municipal form of government with an elected mayor and city council and appointed city manager. The top employers in the area are the US Department of State Portsmouth Consular Center, Liberty Mutual, Hospital Corporation of America, Lonza and John Hancock.

ON THE COVER

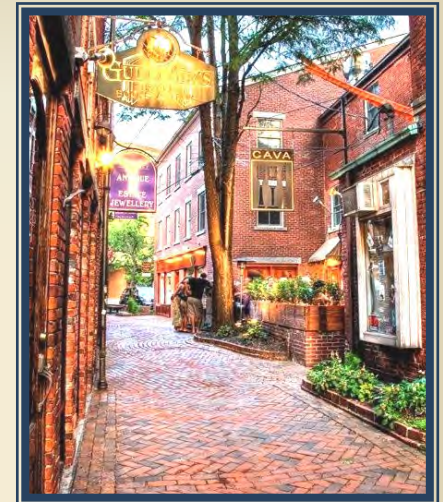
New Franklin Students Stella Kozikowski and Brianna Fournier (left to right).



100 Years Ago

Pupil Count, 1915

| | |
|------------------------|--------------|
| K-5 | 1,173 |
| 6-8 | 506 |
| High School | 423 |
| <u>PG and Training</u> | <u>22</u> |
| Total Pupils | 2,124 |



PORTSMOUTH 'BY THE NUMBERS'

| SCHOOL | | CITY* | |
|---------------------------|-------|-------------------------|-----------|
| Total Population: (14-15) | 2,674 | Population (2013) | 21,532 |
| Preschool | 17 | Housing Units | 11,352 |
| K-5 | 1,044 | Households | 10,058 |
| 6-8 | 536 | Families w/children | 22.4% |
| 9-12 | 1,071 | Under 18 | 16.7% |
| | | 65 and Over | 15.9% |
| White | 83.1% | White | 91.1% |
| Black/African American | 1.2% | Black | 2.2% |
| Asian | 4.6% | Asian | 3.7% |
| Hispanic/Latino | 6.3% | Hispanic | 3.6% |
| Other/multiracial | 4.9% | Other/Multiracial | 1.8% |
| Free and reduced lunch | 22.9% | Below Poverty Level | 5.2% |
| English language learners | 3.2% | English Not Spoken | 9.1% |
| Special education | 15.6% | Foreign Born | 7.7% |
| | | Bachelor's or Greater | 52.6% |
| | | HS Diploma | 95.5% |
| | | Median Household Income | \$64,347 |
| | | Home Ownership | 54.0% |
| | | Median Home Value | \$319,500 |

*source; factfinder2.census.gov

REPORT OF THE SUPERINTENDENT



To the Board of Instruction,
I have the honor and privilege to share with you, as well as the citizens of Portsmouth, an annual update on the progress of our schools, a tradition that dates back to 1885.

We are pleased to receive much recognition that evidences our efforts to be the top performing district in New Hampshire. Whether it is all three of our elementary schools being identified in the top ten of NH primary schools or the achievements of our middle and high school students in academics, arts or athletics, there is much to celebrate.

This current year finds us continuing our work to implement NH's Career and College Readiness Standards and preparing for the new federal accountability assessment known as SMARTER BALANCED.

Teachers have been working to revisit instructional targets and are developing units of instruction aligned to the new standards. These assessments replace NECAP, begin March 2015 and will be completed by students using a computer.

The School Department completed negotiations with paraprofessionals, custodians and teachers this past fall. The new teacher contract brings about greater alignment with our shared vision to be the State's top performing district. The contract has a career ladder, provides for a shared governance model and is aligned with our strategy for improvement and professional learning communities.

We continue to invest in energy efficiency. New Franklin School has just been retrofitted with new boilers, new lighting and other improvements. Over the next three years, we will make investments of just under 5 million dollars to Little Harbour School.

An elementary school committee has been formed to develop both short range and long range plans to make improvements at all of our elementary schools.

The FY16 Budget meets the guideline set by the City's Joint Budget Committee and adopted by the City Council. Fixed costs have teacher retirement rates increasing by 10.6%, health insurance costs by 5.36% and salaries increasing by 2% plus steps where applicable. Electricity costs are expected to rise by 25% in next year's budget.

While the budget represents a "status quo" budget with no new positions, the budget does allow us to sustain supports for children where outside funding has declined over the years.

We have a strong educational system. Dedicated teachers, caring support staff, skilled administrators, supportive parents, engaged students, a wonderful community and a thoughtful School Board are evident throughout this performance report.

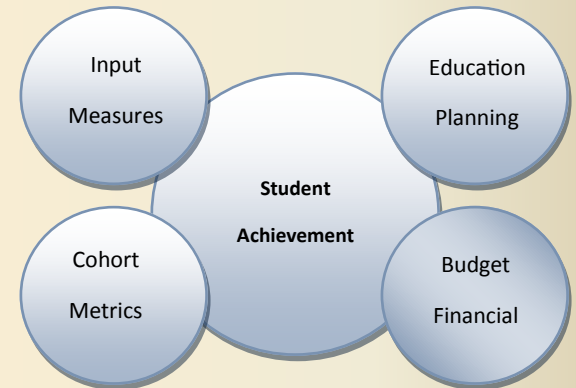
We hope you enjoy reading about our student and staff accomplishments, be they rich opportunities in the arts and athletics, or most importantly, our efforts to ensure every child graduates career and college and citizenship ready.

As Superintendent of Schools, I am proud of everyone's efforts to help students learn, grow and achieve.

ORGANIZATION OF THE REPORT

The Budget and Performance Measures Report is organized into the following sections:

- View Pages
- Points of Pride
- Student Achievement
- System Input Measures
- Cohort Metrics
- FY 16 Budget Overview
- Educational Planning
- Financial and Budget Details



THE SCHOOL DAY & YEAR 100 YEARS AGO 1915

| | |
|--------------|---|
| KINDERGARTEN | 9-NOON |
| GRADE 1 | 9-11 & 2-4 PM |
| GRADES 2-8 | 9-12 and 2-4 PM |
| GRADES 8-12 | 8:15 to 1:00 PM 1:30 - 3:30 Nov-Jan. |
| FALL TERM | SEPT 13—DEC 17 |
| WINTER TERM | JAN 3—MARCH 24 |
| SPRING TERM | APR 3—JUNE 22 |

PERSONALIZED INSTRUCTION SUPPORTING STUDENT GROWTH



ACADEMIC ACHIEVEMENT

*The district's mission is to educate
all children to high levels.*

*We provide appropriate class sizes to
support personalized instruction
and our teachers work collaboratively
to monitor and support individual student growth.*



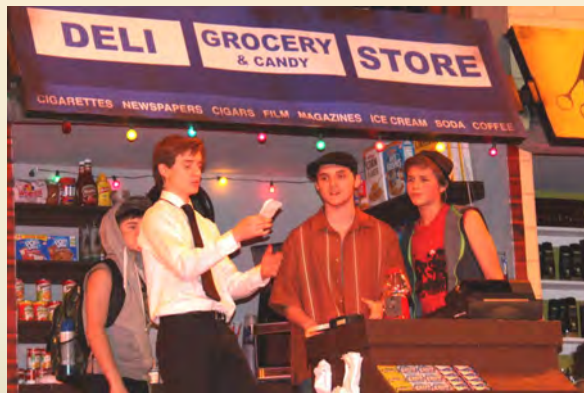
ENRICHING STUDENT LIFE THROUGH THE ARTS



PERFORMING ARTS

Every one of our students has talents just waiting to be explored.

We provide students wonderful opportunities to experience courses and extra-curricular experiences in music, visual arts and theatre.



A RICH TRADITION OF EXCELLENCE



ATHLETICS

Over the past 8+ years, Portsmouth High Athletic Teams have competed in 52 state championships, resulting in 21 state championships.

Students who participate in extra-curricular activities typically perform better in school and reap the benefits in a number of interrelated areas: academic, social-emotional, prevention, health and wellness. **It's a great time to be a Clipper!**



GRADUATES: CAREER, COLLEGE AND CITIZENSHIP READY

ACCEPTANCES FOR THE CLASS OF 2014

| | | | | |
|---------------------------------|--------------------------------------|--|--------------------------------------|---|
| Acadia University | Dickinson College | Marquette University | Saint Michael's College | University of Colorado at Boulder |
| Albany College of Pharmacy | Drexel University | Marymount Manhattan College | Salem State University | University of Connecticut |
| Alfred University | East Carolina University | Massachusetts College of Art & Design | Salve Regina University | University of Delaware |
| American Institute of Business | Eastern Nazarene College | McDaniel College | San Diego State University | University of Denver |
| American University | Eckerd College | Mass College of Pharmacy & Health Sciences | Santa Clara University | University of Evansville |
| Arizona State University | Elon University | Merrimack College | Sarah Lawrence College | University of Hartford |
| Assumption College | Embry-Riddle Aeronautical University | Miami University, Oxford | Seton Hall University | University of Maine |
| Auburn University | Emerson College | Middlebury College | Simmons College | University of Maryland |
| Averett University | Emmanuel College | Midwestern State University | Smith College | University of Massachusetts |
| Babson College | Emory University | Montana State University, Bozeman | Sonoma State University | University of Miami |
| Bard College | Endicott College | Mount Holyoke College | Southern New Hampshire University | University of Mississippi |
| Bates College | Fashion Institute of Technology | Mount Ida College | Southern Vermont College | University of Nevada, Las Vegas |
| Belmont University | Fisher College | Nashua Community College | Springfield College | University of New England |
| Bentley University | Florida Gulf Coast University | New England College | St. Francis Xavier University | University of New Hampshire |
| Berkeley City College | Florida Institute of Technology | New Hampshire Institute of Art | St. Lawrence University | University of New Haven |
| Bethany College | Florida State University | New York University | State University of New York | University of New Haven |
| Boston University | Fordham University | Newbury College | Sterling College | University of North Carolina Greensboro |
| Brandeis University | Franklin Pierce University | Nichols College | Stetson University | University of Pittsburgh |
| Bridgewater State University | Goucher College | Northeastern University | Stevens Institute of Technology | University of Puget Sound |
| Brigham Young University, Idaho | Green Mountain College | Norwich University | Stonehill College | University of Rhode Island |
| Bryant University | Greensboro College | Ohio Wesleyan University | Stony Brook University | University of Rochester |
| Bucknell University | Hamilton College - NY | Pace University, New York City | Suffolk University | University of San Francisco |
| Carnegie Mellon University | Hawaii Pacific University | Pennsylvania State University | SUNY College at Albany | University of Southern California |
| Case Western Reserve University | Hofstra University | Plymouth State University | SUNY College at Buffalo | University of Southern Maine |
| Castleton State College | Husson University | Post University | SUNY College at Cobleskill | University of the Pacific |
| Champlain College | Iona College | Pratt Institute | SUNY College at Geneseo | University of Vermont |
| Clark University | Ithaca College | Providence College | SUNY College at Oneonta | University of Wisconsin, Madison |
| Clarkson University | Johnson & Wales University | Purchase College | SUNY College at Fredonia | Virginia Intermont College |
| Coastal Carolina University | Kalamazoo College | Purdue University | Susquehanna University | Virginia Polytechnic Institute |
| Coker College | Keene State College | Quinnipiac University | Syracuse University | Wagner College |
| Colby College | Kenyon College | Randolph College | Temple University | Wake Forest University |
| Colby-Sawyer College | King's College | Randolph-Macon College | The Culinary Institute of America | Washington State University |
| Colgate University | Lasell College | Regis College | The New School | Wentworth Institute of Technology |
| College of Charleston | Lehigh University | Rensselaer Polytechnic Institute | The Ohio State University | Wesleyan University |
| College of the Canyons | Lehigh University | Rhode Island College | The University of Alabama | Western Conn State University |
| Colorado College | Lesley University | Rhode Island School of Design | The University of Florida | Western New England University |
| Colorado State University | Lewis & Clark College | Ringling College of Art and Design | The University of Iowa | Westminster College |
| Columbia College Chicago | LIM College | Rivier University | The University of Tampa | Wheaton College MA |
| Concordia University - Montreal | Louisiana State University | Roanoke College | Tufts University (Engineering) | Wheelock College |
| Connecticut College | Loyola University Maryland | Rochester Institute of Technology | Tulane University | Worcester Polytechnic Institute |
| Cornell University | Lycoming College | Roger Williams University | United States Military Academy | Worcester State University |
| Curry College | Macalester College | Sacred Heart University | United States Naval Academy | |
| Dalhousie University | Manhattan College | Saint Anselm College | University of Arkansas | |
| Daniel Webster College | Manhattanville College | Saint Joseph's College-ME | University of British Columbia | |
| Dartmouth College | Marist College | Saint Leo University | University of California, Berkeley | |
| Dean College | | | University of California, Santa Cruz | |



POINTS OF PRIDE

Our Students, Our Community Portsmouth School District students are proud of their community, continuously striving to become active, caring citizens towards others and the environment: **The annual holiday food drive**, organized by PMS eighth graders, collected 1,451 food items for the Seacoast Food Pantry, valued at \$4,415.95.

Dondero 4th graders participated in the International Beach Clean Up sponsored by the Blue Ocean Society. Students were amazed that they collected 25 lbs. of trash in less than an hour.



Fourth Grader Camryn Givens single handedly organized a coat drive at Little Harbour School.

Portsmouth Middle School Photo Banner Project - Sixteen double sided banners with photographs of students involved in healthy, positive and fun activities within our school and community hang in the school foyer and student commons.

These banners, designed with community support, embrace students, staff, and all who enter and portray messages of pride, belonging, interactive learning, citizenship, and healthy decision making.



Sixth graders from teams Odyssey and Discovery learned how to program computers to lead Angry Bird, zombies, and squirrels through mazes.

Students heard from experts in the field of computer science about the importance of learning how to “code” and problem solved in partnerships, buzzing with excitement over successes and failures.



PHS Marching Band performed at 4 New England Scholastic Band Competitions, receiving 4 gold medals and finishing in First Place.

PHS National Merit Finalists - The National Merit Scholarship Corporation chooses 16,000 semifinalists nationwide in the fall. These academically talented seniors must complete a rigorous and competitive application process in order to be considered a finalist. Congratulations Jack Dewsnap and Colin Yost for becoming National Finalists!



Dondero PTA, along with the Seacoast Rotary, hosted an Internet Safety Breakfast, raising enough money to purchase 25 Chromebooks and cart to enhance implementation of technology in the classroom.

MS 7th Graders and 8th Graders earn highest rating of PLATINUM at Great East Festival.



PHS Football Team welcomed home a military unit returning from overseas, playing a game of pickup football with them.

PHS Senior Cameron Fisk - competed against 35 local students to become a “Trig Star” in a national competition sponsored by the National Society of Professional Surveyors. Cameron went on to compete at the state level, becoming the **STATE CHAMP**. This is the first Trig-Star State Champion since employee Anthony Bouzakine won in 2004.

POINTS OF PRIDE

HealthierUS School Challenge
Recognizing Excellence in
School Nutrition and Physical Activity



LHS, DONDERO and NFS Awarded Healthier US School Challenge The HUSSC award recognizes a school that has created healthier school environments through improvements in the quality of food while providing both nutrition and physical activity education to promote healthy lifestyles. Only 7% of 101,000 schools throughout the United States were certified as a HUSSC School!



Fifth Grader Luisa Morgan won the LHS 2015 Spelling Bee, correctly spelling the word “hitherto,” and will represent Little Harbour in the state championship.

PHS Boys Winter Track wins Division II State Championship for the first time in 36 years.



PHS Girls Alpine Ski Team becomes Division I State Champions in only their second year of competing!

PHS Touring Choir wins GOLD at the WorldStrides Heritage Performance Spring Festival in New York City!

PHS Percussion Ensemble and Winter Guard receive 1st place at NESBA Winter Competition!

PHS Math Team members Ginny Church and Tim Kammerer have qualified for the American Regions Math League. In order to compete, Ginny and Tim had to finish among the top five in the league for their grade level. Portsmouth competes in a math league made up of thirteen schools and approximately 220 competitors total. They will now travel to Penn State in order to compete at the national level.



Local Try It Days Local chefs, farmers and fisherman continue to volunteer their talents and time to the Portsmouth school children, providing beautiful locally caught redfish, sweet potatoes, beets, spinach and kale, among many other fruits and vegetables for our students to try.

PHS Student Mentor Program a huge success in its first year, consisting of 79 student mentors and 20 staff advisors. This program assisted 270+ freshman acclimate to Portsmouth High School and they

continue to provide support throughout a freshman’s year.

PMS Wellness Campaign Strengthens Students Mind, Body and Soul Ms. Laura Burbine and Ms. Marci Blanchette have been leading the charge in a campaign to all middle and high school students and families to focus on healthy decision making and positive social interaction.

PMS Sixth Graders continue to learn science on Early Release Days through **CSI** exercises created by Ms. Meghan Rice and Ms. Fiona Butler. Students have learned Forensic Anthropology, Facial Recognition, fingerprinting analysis and paper chromatography through teachers incorporating math, science, social studies, language and the arts.

Steve Bartlett, SAU 52 Business Administrator, was awarded NH School Business Administrator of the Year by New Hampshire Association of School Business Officials (NHASBO).

Madame Immaculée was awarded the prestigious



Kathryn Davis Fellow for Peace scholarship to attend the summer immersion session at Middlebury College this summer.

Immaculée has been teaching at PHS for 12 years and is adored by her students.

Bravo, Madame!

PORTSMOUTH SCHOOL BOARD

A Message from the School Board Chair, Ms. Leslie Stevens

The Portsmouth School Department and the School Board are pleased to present our FY16 budget. As always, much input from teachers, school administrators, and School Board members helped us draft a quality budget that meets the needs of our students, our teachers, and our schools, as well as addressing all of the School Board goals and keeping an eye to fiscal responsibility. One very helpful development this year was the creation of the Joint Budget Committee. The JBC was instrumental in determining a budgetary target for the departments in the city and the School Department found this process helpful and efficient. We hope this committee is here to stay.

The 2015-2016 will be a year of change and development for the Portsmouth School District. We anticipate two new Principals, one at the middle school and one at the high school, a new Superintendent in September, and the implementation of some key elements in our innovative new teacher's contract to name a few. These are exciting changes and the district is looking forward to all of them but it also means administrators and teachers have lots of work ahead of them this year.

Budget drivers remain much the same as previous years with health insurance, teacher retirement, and teacher interval increases topping the list. Energy costs have also increased significantly this year, including a 25% increase in electricity. That being said, we have been able to present a budget at 3.42%, within the recommendation of the JBC.

As always, there are new and exciting things happening in our schools. Above and beyond the changes to our administrative staff, this spring will mark the "grand opening" of the Portsmouth Middle School with an Open House scheduled for May 16th. As well, our students will be taking the Smarter Balanced test for the first time in grades 3 through 8 and 11, and we look forward to learning much from that experience. Lastly, we are poised to take the next step with our elementary schools and begin the slow and thoughtful renovations and energy efficiency improvements that those schools need. There is much to be proud of in our schools and this budget will allow us to continue those efforts as we look to moving our district forward.

Sincerely,

Leslie Stevens, School Board Chair



SCHOOL BOARD MEMBERS

BACK ROW, LEFT TO RIGHT

Patrick Ellis (2015)

Gary Epler (2015)

Tom Martin (2017)

Jeff Landry (2017)

Nancy N. Clayburgh (2017)

FRONT ROW, LEFT TO RIGHT

Ann Walker (2015)

Dexter Legg, Vice Chair (2015)

Leslie Stevens, Chair (2017)

Lennie Mullaney (2017)

MULTIPLE ASSESSMENT MEASURES
COLLEGE/CAREER READINESS

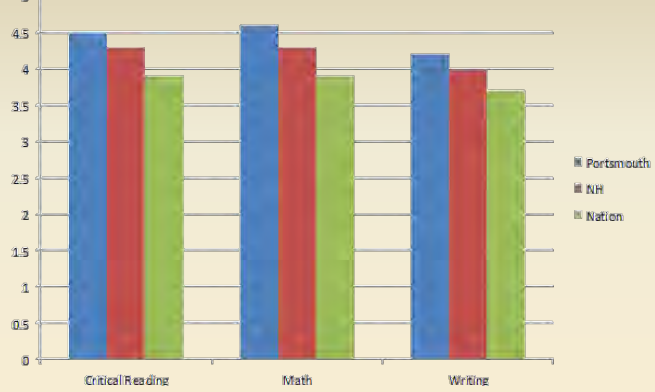
The district has long used a number of assessment measures to gain a fuller picture of student achievement. This year, PHS took a Wednesday in October and administered the College Board's ReadIStep to 9th graders, ACT's Aspire to 10th graders and the PSAT to all juniors. These tests help students gain feedback on their college and career readiness as well as areas of particular strength and weakness.

PHS freshmen scored higher than the nation in all three areas (top left). Sophomores took the ACT Aspire exam, (below left, top right). In reading 55% of our students tested as college/career ready and another 17% as close. In math, 37% scored as college/career ready and another 22% as close.

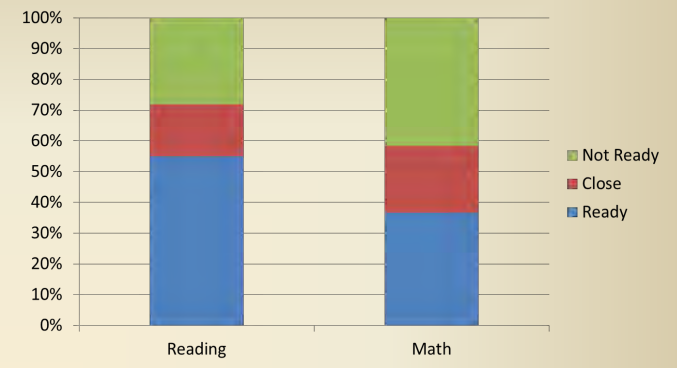
All juniors took the PSAT and scored above the nation in all three areas. The PSAT serves as preparation for the SAT college entrance examination. The New Hampshire Department of Education is requesting this exam (SAT) replace the Smarter Balanced Assessment beginning in the spring of 2016. The last six (6) years of PHS SAT data shows students ready for college/career using the College Board's readiness index of 1550 or higher.

Finally, you can see the increasing performance of students who are taking AP subject test examinations (bottom right). Students who achieve a score of "3" or higher, typically, may be eligible to earn college credit for the course. 81% of our test takers achieved this standard.

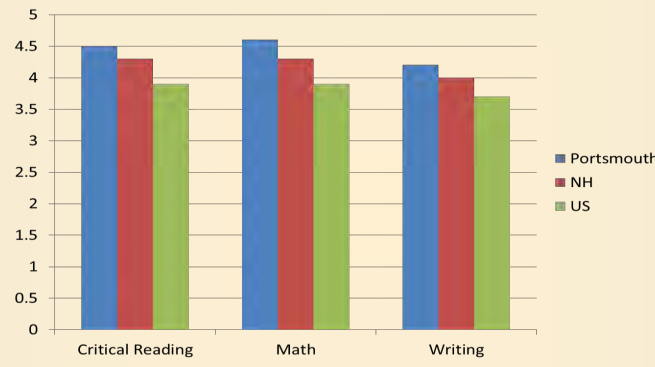
9TH GRADE READISTEP ASSESSMENT



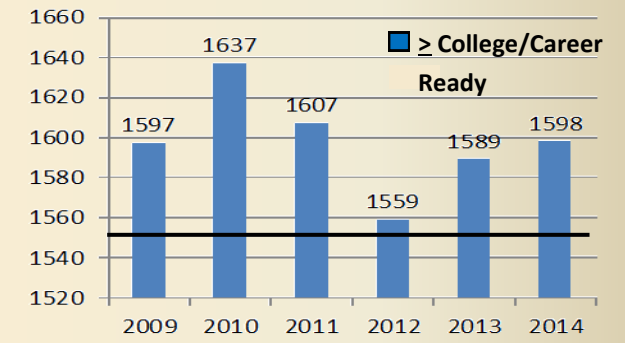
10th GRADE ASPIRE RESULTS ACT



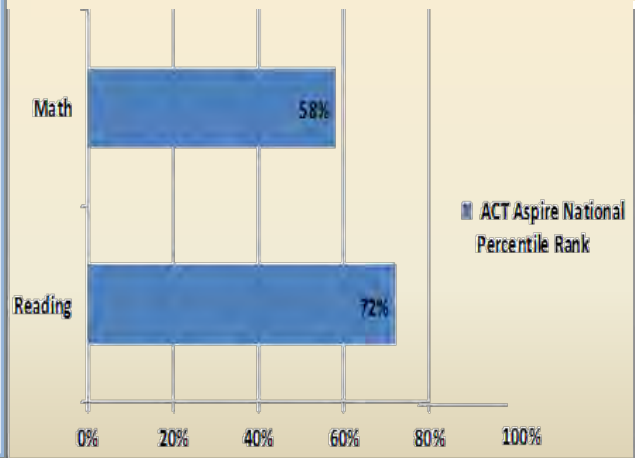
11th PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)



PHS SCHOLASTIC APTITUDE TEST



ACT ASPIRE NATIONAL PERCENTILE RANK



PHS ADVANCED PLACEMENT RESULTS (STUDENTS TAKING AP EXAM & SCORING WELL)

| Year | Total AP Pupils | # of Exams | AP students w Scores 3+ | % of AP students w/ 3+ |
|---------|-----------------|------------|-------------------------|------------------------|
| 2009-10 | 122 | 220 | 84 | 68.9% |
| 2010-11 | 111 | 205 | 86 | 77.5% |
| 2011-12 | 117 | 205 | 90 | 76.9% |
| 2012-13 | 151 | 271 | 113 | 74.8% |
| 2013-14 | 134 | 241 | 108 | 80.6% |

DATA DASHBOARD

DEVELOPMENTAL READING RESULTS

The Developmental Reading Assessment (DRA) provides a method for assessing and documenting elementary students' progress as readers over time.

The DRA identifies a student's individual reading level and allows us to measure whether a child is on track as a reader.

Students in grades K-5 are assessed in September and those who fall below benchmark are provided intervention support and re-assessed at mid-year. Student progress is monitored frequently.

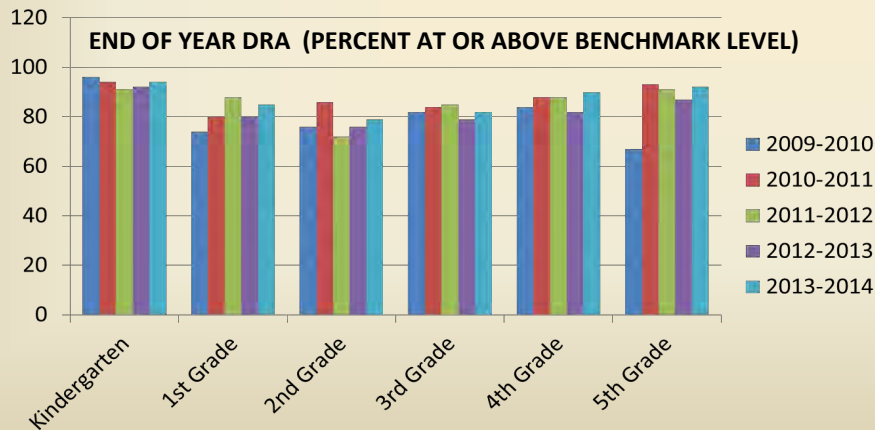
The table below illustrates the progress we have made over time in ensuring every child gets off to a great start as a reader.

PORTSMOUTH MIDDLE SCHOOL NWEA DATA

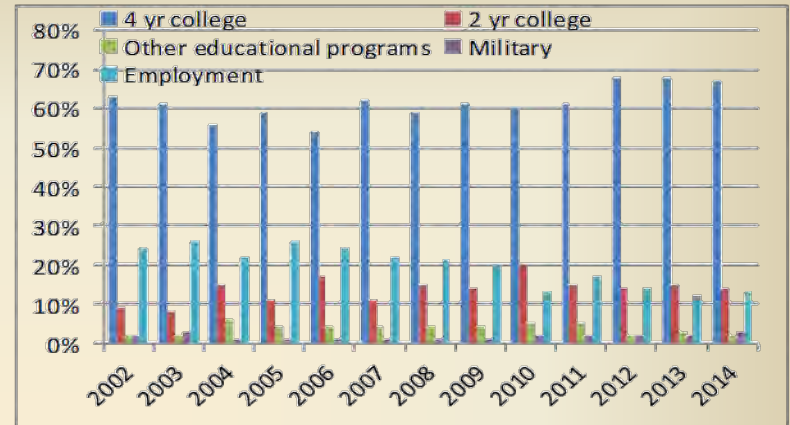
PMS has adopted the Northwest Evaluation Association (NWEA) testing program known as Measures of Academic Progress (MAP) that chart a student's growth over time. Like units on a ruler, students are placed on an equal interval scale called Rauch Units and receive a RIT score that is independent of grade level. The test is a computer adaptive test so that, as students answer questions correctly, questions become more difficult. Below is the Median RIT score for our middle school students accompanied by the Normative RIT Value for a sampling of 5.1 million students across the US.

In each subject, at every grade, PMS achievement is above the norm, another snapshot of our students' progress.

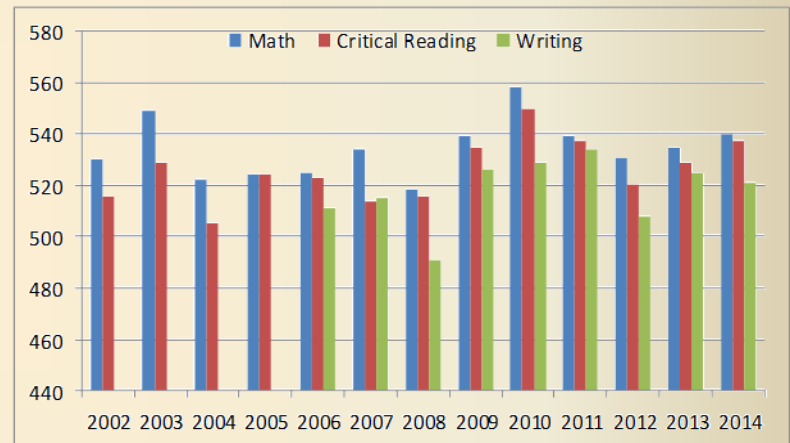
| PMS | Reading National Norm | PMS Median RIT | Math National Norm | PMS Median RIT |
|-----|-----------------------|----------------|--------------------|----------------|
| 6th | 212.3 | 221 | 219.6 | 227 |
| 7th | 218.2 | 225 | 228.2 | 234 |
| 8th | 221.2 | 224 | 232.8 | 240 |



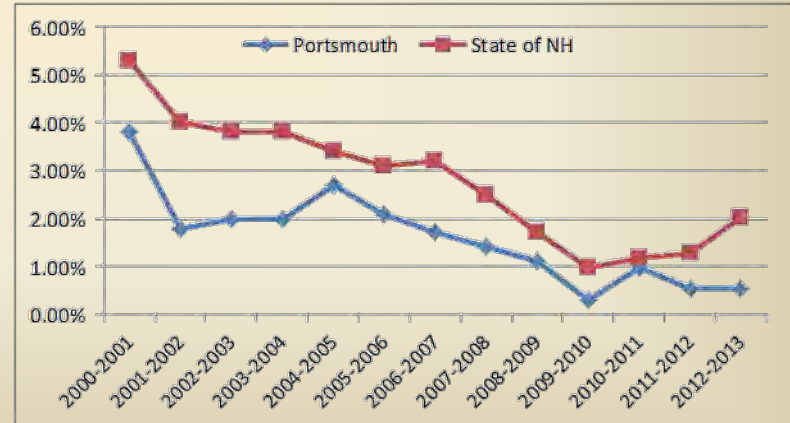
POST-SECONDARY PLANS OF PHS GRADUATES



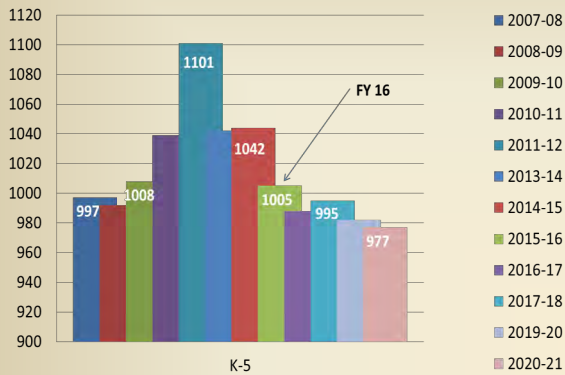
SAT



ANNUAL DROP OUT RATE



HISTORICAL AND PROJECTED ENROLLMENTS



K-5 ENROLLMENT

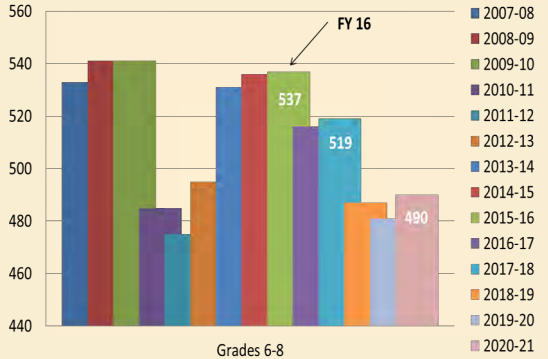
In order to implement the reader and writer workshop model, the district keeps class size at 20:1 or less at the K-5 level. The budget reflects the reduction of one classroom teacher next year where we expect to see just over 1005 K-5 students. The long term projection is to return to a stable 1,000 K-5 enrollment.

K-12 ENROLLMENT

Enrollment in Portsmouth has been and is expected to be relatively stable. Next year, we expect to see a slight increase and to have close to 2,700 pupils. Over the years, represented on the table below, we have averaged 2,657 pupils; however, as you might suspect, there is a good deal more fluctuation taking place within the system at the K-5, 6-8 and 9-12 grade spans.

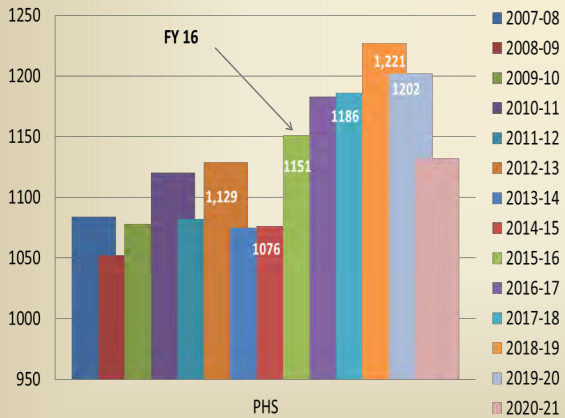
PMS ENROLLMENT

At Portsmouth Middle School, you see the enrollment bubble once at the elementary level, now fully impacting the middle school. Next year, enrollment is expected to remain flat at 537 pupils, and in the out years will begin to work its way towards 500 pupils.



PHS ENROLLMENT

Last June, PHS graduated over 300 seniors and enrolled 282 freshmen this September for an enrollment 1,076. Next year, we expect a large freshmen class of over 320 pupils and the prediction is for PHS to increase by 75 students, an enrollment number closer to FY13 when PHS was at 1,129 students. In the out years, you can see how the bubble will work its way through PHS with the top projection 1,221 pupils four years from now in FY19.



ALL GRADES PROJECTED AND HISTORICAL ENROLLMENTS

| YEAR | K-5 | 6-8 | 9-12 | TOTAL |
|---------|------|-----|------|-------|
| 2010-11 | 1039 | 485 | 1120 | 2644 |
| 2011-12 | 1101 | 475 | 1082 | 2658 |
| 2012-13 | 1057 | 495 | 1129 | 2681 |
| 2013-14 | 1042 | 531 | 1075 | 2648 |
| 2014-15 | 1044 | 536 | 1076 | 2656 |
| 2015-16 | 1005 | 537 | 1151 | 2693 |
| 2016-17 | 988 | 516 | 1183 | 2687 |
| 2017-18 | 995 | 519 | 1186 | 2700 |
| 2018-19 | 996 | 487 | 1227 | 2710 |

SPECIAL EDUCATION

This year, the Portsmouth School Department provides special education services to four hundred and sixteen (416) students. The delivery of services is overseen by Joanne Simons, Director of Pupil Support and Instruction.

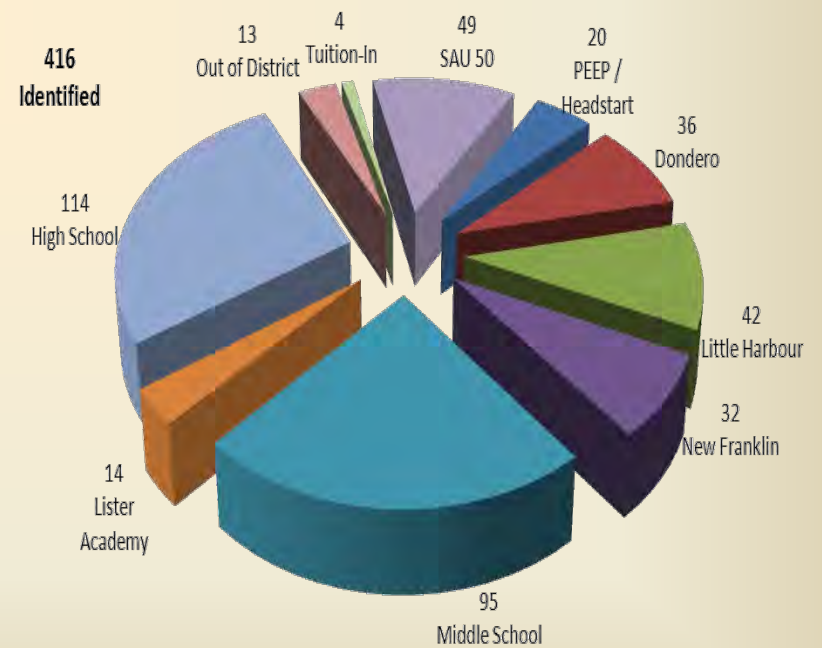
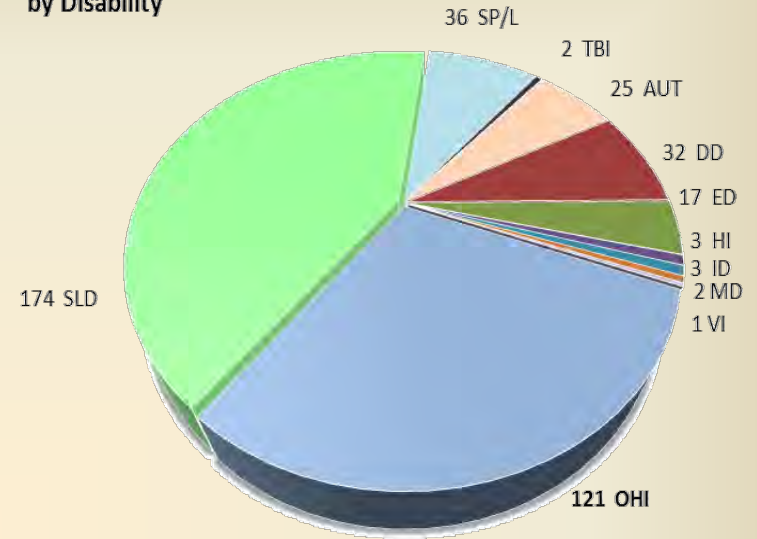
In FY15, the district received \$595,650 from the federal government's IDEA grant and \$229,455 in Catastrophic Aid reimbursement from NH.

| School Year | # of SPED Pupils | % of Total Pupils |
|-------------|------------------|-------------------|
| 2007-08 | 463 | 17.59% |
| 2008-09 | 434 | 16.52% |
| 2009-10 | 405 | 15.30% |
| 2010-11 | 409 | 15.43% |
| 2011-12 | 418.5 | 15.57% |
| 2012-13 | 403 | 14.90% |
| 2013-14 | 421 | 15.84% |
| 2014-15 | 416 | 15.65% |

TABLE OF DISABILITY ABBREVIATIONS

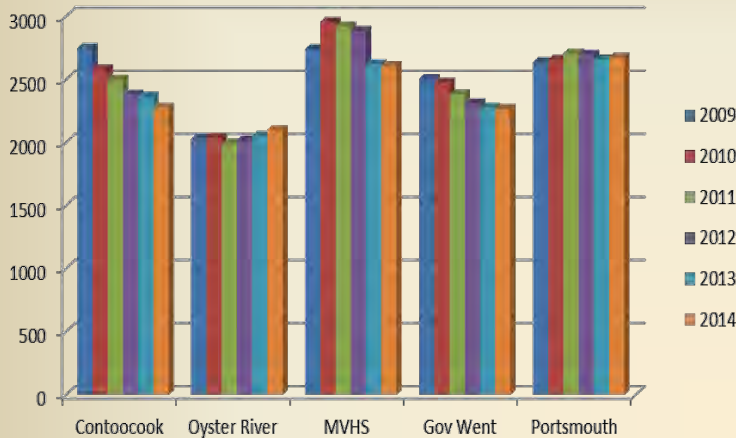
| | | | |
|-------------|------------------------------|------------|-----------------------|
| SLD | Specific Learning Disability | AUT | Autism |
| OHI | Other Health Impaired | VI | Vision Impairment |
| SP/L | Speech & Language | ED | Emotional Disturbance |
| TBI | Traumatic Brain Injury | DD | Developmental Delay |
| HI | Hearing Impairment | OI | Orthopedic Impairment |
| ID | Intellectual Disability | MD | Multiple Disabilities |

416 Total Identified Students by Disability

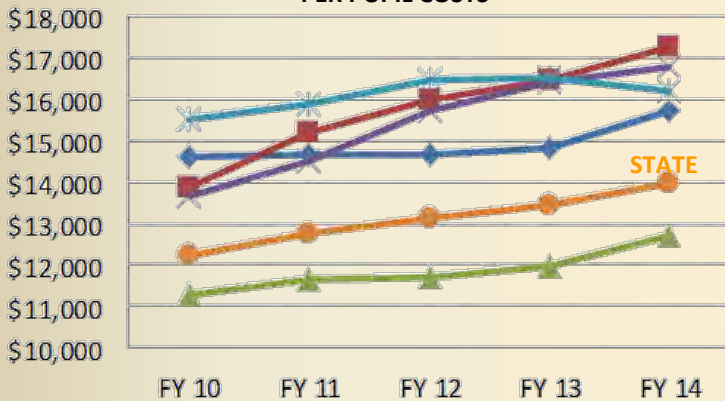


BENCHMARKING AGAINST A PEER COHORT GROUP

DISTRICT ENROLLMENT



PER PUPIL COSTS



| DISTRICT | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--------------|-------------|-------------|-------------|-----------|
| Portsmouth | \$14,697.07 | \$14,659.75 | \$14,808.76 | 15,739.15 |
| Gov. Went. | \$15,213.91 | \$16,023.25 | \$16,502.63 | 17,293.33 |
| Merr. Valley | \$11,648.26 | \$11,697.11 | \$11,979.82 | 12,735.19 |
| Cont. Valley | \$14,492.80 | \$15,750.22 | \$16,433.49 | 16,805.59 |
| Oyster River | \$15,884.31 | \$16,501.57 | \$16,553.23 | 16,221.87 |

For the past five years, the Portsmouth School Board has set a goal to track and report district performance against a peer cohort group.

The cohort group was established by finding school districts with similar enrollments, grade configurations and poverty levels. The districts selected are Governor Wentworth, Merrimack Valley and Contoocook. The School Board also wanted to measure performance against a “top performer” and selected Oyster River as an additional comparison point. The data includes per pupil spending, free and reduced lunch eligibility, teacher salary, student teacher ratios, and average class size.

Ideally, the metrics help us look beyond our district to ensure we are performing at a level commensurate with our resources.

AVERAGE 2013-14 TEACHER SALARY

COHORT & SEACOAST AREA

| | | |
|-----------------------|-------------|----------|
| Portsmouth \$66,068 | Exeter Coop | \$67,990 |
| Gov. Went. \$58,635 | Stratham | \$74,326 |
| Merr. Valley \$51,168 | No. Hampton | \$65,459 |
| Contoocook \$50,538 | New Castle | \$72,907 |
| Oyster River \$64,866 | Greenland | \$55,790 |

SOCIO-ECONOMIC STATUS

FREE & REDUCED LUNCH ELIGIBILITY

| District | FY11 | FY12 | FY13 | FY14 |
|--------------|--------|--------|--------|--------|
| Portsmouth | 23.44% | 23.80% | 22.08% | 22.86% |
| Gov. Went. | 33.30% | 33.05% | 36.51% | 35.61% |
| Merr. Valley | 26.74% | 26.26% | 25.42% | 29.46% |
| Contoocook | 26.33% | 28.17% | 26.29% | 28.57% |
| Oyster River | 5.23% | 7.15% | 7.42% | 8.66% |

TOTAL TEACHER TO STUDENT RATIO

| SCHOOL | YEAR | TEACHERS | RATIO |
|-------------|-------|----------|-------|
| PORTSMOUTH | FY11 | 221.4 | 11.1 |
| | FY12 | 214.2 | 11.7 |
| | FY13 | 221.7 | 11.4 |
| | FY 14 | 213.9 | 11.5 |
| GOV WENT. | FY11 | 216.5 | 10.5 |
| | FY12 | 210.1 | 10.6 |
| | FY13 | 207.3 | 10.2 |
| | FY14 | 205.3 | 10.3 |
| MERR. VAL | FY11 | 185 | 13.5 |
| | FY12 | 178.8 | 13.9 |
| | FY13 | 181.4 | 13.3 |
| | FY14 | 179.5 | 13.4 |
| CONTOOCCOOK | FY11 | 197.6 | 12.2 |
| | FY12 | 213 | 10.8 |
| | FY13 | 194 | 11.3 |
| | FY 14 | 196.7 | 11.0 |
| OYSTER RIV | FY11 | 172 | 11.1 |
| | FY12 | 176 | 10.7 |
| | FY13 | 166 | 11.4 |
| | FY 14 | 164 | 11.9 |

FY 14 AVERAGE CLASS SIZE

| | Gr 1&2 | Gr 3&4 | Gr 5&6 |
|--------------|--------|--------|--------|
| Portsmouth | 17.2 | 17.1 | 17.4 |
| Gov. Went. | 14.9 | 17.2 | 17.5 |
| Merr. Valley | 18.3 | 19.1 | 21.5 |
| Contoocook | 14.7 | 17.4 | 20.4 |
| Oyster River | 19.7 | 19.1 | N/A |

EDUCATIONAL PLANNING—NEW TEACHER CONTRACT SETS FRAMEWORK

Since September 2012, the Association of Portsmouth Teachers (APT) and the Portsmouth School Board (Board) have been engaged in dinner conversations, and subsequent contract negotiations, in order to continue the journey to realize a vision that puts the Portsmouth School District as the very best in the State.

Together, the APT and Board have developed a framework that will permit the Portsmouth Schools to attract, hire, develop, retain and reward the very best teachers. The new agreement stands as an example of how local School Boards and teacher unions can work together to provide teachers with a career ladder, as well as a compensation system, that recognizes professional effectiveness. The framework contained in the contract provides a new design of compensation, a new design for shared governance between teachers and administrators to ensure “highly effective teaching,” and a new design for teacher advancement known as a “model teacher.”

The new contract replaces the automatic step increase and is designed to allow teachers to increase their salary more quickly than the seniority-based compensation system. The framework strengthens the district’s Professional Learning Communities (PLC) strategic improvement model by rewarding teacher collaboration. In order for teachers to advance an interval on the salary scale, they must evidence attainment of three achievement units (AUs). Achievement units are awarded when 1) teacher teams submit PLC goals; 2) report out results; and 3) when a teacher completes an

annual self-evaluation against nationally recognized categories of effective teaching. In 2016-17, teachers can accumulate additional AUs beyond those required and may begin to advance three intervals in a two year period by completing professional development designed by the district. Longevity payments are frozen and grandfathered, which is to say, anyone receiving it in 2014-15, will continue to receive a frozen amount; anyone not receiving it will not receive it in the future. Over the four years of the contract, the salary scale eliminates big variations between intervals (steps) and in 2017-18, the scale moves to 16 equal intervals. The new compensation system, albeit one lever for improving teacher quality, rewards collaborative efforts of teachers through our PLC strategy and helps teachers reflect on their progress on the continuum to highly effective teaching.

A Teacher Quality Panel (TQP) of teachers and administrators is established to provide in-district coursework and develop a framework for highly effective teachers. In 2017-18, teachers may submit evidence that they are “distinguished” in all categories of teaching and earn model teacher status and compensation. The TQP will review and recommend teacher candidates to the administration. Model teachers, by the very nature, are not only highly effective in the classroom, but contribute to school and district-wide improvement efforts. Model teachers would earn an additional 7.5% of base salary.

The APT and Board recognize that the journey from good to great and great to excellent raises the cali-

ber of teachers through a career pathway and collaborative practice. The contract framework advances a shared governance model where together, teachers and administrators, are clear about best practice. Teachers may evidence their effectiveness and advance to “model teacher” status.

Typically, contracts are expressed solely in economic terms. The APT made concessions over the past two years that helped the district maintain its quality services for children. The contract is economically sound. Effective March 2015, teachers will move from five health plans to two where savings will be realized. In the last year of the contract, teachers will move to the Consumer Driven Health Plan (CDHP) where significant savings are expected and where the district will be compliant with the Affordable Care Act’s “Cadillac Tax.” The ten-year average Cost of Living Adjustment (COLA) is eliminated; adjustments of 2.9, 2.0, 2.25 and 2.5% are granted. Dollars, once paid for longevity, and realized as savings early on, will be reallocated to recognize model teachers in year four (4). Economically, the contract is responsible to the city’s taxpayers.

After more than two and one half years of conversations and collective bargaining, we are excited to begin implementing the elements of this new bargain.

We know the quality of the teacher in the classroom is the most important element in student achievement; we have a strong teaching corps, committed to children and committed to excellence and this contract puts us on the pathway to realize our vision to be the very best district in the state.

EDUCATIONAL PLANNING

STUDENT ACHIEVEMENT

As the State transitions from the New England Common Assessment program (NECAP) to the Smarter Balanced Assessment Consortium (SBAC), this year's report does not contain any assessment data from the fall. This is because NECAP did not occur this fall; the new on-line assessment (SBAC) will take place this spring. Thus, the federal accountability assessments will take place at the end of the teaching year.

Nonetheless, teachers have continued to work collaboratively in Professional Learning Communities (PLCs) to set goals for student learning. Teachers have been integrating and aligning their curriculum to meet the new NH College and Career Readiness Standards. Our continued focus on student achievement includes a wide variety of local assessments.



This year the district has continued to earn recognition for the performance of our students at the state and national levels. All three of our elementary schools earned distinction among the top ten elementary schools in NH by Niche.com.



Moreover, we were delighted to learn that LHS was recognized as the number 3 elementary

school in the country by The Best Schools organization.



Report for a NH High School and earned a Silver Medal.

Our middle school was ranked #12 in the State by Niche.com and Portsmouth High School was ranked # 9 and earned an identical ranking by US News and World

FACILITIES



On May 16, 2015, the Joint Building Committee, in conjunction with the School Department, will host an open house to celebrate the completion of the middle school project. This building represents a CHPS certified, state of the art learning facility for our students in grades 6-8.

This past year, the Board has undertaken an "energy efficiency" pilot at New Franklin School. The district qualified Energy Efficiency Investments (EEI) to do the work. We have installed three condensing boilers, converted the school's pneumatic controls to a digital control system, replaced all light fixtures with new high efficiency T8 Fluorescent lamps and LED lighting, installed a Photovoltaic solar array and improved the building envelope. Already, NFS is seeing reduced energy costs while enjoying better systems.

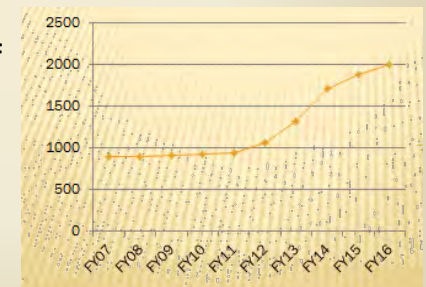


This summer, the district will begin work at Little Harbour Elementary on the installation of a fire suppression system as required by the State Fire Marshall. This work includes abatement of hazardous ceiling and floor tiles and will make similar energy improvements in the areas of lighting and HVAC. This work will take place over the next three summers. Meanwhile, the School Board has formed a subcommittee to determine next steps for facilities upgrades. Moreover, the district will re-launch a K-5 Elementary Facilities Committee to make recommendations, long-term, for the schools.

TECHNOLOGY

The district's shift to Virtual Desktop Interface (VDI) has allowed older devices to be repurposed and to purchase thin clients. The net result has been the dramatic increase in the number of client devices for education.

NUMBER OF CLIENT DEVICES



**PORTSMOUTH SCHOOL DEPARTMENT
GENERAL FUND DETAIL COMPARISON AND INDEX**

| Cost Center - Budget | 2014/15 | | | | | 2015/16 | | | | |
|--------------------------------------|-------------------|-------------------|------------------|----------------|---------------|-----------------------|-------------------|------------------|----------------|---------------|
| | Total Budget | Salaries | Benefits | Operating | Positions FTE | Total Proposed Budget | Salaries | Benefits | Operating | Positions FTE |
| School Instruction/Operations | | | | | | | | | | |
| 102 DONDERO | 2,086,422 | 1,705,794 | 339,433 | 41,195 | 30.25 | 1,858,941 | 1,504,766 | 311,980 | 42,195 | 26.26 |
| 104 LITTLE HARBOUR | 2,851,285 | 2,287,850 | 503,566 | 59,868 | 36.60 | 3,171,036 | 2,521,122 | 590,046 | 59,868 | 39.17 |
| 105 NEW FRANKLIN | 2,050,601 | 1,673,940 | 339,431 | 37,230 | 26.65 | 2,117,978 | 1,711,744 | 369,004 | 37,230 | 26.93 |
| 108 MIDDLE SCHOOL | 3,465,583 | 2,785,726 | 581,301 | 98,556 | 40.64 | 3,533,017 | 2,807,473 | 622,583 | 102,961 | 40.64 |
| 109 SENIOR HIGH | 7,296,534 | 5,902,315 | 1,225,805 | 168,414 | 82.79 | 7,511,248 | 6,010,670 | 1,327,043 | 173,535 | 83.04 |
| Total Schools | 17,750,424 | 14,355,625 | 2,989,536 | 405,263 | 216.93 | 18,192,220 | 14,555,775 | 3,220,656 | 415,789 | 216.04 |
| Other Instruction Budgets | | | | | | | | | | |
| 110 ART | 772,839 | 586,785 | 127,978 | 58,076 | 7.80 | 796,602 | 598,576 | 139,588 | 58,438 | 7.80 |
| 111 MUSIC | 561,789 | 444,809 | 97,013 | 19,967 | 6.40 | 581,768 | 454,023 | 105,878 | 21,867 | 6.40 |
| 112 PHYSICAL EDUCATION | 786,586 | 635,021 | 138,498 | 13,067 | 8.84 | 814,009 | 649,009 | 151,349 | 13,651 | 8.84 |
| 113 INSTRUMENTAL MUSIC | 211,162 | 135,439 | 29,539 | 46,184 | 1.60 | 233,951 | 147,403 | 34,374 | 52,174 | 1.60 |
| 114 TECHNICAL CAREERS | 1,163,879 | 906,730 | 196,431 | 60,718 | 12.34 | 1,175,559 | 907,926 | 209,965 | 57,668 | 12.74 |
| 115 ATHLETICS | 656,888 | 272,311 | 57,982 | 326,595 | 1.00 | 670,553 | 272,341 | 61,638 | 336,574 | 1.00 |
| 116 DRAMA | 56,996 | 36,209 | 7,897 | 12,890 | 0.50 | 59,194 | 33,493 | 7,811 | 17,890 | 0.50 |
| 117 K-12 COMPUTER | 307,120 | 232,762 | 49,858 | 24,500 | 4.00 | 316,611 | 237,869 | 54,242 | 24,500 | 4.00 |
| 119 HEALTH INSTRUCTION | 246,486 | 199,026 | 43,408 | 4,052 | 2.82 | 253,728 | 202,462 | 47,214 | 4,052 | 2.82 |
| Total Other Instruction | 4,763,744 | 3,449,092 | 748,603 | 566,049 | 45.30 | 4,901,975 | 3,503,102 | 812,059 | 586,814 | 45.70 |
| Instruction Support Budgets | | | | | | | | | | |
| 130 ENRICHMENT | 0 | 0 | 0 | 0 | 0.00 | 11,099 | 9,000 | 2,099 | 0 | 0.00 |
| 131 DISTRICT-WIDE ASSESSMENT | 19,435 | 0 | 0 | 19,435 | 0.00 | 19,435 | 0 | 0 | 19,435 | 0.00 |
| 132 MATHEMATICS ELEMENTARY | 76,505 | 0 | 0 | 76,505 | 0.00 | 61,505 | 0 | 0 | 61,505 | 0.00 |
| 134 HEALTH | 527,793 | 426,922 | 93,112 | 7,759 | 5.60 | 545,143 | 435,326 | 101,518 | 8,299 | 5.60 |
| 135 LIBRARY ELEMENTARY | 391,455 | 295,913 | 62,438 | 33,104 | 5.36 | 402,040 | 305,221 | 68,228 | 28,591 | 5.43 |
| 136 MEDIA SERVICES | 87,637 | 58,255 | 10,731 | 18,651 | 1.00 | 89,289 | 59,450 | 11,188 | 18,651 | 1.00 |
| 137 SYSTEM - WIDE PSYCHOLOGIST | 60,092 | 40,979 | 8,938 | 10,175 | 0.50 | 109,340 | 80,413 | 18,752 | 10,175 | 1.00 |
| 138 INTERDISCIPLINARY CURR | 19,909 | 0 | 0 | 19,909 | 0.00 | 19,909 | 0 | 0 | 19,909 | 0.00 |
| 139 READING | 812,237 | 634,068 | 138,290 | 39,879 | 8.08 | 909,541 | 713,930 | 155,732 | 39,879 | 10.45 |
| 145 PUPIL ENTITLEMENT | 3,525 | 0 | 0 | 3,525 | 0.00 | 3,525 | 0 | 0 | 3,525 | 0.00 |
| Total Instructional Support | 1,998,587 | 1,456,137 | 313,508 | 228,942 | 20.54 | 2,170,827 | 1,603,340 | 357,518 | 209,969 | 23.48 |

**PORTSMOUTH SCHOOL DEPARTMENT
GENERAL FUND DETAIL COMPARISON AND INDEX**

| Cost Center - Budget | 2014/15 | | | | | 2015/16 | | | | |
|----------------------------------|-------------------|-------------------|-------------------|------------------|---------------|-----------------------|-------------------|-------------------|------------------|---------------|
| | Total Budget | Salaries | Benefits | Operating | Positions FTE | Total Proposed Budget | Salaries | Benefits | Operating | Positions FTE |
| Special Education Budgets | | | | | | | | | | |
| 150 PEEP | 329,293 | 269,908 | 51,791 | 7,594 | 5.16 | 344,870 | 280,692 | 56,584 | 7,594 | 5.09 |
| 151 SPED/ ELEMENTARY | 896,580 | 744,996 | 131,696 | 19,888 | 19.91 | 1,017,472 | 841,237 | 157,047 | 19,188 | 20.84 |
| 152 SPED/ MIDDLE SCHOOL | 788,342 | 647,379 | 131,755 | 9,208 | 11.29 | 760,577 | 620,291 | 131,078 | 9,208 | 10.79 |
| 153 SPED/HIGH SCHOOL | 664,130 | 540,199 | 113,082 | 10,849 | 8.25 | 684,814 | 551,060 | 122,905 | 10,849 | 8.43 |
| 156 SPEECH | 520,213 | 423,740 | 92,418 | 4,055 | 5.00 | 471,134 | 378,754 | 88,325 | 4,055 | 5.60 |
| 157 OCCUPATIONAL THERAPY | 187,166 | 151,117 | 32,959 | 3,090 | 1.90 | 192,970 | 153,973 | 35,907 | 3,090 | 1.90 |
| 159 ESL | 174,994 | 142,118 | 30,996 | 1,880 | 2.60 | 183,031 | 146,895 | 34,256 | 1,880 | 2.60 |
| 160 ADAPTIVE SERVICES | 10,197 | 6,500 | 1,197 | 2,500 | 0.00 | 10,223 | 6,500 | 1,223 | 2,500 | 0.00 |
| 165 OUT OF DISTRICT TUITION | 1,623,450 | 0 | 0 | 1,623,450 | 0.00 | 1,680,580 | 0 | 0 | 1,680,580 | 0.00 |
| Total Special Instruction | 5,194,364 | 2,925,957 | 585,893 | 1,682,514 | 54.11 | 5,345,671 | 2,979,402 | 627,325 | 1,738,944 | 55.25 |
| System Support Budgets | | | | | | | | | | |
| 170 CENTRAL OFFICE | 1,032,201 | 725,075 | 133,710 | 173,416 | 8.82 | 1,023,597 | 714,111 | 134,755 | 174,731 | 8.82 |
| 171 SCHOOL BOARD | 30,074 | 17,000 | 1,624 | 11,450 | 0.00 | 30,261 | 17,000 | 1,636 | 11,625 | 0.00 |
| 173 RESEARCH & DEVELOPMENT | 3,823 | 0 | 0 | 3,823 | 0.00 | 0 | 0 | 0 | 0 | 0.00 |
| 177 TECHNOLOGY PLAN | 690,674 | 331,776 | 61,113 | 297,785 | 5.00 | 664,983 | 334,337 | 62,922 | 267,724 | 5.00 |
| 178 DATA PROCESSING | 120,729 | 65,370 | 12,041 | 43,318 | 1.00 | 121,026 | 65,400 | 12,308 | 43,318 | 1.00 |
| 179 LARGE EQUIPMENT | 60,399 | 0 | 0 | 60,399 | 0.00 | 63,387 | 0 | 0 | 63,387 | 0.00 |
| 180 TRAVEL IN DISTRICT | 30,564 | 0 | 2,172 | 28,392 | 0.00 | 31,533 | 0 | 2,241 | 29,292 | 0.00 |
| 182 WELLNESS | 2,000 | 0 | 0 | 2,000 | 0.00 | 2,000 | 0 | 0 | 2,000 | 0.00 |
| 183 INSURANCE | 116,289 | 0 | 0 | 116,289 | 0.00 | 125,577 | 0 | 0 | 125,577 | 0.00 |
| 184 TELEPHONE | 45,549 | 0 | 0 | 45,549 | 0.00 | 52,123 | 0 | 0 | 52,123 | 0.00 |
| 187 ATHLETIC FIELDS | 56,758 | 0 | 0 | 56,758 | 0.00 | 58,460 | 0 | 0 | 58,460 | 0.00 |
| 188 MAINTENANCE | 711,854 | 226,090 | 41,646 | 444,118 | 4.00 | 733,081 | 226,090 | 42,550 | 464,441 | 4.00 |
| 189 ENERGY | 1,106,162 | 0 | 0 | 1,106,162 | 0.00 | 1,397,339 | 0 | 0 | 1,397,339 | 0.00 |
| 195 PUPIL TRANSPORTATION | 846,994 | 0 | 0 | 846,994 | 0.00 | 860,390 | 0 | 0 | 860,390 | 0.00 |
| Total System Support | 4,854,070 | 1,365,311 | 252,306 | 3,236,453 | 18.82 | 5,163,757 | 1,356,938 | 256,412 | 3,550,407 | 18.82 |
| | | | | | | | | | | |
| | 41,806,896 | 23,552,122 | 12,135,551 | 6,119,221 | 355.70 | 43,236,310 | 23,998,557 | 12,735,830 | 6,501,924 | 359.29 |

PROPOSED BUDGET/TITLE I FUNDING

PROPOSED FY16 BUDGET

| CATEGORY | DOLLAR | % OF INCREASE |
|--------------|-------------------|---------------|
| Operations | 6,501,924 | 0.92% |
| Benefits | 12,735,830 | 1.43% |
| Salary | 23,998,557 | 1.07% |
| Total | 43,236,310 | 3.42% |

MAJOR INCREASES IN FY16 PROPOSED BUDGET

| COST CENTER | FY 14 | FY 15 | INCREASE |
|--------------|-----------|-----------|----------|
| Instr. Music | 46,184 | 52,174 | 5,990 |
| Athletics | 326,595 | 336,574 | 9,979 |
| Drama | 12,890 | 17,890 | 5,000 |
| Maintenance | 444,118 | 464,441 | 20,323 |
| Energy | 1,106,162 | 1,397,339 | 291,177 |
| Bussing | 846,994 | 860,390 | 13,396 |
| SPED Tuition | 1,623,450 | 1,680,580 | 57,130 |
| Insurance | 116,289 | 125,577 | 9,288 |

GENERAL FUND STAFFING BY CATEGORY

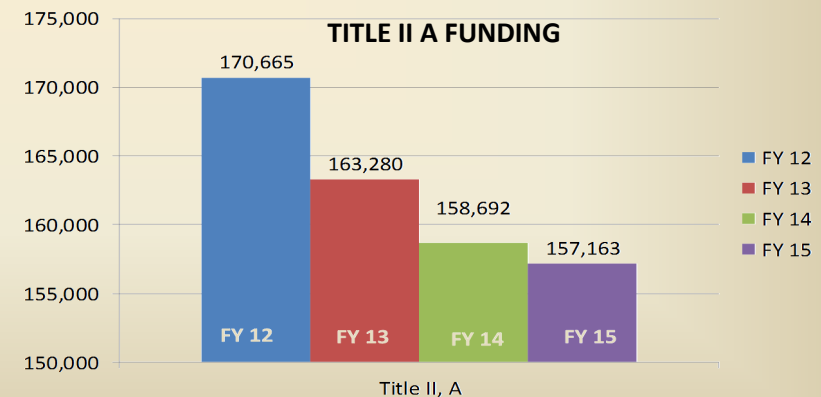
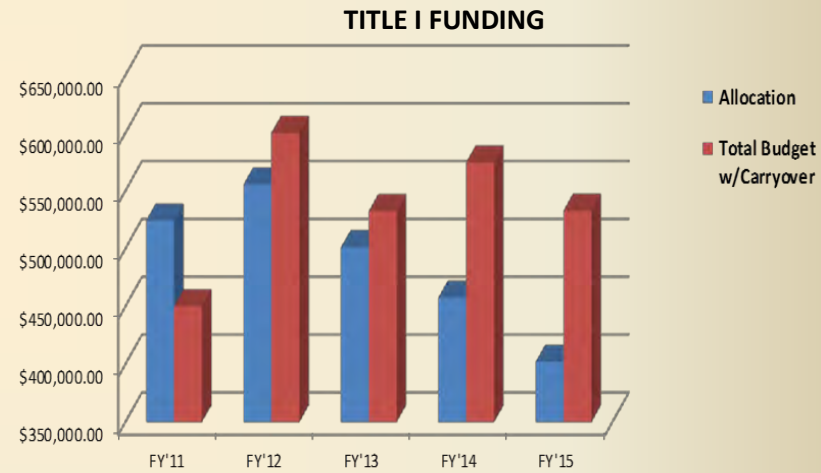
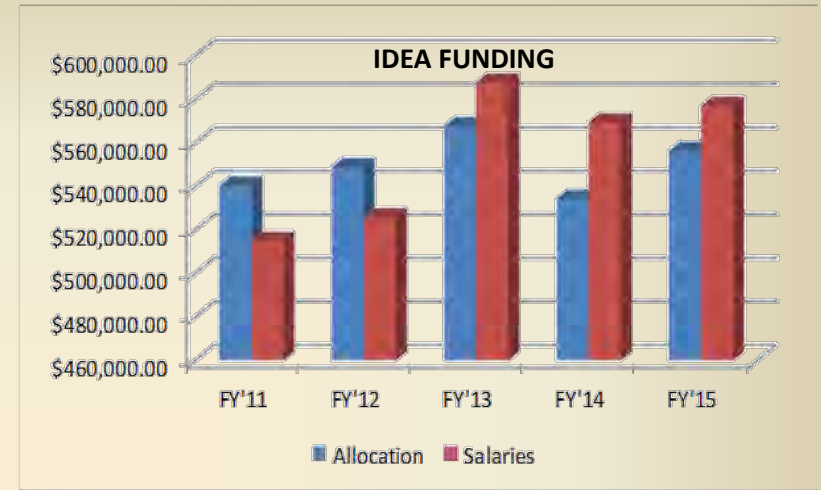
| Budget Year | Full-time Equivalents |
|--------------|-----------------------|
| FY 13 | 353.86 |
| FY 14 | 352.86 |
| FY 15 | 355.70 |
| FY 16 | 359.29 |

Over the years, the School Department has been good stewards of taxpayer resources, while continuing to deliver a quality education to all children. This year's FY16 budget represents a "status quo" budget, which is to say, contains no new positions and meets the target of 3.42% established by the City Council.

The table top left illustrates the "three chunks" of the budget and to what extent each drives the increase. In light of teacher retirement rates increasing by 10.6% and health insurance increasing by 5.6%, you can see that benefits are the largest area of increase at \$600,277. Next, the increase in salaries is 2%, plus steps, where applicable, for a dollar increase of \$446,435.

Finally, the operations section of the budget increases by \$382,702. The table to the left highlights those areas where the operating budget has the greatest increase, most notably in maintenance, energy, SPED tuition and transportation.

The charts to the right illustrate the loss of federal funding over the past four years and our challenge to maintain levels of staffing support provided through these grants. While the budget does not add new positions, next years general fund supports 3 Title I Tutors and special education support that are no longer sustainable through federal grants.



Title II, A



100 YEARS AGO - 1915

A few excerpts from Principal Frank Dunfield's Report

"The following tabulation shows the numbers in colleges and other education institutions from the class of 1915: Dartmouth, 2; Bowdoin, 1; Clark, 1; Middlebury, 1, Colby, 1; Smith, 1; Simmons, 1; Worcester Polytechnical Institute, 1; New Hampshire State, 6; Exeter, 3; Dana, 1; Plymouth, 1; Farmington, ME, 2; Brant and Stratton, 1; Portsmouth Training School, 10."

"...Last year the afternoon session was established from half past two to four o'clock, in order that pupils who were backward in their work might have some individual attention. Notices were sent out from the office warning the pupils whose work was unsatisfactory. "

".... It needs no argument to urge a claim for athletics in High School. The educational as well as the moral benefits derived from athletics are now most universally accepted. "

".... I want to take this opportunity of expressing my sincere thanks for the many timely and helpful suggestions from the superintendent"



IMPORTANT DATES

Saturday, May 9th

City Council Workshop on Budget, Levenson Room, Portsmouth Public Library

Monday, May 11th

City Council Public Hearing on Budget

Monday, June 2nd

City Council Adoption of Budget



CLASS OF 1914 GRADUATION

The exercises of graduation of the class of 1915 were held in the Music Hall on Thursday, June 19. The following was the program:

INVOCATION - Rev. Freeman John Scott

SINGING - "A June Song" *J Berger*

PRESENTATION OF CLASS GIFT - John Joseph Hassett

ACCEPTANCE OF CLASS GIFT - Rev. Lucius Thayer, For High School Committee

SINGING - "To Thee, O Country" *Julis Eichberg*

ADDRESS TO THE GRADUATES - "Education and Citizenship" Mr. Payson Smith, Maine Supt.

PRESENTATION OF HAVEN MEDALS - Mr. Charles E. Hodgdon, For High School Committee

CONFERRING OF DIPLOMAS - His Honor, Harry Brooks Yeaton

SINGING OF CLASS ODE - Class of 1915

PORTSMOUTH SCHOOL DEPARTMENT



Portsmouth School Department

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Portsmouth, NH 03801

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DISTRICT MISSION

EDUCATING ALL STUDENTS BY CHALLENGING THEM TO BECOME THINKING, RESPONSIBLE, CONTRIBUTING CITIZENS WHO CONTINUE TO LEARN THROUGHOUT THEIR LIVES.

THE PORTSMOUTH SCHOOL DEPARTMENT



New Franklin Gazette

Principal's Notebook: Blizzard Bagging, by Mr. George Shea

We've had our fair share of snow days this year and whenever we have a hefty snow day count, people scramble for ways to keep the school year as mid-June as possible. One route some New Hampshire schools have taken towards keeping the days down is the Blizzard Bag. For those unfamiliar with the concept, a Blizzard Bag is a collection of hard copy and digital schoolwork for students to complete on a day the district deems a Blizzard Bag. If a certain percentage of students complete the work (teachers are expected to be available for electronic support as well), then the day counts towards a district's 180 required school days. Blizzard Bags do a great job of getting kids out of school at the mid-Junish time they've come to expect. A wise person once told me that the worst thing about quick fixes is they work and I always wonder what gets lost in the exchange of a school day for a "bag" day.

Most of what transpires in a school day extends well beyond what many of us knew as "school work." We've moved past having students simply read the chapter then answer odd-numbered questions in the back of the book. Kids no longer copy what's written on the board while the teacher finishes off her morning Folgers. We try

to craft engaging learning experiences that require frequent exchanges between teacher and student, with the teacher making constant adjustments based on what the student needs to know or



be able to do next, or to remove the obstacles that may be inhibiting their progress. Great teachers

employ an arsenal of instructional moves and maneuvers to promote learning. I once came across some research that said teachers make over 3,000 decisions a day.

Educators provide a stream of feedback geared towards enhancing a child's craft, content knowledge and creativity. While we may not bat 1,000 in facilitating this dynamic give and take that develops learners, we aspire to come close.

There are many intangibles permeating the school day that I can't imagine putting in a to-go box: the modeling, the classroom culture, the important developmental pieces children pick up from engaging with others in work and play. I'm fortunate to be able to sit in classrooms, observe recesses and watch cafeteria dynamics unfold every day. While I'm typically

monitoring progress on our intentional teachings, I'm often struck by all of the windfall education that comes from being part of a learning community. The rules governing a New Franklin kickball game are complex and could fill a sizable rulebook. Instead they're passed on orally from grade level to grade level with only minor amendments over the years. When a child turns over a log on the nature trail and runs their fingers over the maze of decomposer etchings on its underside and wonders "what gives?" they have the onset of inquiry science without a text telling them they should now begin inquiring.

I didn't start writing this to rant against Blizzard Bags. They never did anything to me and if I were holed up with my children for a week in a storm, I'd be pleading for some form of educational relief.



I'm also not worried about some Blizzard-baggeddon where the budget making powers that be swap out our Grade 2 teaching team with convenient bags for the 2015-2016 academic year. I just don't want to delude ourselves into

Cont. on p. 3

First Grade Informers

January and February have flown by and it's hard to believe that March is already here!! The first grade children will be very busy in the upcoming weeks as the snow melts and spring arrives.

This month in Foundations the first grade will work on blending and reading 5 letter short and long vowel words. They will practice segmenting and spelling them as well. Vowel teams will also be introduced and reviewed (oa, oe, ow, ou, oo, ue, ew, au). In addition, children will practice adding suffix -s, -ed and -ing endings to 5 sound words. When spelling, please remind your child to write the base-

word first before adding the suffix ending. In addition, students will begin a new unit on 'Writing Reviews.' In the weeks to come they will be writing about their opinions and trying to convince others by providing supportive details. They are excited to take these next steps and play with the power of persuasion.

In math the first grade friends will continue to build fluency and master math facts to ten. Most children feel successful with addition concepts but in the near future an emphasis will be placed on subtraction. We will be completing Unit 6 with clocks, time, place value and number stories. In Unit 7 children will explore the relationship between addition and subtraction.

They will also spend time with geometry, working with 2-dimensional shapes and telling time to the nearest hour.

Always try and sit down with your child to read, retell and make connections to a story. Creating this routine on a daily basis will reinforce what children have learned at school and provide them with additional practice. The more they read, the better they'll get!!



Fifth Grade Travels



The entire 5th grade is deep into their study of the Revolutionary War. Each student is working toward a final writing project

that will grow out of the reading and research that he or she has been doing about a specific topic. Some of the topic titles include: "A Day in the Life of a Soldier: the uniform, the weapon and the regular living of an average soldier," and "Benedict Arnold: What

Made Him Do It?"

Also, 5th graders are about to launch a science investigation into how to keep bread from going moldy. Students will be responsible for designing experiments and accurately recording results. The goal is to use those results to find evidence that can help answer the burning question...

How can I keep my bread mold-free for the longest time possible?

In math, fractions are the order of the day. Lately, mixed numbers and improper fractions are challenging our fixed understandings about how to do

the simplest of operations, such as addition and subtraction. You'll be glad to know, 5th graders are taking it in stride. Next up, we will be multiplying and dividing fractions. You haven't fully lived until you've explained to a ten year old why multiplying something makes it smaller and dividing makes it bigger!

Other than that, we are all very much looking forward to springtime and all that it brings for 5th graders who are entering the last third of their final year here at a very special school that has been a kind of "home-away-from-home" for so many years... Let the bitter-sweetness begin!

Second Grade Tales

In second grade we have been learning about folktales and fables. We have been reading closely to discover the lessons these fables teach us. These morals can be tricky to discover and explain. But as the clever crow teaches us, we should try and try again. Patience and perseverance go a long way.

Second grade has been writing like scientists! We built a catapult and



conducted trials to make sure we had a fair test. With the catapult we built, will a marshmallow or a cotton ball travel the farthest? We made our hypotheses. After writing up all the materials we would need, we recorded the procedure on how to build the catapult.

Next we launched our marshmallows and cotton balls! We recorded the distance of the three trials for each object. We discovered

that the marshmallow did project farther than the cotton ball and our hypothesis was right! We discussed ways we could make the cotton go further using different forces, though gravity was not helping us project it much farther. We did try pulling the spoon back farther and pushing the spoon down with more force. We learned a lot about force and motion and how it affects lots of activities. Second grade is a force to be reckoned with!

Introducing...Ms. Rebecca Gianforte, Special Education Teacher

As many of you know, Marcia Pratt retired from New Franklin last year after a long and amazing tenure with the Special Education Department. It takes a particularly wonderful spirit to acquire this job and Rebecca Gianforte clearly has it. The following is a brief introduction, but if you have not yet met Becky, she is the one doing squats as she walks down the hallway with kiddos, smiling all the while!

Where did you grow up and attend school?

I was born in CT. and moved to Berwick, ME from 1 month-5 years. I then moved to Texas and lived there until I was 17, moving back to New England that same year. I attended St. Thomas in Dover when I moved back, went to Northeastern University for my undergraduate degree and Keene State for my Masters in Education

Prior to NFS, where have you worked, and how did you arrive at NFS?

I worked for the Timberlane School District since 2006. I worked in several of the elementary schools in the

district. I started an integrated Pre-K program at Atkinson Academy. I was the special educator and I co-taught with a pre-k teacher. After that, I ran



the ASD (autism spectrum disorder) program at the Danville Elementary School. I also ran the summer program for the 3's and 4's.

Two people that work at NFS recruited me. :) Nicole Keil and Cathy Kahan both knew me from the gym and told

me about the opening at NFS and what a great school it is.

What do you do when you are not at work? What are your hobbies?

I am a personal trainer and fitness instructor. I teach 7 classes a week including: Insanity, BODYSTEP, BODYPUMP, and BODYFLOW at Seacoast Sports Clubs. I really enjoy being active and teaching children how to enjoy exercise and movement.

I have a 5 year old niece, Maddy, and a 3 year old nephew, Declan who live in Durham. I enjoy spending as much time as I can with them. I enjoy any activities that keep me moving. In the summer I love to run outside, kayak, and hike. Although I don't always have time in the winter, I like to cross country ski.

What is something about you not many people know (that you are willing to share)?

I used to tap dance when I was younger, all the way through high school, and I still love to dance!

Principal's Notebook cont. from p. 1

thinking a bag of school day is an even exchange for the real deal, though I enjoy thinking about instructional fast foods like Instant Spivack, Minute Manning-Welch, Cup-o-Carr, Dehydrated Dennis and No-Mess Needham. They'd all taste like the real thing, but an hour later you feel like you never ate.

As you can imagine, being a champion of sticking with conventional school days during stretches of cancellations

doesn't make me the most popular educator in the building. I never get to sit at the cool educator table at lunch and I'm always picked last in staff softball games. But I'll have the last laugh when my plan unfolds to unleash a fleet of dog sleds, Sno-Cats, Cross-country skis and Clydesdale carriages to bring students and staff safely to school in nasty weather. Until then, I'll take my school day straight up with its usual array of twists.



Kindergarten Continues

The New Franklin Kindergarten has been busy reading “Just Right” books. We have been reading each book 4 times in order to build fluency, use expression and look at pictures for more detail. In Writer’s Workshop, we are drawing, talking and creating narrative stories. We are learning to add detail such as who, what, where, speech bubbles for dialogue, reading in a storyteller’s voice and using sentences (including punctuation, capital/lower case letters and spaces). Math time is filled with number facts within 10, using the 100’s chart for counting and writing, talking about 3-D shapes, and measuring using standard and non-standard tools.

Thank you to everyone who supports the PTO. Because of your support, we will be seeing The Very Hungry Caterpillar at the Music Hall on April 2nd! Coming up in science is a plant unit and then the human body... brain, lungs, heart, muscles, bones and taking good care of our bodies. We are looking forward to a warm spring and growing plants that thrive in the sun!



Thoroughly Third Grade

Cross that t and dot that i. The third grade has been focusing lots of effort on conventions in writing. We have adopted a “No Excuse” policy whenever the kids put pencil to paper to be sure capitalization and punctuation is happening. We are also focusing on proper nouns, letter formation and indenting for new paragraphs. Lots to



think about while writing ideas and answers across all subjects.

This has come in handy while creating their Expert Book. Students have chosen a topic they feel they’re an expert at and have been hard at work writing chapter after chapter. Their book will be informative and creatively illustrated.

Third graders are about to have a Smarter more Balanced life! Practice

sessions for these upcoming tests, beginning March 23, have been an important part of our day. Chrome books are being utilized to get into the routine of typing out answers and navigating through this site.

What happens when paper burns or when water freezes? How about the reaction you get when batter is heated, an apple is chopped or when a candy heart is placed in hydrogen peroxide? Students are about to discover the difference between chemical and physical change. Your kitchen may never be the same!

Fourth Grade History

During the months of January and February fourth graders honed their New Hampshire History and theater skills with guest teacher, Stephanie Lazenby.

Each class researched a time period in early New Hampshire history. Students, then, took their factual knowledge and wrote a script. The overriding theme between the classes was a present day fourth grade class visiting the New Hampshire History Museum when, to their surprise, the museum displays came to life! Students taught captive audiences about the lives of an Abenaki tribe, early col-

onists including the tricky John Mason, and established settlers at Strawbery Banke.





Health Notes From Barbara Pamboukes, RN

It's Monday, March 9th and spring feels like it may be just around the corner. It has been a rather tough, old fashioned New England winter with snow delays and delayed openings due to lots and lots of beautiful snow.

☺ We are thankful for a dedicated custodial and maintenance staff, along with Portsmouth Public Works who have kept our sidewalks, streets and parking lots clear and safe for driving and walking. Thank you for the school bus drivers and crossing guards who kept our children safe on their way to school. Much thanks go out to NFS teachers and staff who bundle up for recess duty and keep a watchful eye on our children as they play in the snow.

☺ We are thankful to all the parents and guardians who ensured that their children arrived to school wearing their hats, mittens and boots and their jackets zipped up. The children arrived ready to play in the snow during morning recess and enjoyed every moment of their winter activity. As we look toward spring, we will still have mornings that will be very cold. Please continue to bundle up before leaving home to prepare for outside recess! Keep little feet and hands warm and dry.

☺ With spring we also look forward to Kindergarten Registration, which is scheduled for Thursday, May 14, 2015; and transition of our 5th grade boys and girls to Grade 6 at Portsmouth Middle School. Next week a letter will be going out to 5th grade parents/guardians to educate all on the need for updated immunizations and physical exam requirements for entry into PMS. If your child is 11 years of age, please contact your Physician and schedule to have vaccinations.

☺ This has also been a difficult year for illness and absences from school. Beginning early in December we saw an increase in colds, fevers, viral illnesses and influenza like illness and the stomach bug. Today, Monday, March 9, there were over 10 children out of school with fever, cough and cold symptoms and several children with vomiting. Since January we have had 3-4 reported cases of Influenza with one case reported today, 3/9/15.

☺ Good hand washing and respiratory hygiene (covering the cough with your sleeve). Please reinforce good hand washing at home. Ensure your child comes to school with a bottle of water and lip balm and a healthy snack, every day. Stay home from school and work when sick.

Don't hesitate to contact Nurse Barbara with any health and safety related questions

Music Notes from Ms. Karen Smith

The music room has been buzzing in preparation for the many spring musical performances that our students will present in the months to come. Our first performance will be Baby Beluga presented by our kindergarteners on Thursday, March 26th at 2:00pm in the gym. Two weeks later, our 1st and 2nd graders will share the story of Stone Soup on Thursday, April 9 at 2:00pm in the gym. Our 3rd, 4th, and 5th graders have been working hard on their chorus music for their May 13th All

City Concert at Portsmouth High School. The 5th grade band is also busy at work rehearsing for their upcoming performance on May 13th at PHS. They have been challenged with more difficult music, and are continuing to work as an ensemble. We hope to see you at any or all of our performances this spring so you can help celebrate the hard work of your children! For the most up-to-date information regarding all of our performances (and other

news as well!), please visit the NFS Music website at

<http://nfsmusic.weebly.com>



Special Education News

The Special Education Department offered an informational night for parents of students who will be joining us next year at the Middle School. It was well attended and from that night we learned many things but most importantly the need for more workshops or informational nights. One question that was frequently asked was to explain executive functioning. It is too big a topic to answer here, but some information is given below. Please look for upcoming discussions or more information in the future. The Special Services page on the New Franklin and Portsmouth Middle School websites contain more information on this and other topics.

<http://www.cityofportsmouth.com/school/pms/index.htm>

Executive functioning

Executive function is a set of mental processes that helps all of us connect past experience with present or current actions. All of us use it to perform activities of organizing, paying attention, planning, managing time, and remembering details.

We use these skills and processes every day to:

- Make plans
- Keep track of time and finish work on time
- Keep track of more than one thing at once
- Meaningfully include past knowledge in discussions
- Evaluate ideas and reflect on our work

- Ask for help or seek more information when we need it
- Engage in group dynamics
- Wait to speak until we're called on
- Make mid-course corrections while thinking, reading, and writing.

Executive skills develop gradually and at different rates for different people. Most children at one time or another have trouble with planning, organization, and follow through. Learning and attention issues, though, complicate this development in children. Children who may have LD or ADHD almost always have difficulty with one or more executive skills. This difficulty can lead to impeding learning and at times, behavior.

Mr. Fleischer Goes to Africa!

On a recent snowy, Thursday afternoon, four 5th grade students and Mr. Fleischer sat down to talk about Mr. Fleischer's trip to Africa last October...

Maddie (with a container of yellow peppers and roasted red pepper hummus in front of her): How different is Africa from Portsmouth?

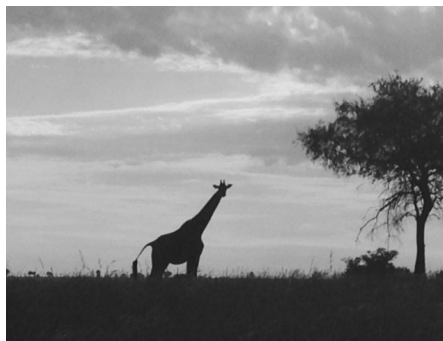
Mr. Fleischer (cutting the crust off his sun-butter and jelly sandwich): I was only in one small country in the center of Africa, called Uganda. But it was very different from Portsmouth! For one, the streets are almost all dirt roads. A few of the main streets are paved but otherwise they are all dirt. And the streets are packed with cars and motorcycles and bicyclists and people walking and animals roaming around... like goats. There's a lot of very interesting stuff to look at all the time.

Rosayla (happily getting ready to take a bite out of her delicious looking saucer pizza): What kinds of animals did you see?

Mr. Fleischer: Giraffes, hippos, elephants, baboons, monkeys, warthogs, egrets, kingfishers (those last two are

types of birds) and many more animals... On the first morning we were there, we watched a monkey jump up onto the neighbor's deck and look through his window.

Maddie: What was the first thing you



saw when you looked out of your window when you woke up?

Mr. Fleischer: Hmmm, let's see. We stayed in a house on the side of a hill, so the first thing I saw was the valley below. There were buildings with red-tiled roofs. Also, there were palm trees outside the window, so I guess I saw those first.

Eva (unpacking a tasty-looking popcorn treat): Did you go on a safari?

Mr. Fleischer: Yes! That's where we saw most of those amazing animals.

Kailyn (spearing cheddar macaroni and cheese with her fork): Did you learn any new words?

Mr. Fleischer: Yes, but I've forgotten them already. Sorry! The three languages I heard most people speaking were English, Swahili and Luganda. Many people could speak all three!

Maddie: What kinds of new foods did you eat?

Mr. Fleischer: I didn't eat as many new foods as I wanted because I was told that street foods were sure to make me sick. That was hard, because they smelled so good. But I did have roasted bananas and a very yummy flour tortilla wrap called a rolex. It had a couple of eggs and onions and tomatoes cooked together and rolled up in a tasty tortilla. Man, those were good!

Kailyn: What temperature was it?

Continued next page



The NFS Social Club at Bowl-A-Rama



**Look at all the random acts of kindness
at New Franklin School!!**

Basketball Successes by Buzz Ford and Maggie MacDonald

The New Franklin girls basketball team was amazing this year because of the coaches: Coach MacDonald, Pettis, Shore and Gonzalez. But it wasn't all the coaches, the girls worked very hard all the time. Here are all the names of the girls: Maggie MacDonald, Maddie Pettis, Ava Deaza-Roed, Millinda Clement, Kailyn Richards, Kaytlin Cornet, Jadea Graham, Abby Paquette, and Raina Moore. The New Franklin girls made it all the way to the semi finals but we lost by one basket. After the fact that we lost, we had a party to celebrate how great we did. Our coaches gave out individual awards to everybody. I believe that everybody was happy with their awards. Also, I think everybody was happy with the season and so were the coaches.

NFS Boys Blue basketball team had a 2-5 record on the season and a 0-1 record in the playoffs. The players, Dylan Palermo, Max LaLime, Will Chamberlin, Kevin Mickela, James Becksted, Cole Vilders, John Brown, and Elias "Buzz" Ford all enjoyed having a great season even though they lost 5 times and 2 of them were canceled due to snow. Everyone liked the season and had a great time even though they lost their first basketball playoff game and got eliminated.



Mr. Fleischer Goes to Africa, cont.

Mr. Fleischer: It was in the 80's. Very nice and comfortable.

Maddie: What did people wear?

Mr. Fleischer: For the most part, people wore the same kinds of clothes that you do here: T-shirts, jeans, sneakers. But, there were some people who wore very beautiful Ugandan clothing. The women had long, elaborate and colorful dresses. The men wore long white robes. These fancy clothes were a symbol of high status, I think.

Eva: What were the houses like?

Mr. Fleischer: Some were big. Some were small. Some were made out of mud bricks or even sheets of metal. In Kampala, the capital city, houses were crammed close together. In many of the houses, a big number of people had to live in a very small space.

Rosayla: Did kids do gymnastics over there?

Mr. Fleischer: I'm not sure. But kids played outside, just like you do here. I saw a lot of kids playing soccer. That's big over there...

And then, lunch was over. It was time to clean up.

Mr. Fleischer thanked the 5th graders and, reflecting on the other lunch items he had seen, vowed to pack himself a more interesting lunch for tomorrow.

Portsmouth School Department Out of State/Overnight Student Trip Checklist

SB
4/14/15

Destination Pro Start - Anaheim CA.

Dates of travel 4/17 - 4/21

Sponsor Group CTE / Culinary

Lead Advisor/Chaperone Ferrin H. Long

Date submitted _____

Date of meeting with Superintendent of Schools ?

List of other chaperones _____

Jolie Maher-Long

List of students, home phone numbers, parents names attached? Yes

Number of Students 5

Staff to Student Ratio 1 to 5

Principal Approval Date 3/30/15

Supt. Approval Date _____

Insurance _____

On File? _____

Do all Students Have Passports? No

Fundraisers students have participated in

Costs Paid by NHLRA

Method of travel to Destination _____

Jet-

Are Home stays involved in this trip? If yes, describe No

Names of chaperones with first Aid/CPR Training _____

Is there a Phone Tree established with parents? Yes No
(If yes, a copy should be attached)

Cost for each student to participate Students only required to have personal spending money

Educational Goals for trip _____

Date of parent meeting and location held prior to departure _____

Has this trip been taken before by this group? Yes No

we went last year to Minneapolis w/ 3 out of the 5 students going this year.



PORTSMOUTH SCHOOL DEPARTMENT

SIB
S/12/K

LITTLE HARBOUR ELEMENTARY SCHOOL

CHARLES H. GROSSMAN
PRINCIPAL

**“THE PURPOSE OF
THE PORTSMOUTH
SCHOOLS IS TO
EDUCATE ALL
STUDENTS BY
CHALLENGING
THEM TO BECOME
THINKING,
RESPONSIBLE,
CONTRIBUTING
CITIZENS WHO
CONTINUE TO
LEARN
THROUGHOUT
THEIR LIVES.”**

April 1, 2015

Dear Mr. McDonough,

Little Harbour School 5th graders culminate their year-long study of the estuary, ecosystem and watershed with a four day and three night trip to Camp Calumet in Ossipee, New Hampshire. This will be the 22nd year that students from LHS have attended Environmental School at Camp Calumet!

The cost of the camp is \$276.00. Proceeds from the LHS school store, managed by 4th grade classes, helps defray the cost of the school. \$3500 from the LHS operating budget is used to further reduce the cost to families. Each family is asked to contribute \$125.00 or what is affordable for them. This year we anticipate providing 10 full or partial scholarships and we assure you that no child will be denied the opportunity to participate in the overnight school due to financial constraints.

The director of Camp Calumet met with LHS faculty and parents on February 10th. Attached is the LHS Fieldtrip Form, a letter that parents received regarding the environmental school experience, a letter from the LHS nurse, a document outlining the mission and program goals for Camp Calumet and the Health History form required by the Camp.

In addition to the staff provided by the Environmental School, six LHS faculty and one LHS staff member will be in attendance during the week. The ratio of students to adults is approximately 5:1. First Student Bus Company will transport students to and from Ossipee.

I fully support the 5th grade teachers' request for their students to attend Environmental School. This experience is a highlight for many of our students and it is an important part of the fabric of our school. I appreciate the support of you and the Portsmouth School Board so that we are able to provide experiences like this for our students.

Please contact me if you have questions or need additional information.

Sincerely,

Charlie Grossman
Principal, Little Harbour School

Portsmouth School Department Out of State/Overnight Student Trip Checklist

Destination Camp Calumet
 Dates of travel May 26-29, 2015
 Sponsor Group 5th grade/LHS
 Lead Advisor/Chaperone Molly Green
 Date submitted April 8, 2015
 Date of meeting with Superintendent of Schools _____
 List of other chaperones All LHS 5th grade teachers
 List of students, home phone numbers, parents names attached? no but medical forms required
 Number of Students 108
 Staff to Student Ratio 6:1
 Principal Approval Date 4/8/15

Supt. Approval Date _____
 Insurance _____
 On File? _____
 Do all Students Have Passports?
 Fundraisers students have participated in Many - including spaghetti dinner
 Method of travel to Destination Bus
 Are Home stays involved in this trip? If yes, describe
 Names of chaperones with first Aid/CPR Training All teachers

Is there a Phone Tree established with parents? Yes (email) No _____
 (If yes, a copy should be attached)

Cost for each student to participate # 276 (#125 per family) Scholarships available

Educational Goals for trip To expose students to outdoor environmental educational experiences, inquiry-based ecosystem science, social/emotional experiences with community of peers.

Date of parent meeting and location held prior to departure February 10, 2015

Has this trip been taken before by this group? Yes No _____
22 years 😊

April 1, 2015

Dear Mr. Mc Donough,

I am writing to inform you that I am planning to retire in June 2015.

Sincerely,

A handwritten signature in cursive script that reads "Roseann Vozella Clark". The signature is written in black ink and is positioned above the typed name.

Roseann Vozella Clark, M.Ed

SB
4/1/15

MEMORANDUM

To: Portsmouth School Board Members
From: Ed McDonough
Date: April 3, 2015
Re: Finalizing End of 2014-15 School Year

We are requesting the Board vote to adjust this school year's calendar so that the last day of school for students will be Friday, June 19th, with the exception of Little Harbour School, where we ask the last day of school for students be Thursday, June 18th.

This winter required four (4) no school days. The original calendar called for the last day of school to be Tuesday, June 16th. Adding four days to the calendar would have school end on Monday, June 22nd. Because all of the schools will have met the requisite hours under the State's minimum standards, we propose school end on Friday, June 19th. Because LHS teachers need to pack in advance of the construction and where we have coordinated outside volunteers (Prime, Buchholz & Associates, Inc.) to assist teachers on Friday, June 19th, we would ask that LHS students get out one day earlier. We would like to publish these changes as soon as possible.

Finally, the original calendar had teachers working two days beyond students. Teachers will now work three days, Monday, June 22nd through Wednesday, June 24th.

MEMORANDUM

To: Portsmouth School Board Members
 From: Ed McDonough
 Date: April 3, 2015
 Re: Alternative Approach to 15-16 School Calendar to accommodate LHS improvements

The School Board has adopted next year’s calendar that calls for teachers to return on Thursday, August 27th, students in grade 1-9 to begin school on Monday, August 31st, PHS upperclassmen on September 1st and Kindergarten students on Tuesday, September 8th. Initially, the contractor managing the work at LHS intended to turn the building over on Monday, August 24th, but in order to put permanent walls into the improvements will need an additional week. The Board has asked for options to accommodate this request.

Approved 15-16 Calendar (Start of Year)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|------------------|-----------|-----------------|--------------------|
| August 2015 24 | 25 | 26 | Teacher Wksp 27 | Teacher Wkshp 28 |
| Students 1-9 31 | Students 1-12 1 | 2 | 3 | No School 4 |
| Labor Day | Students K -12 8 | 9 | 10 | 11 |

At our last meeting, we proposed a delayed start for all of the schools (see below) until after Labor Day, but we were asked to develop options where the calendar remains as is and the schedule for LHS is adjusted.

Delayed Start Required for LHS (Start of Year)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|----------------|-----------------|--------------|--------------------|
| Tchr Wkshp 31 | Tchr Wkshp 1 | Tchr Wkshp 2 | Tchr Wkshp 3 | No School 4 |
| Labor Day | Students 1-9 8 | Students 1-12 9 | 10 | 11 |

The **recommended option** would be to continue with the originally approved calendar and have LHS begin as proposed immediately above on September 8th. We would achieve the required hours by adding ten minutes to the LHS day. The NH minimum standards for school approval call for **at least 945 hours in instruction**; moreover, the standards require schools to build in an additional sixty (60) hours for snow days and alike, so by design, we need an LHS calendar with 1,005 hours.

The current LHS school day is 6 hours and 20 minutes; however, less lunch, passing time and break leaves an instructional day of approximately 5.65 hours (30 minutes of recess can be included as instructional time). The LHS school year, if exempted from the initial four days, would be 980.4 hours.

Current Schedule

180 days x 5.65 hours = 1,017 hours
 7 days x 2 hours (Early Release Days) = (14 hours)
 4 days for LHS construction = (22.6 hours)
TOTAL Hours 980.4 hours add 10 minutes x 176 days = 29.3 hours

By adding an extra ten minutes, preferably to the morning, you have a calendar that has over 64 extra hours built in so that LHS has 1,012 hours and will let you operate the rest of the district as originally scheduled.

The **second option** would be to have LHS students attend school on the three professional development days identified in the calendar (October 9, March 18, May 27); however, to get the added hours you would need to add two extra days. Feedback from staff was that this was less desirable.

Employee Use of Social Networking Websites

See also GBEBB, JICDAA

The School Board strongly discourages school district staff from socializing with students outside of school on social networking websites, including but not limited to Facebook, Instagram, Twitter and Flickr.

All school district employees, faculty and staff who participate in social networking websites, shall not post any school district data, documents, photographs or other district owned or created information on any non-school sponsored website. Further, the posting of any private or confidential school district material on such websites is strictly prohibited.

School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, school board policies, or other standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of educational websites if such sites are used solely for educational purposes.

Access of social networking websites for individual use during school hours is prohibited.

Legal References:

RSA 275:72, Use of Social Media and Electronic Mail

Sustainability

The Portsmouth School Department embraces and supports the principles of sustainability and believes that it is the responsibility of all members to encourage and implement environmentally sound practices. It is committed to making the most efficient use of its natural resources and to the practice of sound waste reduction methods including source reduction, reusing, recycling and composting and will strive to purchase environmentally sustainable materials, considering short and long term consequences.

INCLUSION AND PARTICIPATION:

The Portsmouth School Department encourages, supports the prudent management of its energy resources and utility services, and believes that these should be managed with a focus on conservation as well as education. It further believes that, to this end, it is the responsibility of each district employee and student to participate in energy and resource conservation efforts whenever possible. The School Department has long participated in such efforts from recycling, solar energy, farm to table initiatives and the use of green products, as well as participation in municipal and school wide committees.

BEST PRACTICES:

FARM TO SCHOOL

The School Department recognizes the importance of health and well-being in the district's wellness policy, and as such, acknowledges that proper nutrition helps to improve student, faculty and staff health, concentration and learning. Where possible, all food and drink is produced locally and chosen with consideration for the agricultural practices used in its production.

ENERGY AND WATER

The Portsmouth School Department is conscious of the need to conserve energy and water and it promotes methods to encourage efficiency in these areas. There is continuous monitoring of energy use and consideration for ways to reduce consumption.

TRAVEL AND TRAFFIC

The Portsmouth School Department promotes transportation to and from school that minimizes negative environmental impacts and reduces emission levels and congestion; consideration where appropriate, is given to sustainable fuel sources. It encourages limiting auto and bus idling and encourages the use of car-pooling, walking and cycling. Bus routes will be evaluated annually for efficiency.

PURCHASING, CONSUMPTION AND WASTE

The Portsmouth School Department gives priority consideration to the environmental impact of all purchases and contracts with vendors. It strives to choose products that are both functional and environmentally sustainable, factoring in the long-term and far-reaching environmental impacts of its consumption. The School Department will establish guidelines for the correct and safe disposal of all waste, and the disposal of old equipment in an ecologically sound way. The School strives to reduce, reuse, recycle, and print only when necessary. Equipment and lights are

switched off when not in use. The School Department will also implement strategies to reduce waste.

FACILITIES MANAGEMENT

The School addresses environmental concerns in all maintenance, construction, refurbishing, and landscaping decisions, including regular review of performance and conservation practices. Purchases of equipment and building supplies should be based upon long-term sustainability and technology that utilize renewable resources and energy sources. The School Department will also provide training in resource conservation for facility and ground personnel.

EDUCATIONAL AWARENESS

Members of the Portsmouth School District should promote and reinforce a positive environmental attitude and assist students in developing appreciation and respect for the natural world through curriculum whenever possible. Areas of importance include global citizenship, ecological ethics, creation and design of sustainable solutions to a shrinking Earth, responsible consumerism and connections to nature via gardening and outdoor activities.

MONITORING, TRANSPARENCY, AND ACCOUNTABILITY

Sustainability planning, implementation and review are ongoing processes that require education and participation of the community. The School will collaborate with organizational structures to enable this process. Administrative leadership directs and facilitates our commitment to sustainability. The effective communication of annual goals and objectives helps us to advance the efforts of the School.

Earning of Credit

The Board supports early graduation as a means to earn a high school diploma. Parental approval for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit

NH Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit

NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

Community Resources School Family and Community Partners

See Also: IJO

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the schools, the community, and the parents of all students enrolled in District schools. The Superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- For the purposes of this policy, the term "parent" refers to any adult – mother, father, older sibling, aunt, uncle, grandparent, and guardian, mentor – who plays a significant role in the care of a student or students enrolled in District Schools.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.
- The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.
- Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning.
- Student participation in community service will be encouraged.
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Legal References:

NH Code of Administration Rules, Section Ed 306.04(a)(11), Community Partnerships

NH Code of Administration Rules, Section Ed 306.04(k), Community Partnerships

Awards for Achievement

Staff may recognize student scholastic and distinguished service achievements through awards. No offer of award will be accepted by the School Board that discriminates on the basis of race, color, creed, national origin, or sex.

The professional staff is authorized to review, approve or reject proposed awards (trophies, prizes, scholarships or other awards from non-school donors) based upon all of the following criteria being met:

1. The proposed award is free from motives of personal or corporate gain and publicity
2. The criteria and process for making the award is under the control of the Portsmouth School Department
3. The purpose of the award is consistent with the mission of the Portsmouth School Department

The offering of trophies, prizes or awards from persons or organizations not affiliates with the School Department is permitted upon the approval from the Superintendent of Schools.

~~News Releases~~ Public Information Program

~~The superintendent or his/her designee will be responsible for coordinating the release of information about the school system and actions of the Board. The principal of each school, or his/her designee, upon consulting with the superintendent of schools, will be responsible for disseminating information relating to that particular school.~~

~~The use of all media for keeping the public continuously informed is encouraged.~~

~~Legal References:~~

~~*H Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development*~~

~~*H Code of Administration Rules, Section Ed. 306.04(k), Policy Development*~~

See also KA

The Board will do its best to keep the people informed of the affairs of the district. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with public, the Board authorizes the Superintendent to:

1. Prepare or guide the preparation of informational materials including the annual report, newsletters, articles for periodicals, newspapers and/or radio releases, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Provide staff members with resources for preparation of material for community and staff distribution to include but not be limited to the district website, handbooks, information leaflets, etc.
3. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA, church and other groups.
4. Assist in coordinating work with civic and other groups which support the school system.

The Board expects that "affairs of the district" will include by not be limited to school performance, student progress, personalized learning strategies, and academic opportunities.

Legal References:

NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development

NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development

Health and Sex Education Exemption: Opt Out Form

I, _____ (parent/guardian) request that my child, _____ be excused from participating in certain units of health or sex education instruction based on religious objections.

I request that the District waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- Instruction on diseases.
- Recognizing and avoiding sexual abuse.
- Instruction on donor programs for organ/tissue, blood donor, and transplantation.

Please identify the grade level, class, and building. _____

I understand that I am requesting the school to excuse my child from certain units of curriculum that are required by state law. I further understand that in lieu of receiving instruction in this unit of health education, my child may be required to receive alternative learning in health education that is sufficient to enable my child to meet state requirements for health education. I further understand that this opt-out exemption is only valid for the school year in which it is signed and subsequent waivers may be necessary.

Parent/Guardian Signature

Administrator Signature

Date Received _____

Expelled Students' Readmission to School

Expelled students will petition the School Board prior to readmission to school unless the Board determines at the disciplinary hearing that the student should petition to the administration. If the administration decides against readmitting the student, the student and his/her parents may appeal to the School Board.

ELIMINATED

School Media Information

The superintendent and administrative staff are encouraged to work with the media to keep the public informed of the goals, programs, achievements and needs of the school department.

The Board believes that citizens who are adequately informed will act more constructively regarding school activities.

The superintendent may delegate his authority but not his responsibility to disseminate information to central office administrators and to the school principals.

Legal References:

NH Code of Administration Rules, Section Ed. [306.04\(a\)\(11\)](#), Policy Development

NH Code of Administration Rules, Section Ed. [306.04\(k\)](#), Policy Development