

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR SEPTEMBER 8, 2015

CENTRAL OFFICE CONFERENCE ROOM, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, SEPTEMBER 8, 2015

TIME: 7:00 PM [or thereafter]

NOTICE OF NON-MEETING: THE SCHOOL BOARD WILL HOLD A NON-MEETING WITH COUNSEL AT 6:30 PM, IN ACCORDANCE WITH RSA 91-A:2 IN THE CONFERENCE ROOM

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. AUGUST 11, REGULAR MEETING
 - b. AUGUST 18, RETREAT
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. VDI AND PHS TECH UPDATE
 - b. SMARTER BALANCED – INTRODUCTION TO REPORTING
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. POLICY COMMITTEE MINUTES, AUGUST 18, 2015
 - ii. NEW HAMPSHIRE SCHOOL BOARD CALL FOR RESOLUTIONS
 - iii. SCHOOL BOARD MEETING DATES AND WORK CALENDAR
 - iv. BOARD AND ADMINISTRATOR, AUGUST 2015
 - v. CENTRAL OFFICE UPDATE, SEPTEMBER
 - b. CORRESPONDENCE
 - i. THANK YOU NOTE FROM ED MCDONOUGH
 - ii. THANK YOU NOTE FROM AMY NOBLE
 - c. ADMINISTRATOR REPORT
 - i. UPDATE ON LITTLE HARBOUR RENOVATIONS
 - ii. SCHOOL OPENING
- IX. **OLD BUSINESS**
 - a. LATE START COMMITTEE

X. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF ADMINISTRATORS TENTATIVE AGREEMENT
- b. CONSIDERATION AND APPROVAL OF CUSTODIAL SUPERVISORY TENTATIVE AGREEMENT
- c. CONSIDERATION AND APPROVAL OF EMPLOYMENT
 - i. RACHEL BRATTER, PMS SPECIAL ED CASE MANAGER
 - ii. ANN DINTINO, LHS .4 COUNSELOR
 - iii. LATASHA SMITH, DO GRADE 1 TEACHER

XI. COMMITTEE UPDATES

- a. POLICY
- b. JBC

XII. FUTURE AGENDA ITEMS

- a. ELECTRONIC TEXT BOOK POLICY
- b. LATER START

XIII. ADJOURNMENT

V a.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR August 11, 2015

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, AUGUST 11, 2015

TIME: 7:00 PM [or thereafter]

-
- I. **CALL TO ORDER** – Vice Chair Legg called the meeting to order at 7:05 p.m.
- II. **ROLL CALL** DEXTER LEGG (VICE CHAIR), ANN WALKER, TOM MARTIN, LENNIE MULLANEY, NANCY NOVELLINE-CLAYBURGH, GARY EPLER, STEPHEN ZADRAVEC (SUPERINTENDENT) AND GEORGE SHEA (ASSISTANT SUPERINTENDENT) JULIA ADLER (STUDENT REPRESENTATIVE)
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Vice Chair Legg led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
- a. JULY 14, 2015 BOARD MEETING
- MOTION: Motion to accept the public minutes of July 14, 2015 by Mr. Epler
SECOND: Ms. Novelline-Clayburgh
DISCUSSION:
VOTE: Unanimously Approved
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS:**
- VIII. **SUPERINTENDENT'S REPORT**
- a. ITEMS OF INFORMATION
- i. AUGUST 18 ADMIN/BOARD LEADERSHIP RETREAT AGENDA AND GOALS
- DISCUSSION: There are 3 main topics; reviewing the timeline for the goals; common understanding of the critical elements of the Teacher Contract; TQP process and criteria for model teacher.
- ii. POLICY COMMITTEE MINUTES OF JULY 21, 2015
- iii. UPDATE ON PLANS FOR NICHINAN VISIT
- DISCUSSION: Mr. Zdravec gave an update of the visitors from Japan and the events that will celebrate the 110th anniversary, which will be held on September 5th, 3:30 p.m. at Strawberry Banke followed by a reception at Wentworth By The Sea at 6:00 pm.
- Mr. Zdravec gave a copy of the Staff Welcome Letter to the board members and invited them to attend the opening kickoff on Thursday the 27th at 8:00 a.m.
- b. CORRESPONDENCE
- i. LETTER OF RESIGNATION, EMILY HEALY
- c. ADMINISTRATOR REPORT
- i. FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT
- Mr. Bartlett presented a preliminary draft of the year-end report and said we ended in the black and, with a few more adjustments, he will have a final report at the meeting in September.

ii. UPDATE ON LITTLE HARBOUR RENOVATIONS

Mr. Bartlett said they are making good progress and things are on schedule and on budget. The area is still a construction site so only essential people are allowed in the building at this time.

Mr. Legg asked that the School Board meeting in early September be changed to Little Harbour School so the School Board could tour the building.

iii. UPDATE ON EXECUTIVE ASSISTANT POSITION

Mr. Zadavec hopes to have the position filled by the end of August with the new hire on board for the first meeting in September.

IX. OLD BUSINESS

a. CONSIDERATION AND APPROVAL OF POLICIES (SECOND READING):

i. ALTERNATIVE CREDIT OPTIONS (IMBC)

MOTION: Made to accept the policy (IMBC), second reading, by Mr. Martin

SECOND: Ms. Novelline-Clayburgh

DISCUSSION: Mr. Zadavec said this is not specific to certain students but is meant to have some flexibility.

VOTE: Unanimously approved

ii. IMMUNIZATIONS OF STUDENTS (JLCB) AS AMENDED

MOTION: Made to accept by Ms. Novelline-Clayburgh

SECOND: Ms. Mullaney

DISCUSSION: Ms. Walker said that the immunization requirements from the state will go with the policy.

VOTE: Unanimously approved

X. NEW BUSINESS

a. CONSIDERATION AND APPROVAL OF PMS SPECIAL EDUCATION POSITION

MOTION: Motion made to approve by Ms. Walker

SECOND: Ms. Novelline-Clayburgh.

DISCUSSION: Mr. Zadavec stated this will replace 3 open paraprofessional positions and will be a structural shift to meet the needs of the students and the IEP competencies.

VOTE: Unanimously approved

b. CONSIDERATION AND APPROVAL OF EMPLOYMENT

i. ENGLISH LANGUAGE ARTS, GRADE SIX (ONE YEAR)

MOTION: Made by Mr. Martin to approve the hiring of Cassandra Winslow

SECOND: Ms. Walker

DISCUSSION: Vice Chair Mr. Legg welcomed Ms. Winslow to the Portsmouth School Department.

VOTE: Unanimously approved

XI. COMMITTEE UPDATES

- a. POLICY
- b. SAGAMORE CREEK BLUE RIBBON COMMITTEE

Ms. Mullaney invited the members to walk the property on August 18th at 7:30 a.m. to see the proposal of work to be done including new signage and parking to allow more access and a more inviting site. The City Council members on the committee will ask the City Council to continue to work on getting more playing fields for the students and community.

XII. FUTURE AGENDA ITEMS

- a. ELECTRONIC TEXT BOOK POLICY
- b. LATER START
- c. SCHOOL BOARD/LEADERSHIP RETREAT, AUGUST 18, 2015, 4 PM

Mr. Zdravec announced the passing of Fran Kost, longtime employee of the Portsmouth School Department, and asked that we keep her family in our thoughts and prayers.

Vice-Chair Legg congratulated Superintendent Zdravec and Assistant Superintendent Shea in their new roles and the success of their first Board meeting.

XIII. ADJOURNMENT

MOTION: Mr. Martin made the motion to adjourn.

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously approved

V b.

PORTSMOUTH SCHOOL BOARD/ADMIN RETREAT MINUTES FOR AUGUST 18, 2015

CITY HALL, SCHOOL BOARD CONFERENCE ROOM

PORTSMOUTH, NH

DATE: TUESDAY, AUGUST 18, 2015

TIME: 4:00 [or thereafter]

-
- I. **CALL TO ORDER** – Meeting was called to order at 4:10 p.m.
 - II. **ROLL CALL:** LESLIE STEVENS, DEXTER LEGG, TOM MARTIN, PATRICK ELLIS, ANN WALKER, NANCY NOVELLINE-CLAYBURGH, LENNIE MULLANEY, GARY EPLER, STEVE ZADRAVEC (SUPERINTENDENT) , GEORGE SHEA(ASSISTANT SUPERINTENDENT), STEVE BARTLETT (BUSINESS ADMINISTRATOR), JOANNE SIMONS, KATHERINE CALLAHAN, CHARLES GROSSMAN, ERIN LAWSON, PHIL DAVIS, TIM HODGDON, MARY LYONS, DIANE CANADA, SHAWN DONOVAN, ANDREW KORMAN, NANCY ROY, JEANETTE SOUTHER

The Portsmouth School Board participated in a work session, allowing Board members an opportunity to discuss goals for the upcoming year, a timeline for monitoring and reporting on goals, and strategic practices associated with professional learning communities and the new teacher contract.

The School Board will workshop a number of issues; specifically: Professional Learning Communities at all schools, elementary facility planning, later school start time, district performance metrics, and the work of the Teacher Quality Panel (TQP) .

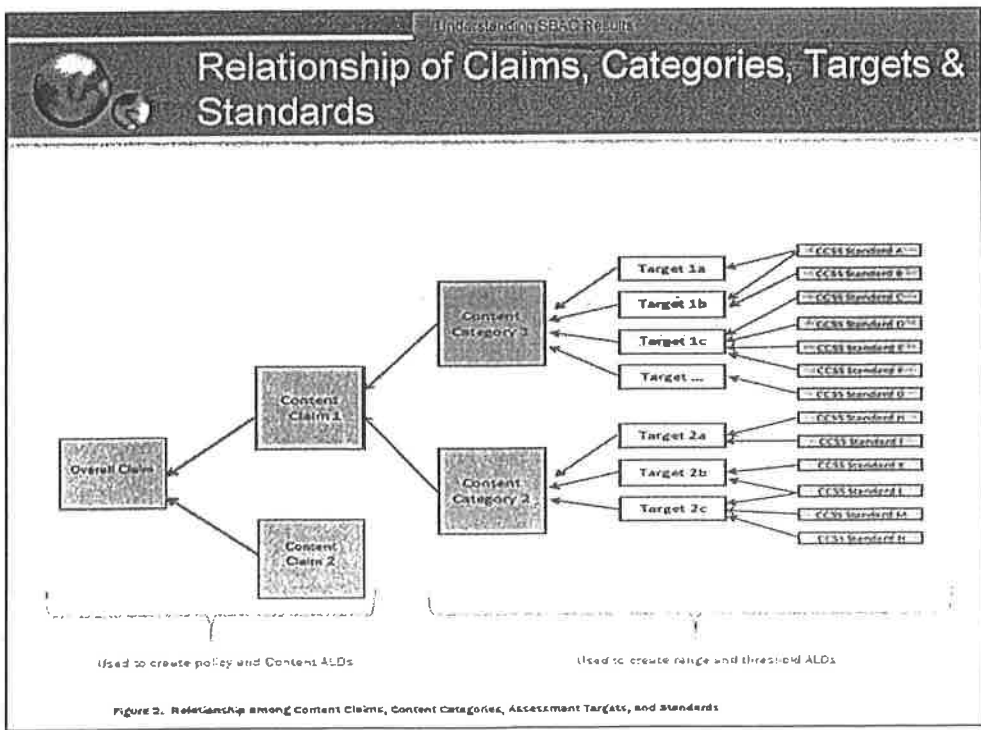

No votes were taken.

- III. **ADJOURNMENT** – Meeting adjourned at 8:00 p.m. .

VII
b.

Understanding SBAC Results

Portsmouth School Board
9/8/15



Example Claims and Targets				
Claim	Target	Standards	DOX	Item Types
Reading 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	1: Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	S.RL.1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>	1, 2	MC, MS, HT
	2: Central Ideas: Identify or summarize central ideas/key events.	S.RL.2 <u>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>	2	MC, MS, EBSR, HT
	3: Word Meanings: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	S.RL.4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u> S.L.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</u>	3	ST/CR
		S.L.5c <u>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</u>	1, 2	MC, MS, HT

Subjects / Claims	
<ul style="list-style-type: none"> • Math (3 claim scores) <ul style="list-style-type: none"> – Concepts and Procedures – Problem Solving / Modeling & Data Analysis – Communicating Reasoning • ELA (4 claim scores) <ul style="list-style-type: none"> – Reading – Writing – Speaking/Listening – Research 	



Targets

- Example of Targets for Math Grade 3: Concepts & Procedures
 - Understand properties of multiplication and the relationship between multiplication and division.
 - Multiply and divide within 100.
 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
 - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
 - Solve problems involving the four operations, and identify and explain patterns in arithmetic.
 - Develop understanding of fractions as numbers.
 - Represent and solve problems involving multiplication and division.
 - Use place value understanding and properties of operations to perform multi-digit arithmetic.
 - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
 - Reason with shapes and their attributes.
 - Represent and interpret data.

5



SBAC Reporting Measures

- Overall Subject Score (Math and ELA)
- Overall Subject Performance Level (1-4)

- Claim Score (3 math and 4 ELA claims)
- Claim Performance Levels (1-3)

- Target Performance

6

Subject & Claim Levels

Subjects

SUBJECT LEVEL OVERALL SCORES
(Four Reporting Levels)

- Level 1
- Level 2
- Level 3
- Level 4

Claims

CLAIM LEVEL SCORES
(Three Reporting Levels)

- Below Standard
- At or Near Standard
- Above Standard

7

District Profile

Aggregate results will be released to the public through the DOE website.

Select a School Year: 2014-15

District
Student
Staff
Test Results
Accountability
Finance

General Information

District: []

Address: []

NCEA District ID: []

Co-Superintendent: []

SAU: []

Telephone: []

Fax: []

Web Site: []

2014-15 Assessment Results

2014-15 Student Assessment Results Information

This data is preliminary, and this rate can be configured in the site's configurations.

Achievement Level (%)	Reading		Mathematics		Science	
	District	State	District	State	District	State
	13	7	22	17	27	18

8



State Level Results

We still do not have all results, but the table below gives an idea of the % of students who scored a level 3 or 4 on the Math and ELA assessments.

ELA/Literacy

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3	12622	55%
Grade 4	12082	56%
Grade 5	12597	63%
Grade 6	12396	57%
Grade 7	12513	62%
Grade 8	12816	58%
Grade 11	11142	59%

Mathematics

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3	12130	52%
Grade 4	12609	48%
Grade 5	12626	44%
Grade 6	12469	45%
Grade 7	12554	50%
Grade 8	12858	44%
Grade 11	11032	36%

9



ORS: Grade / Subject Results

Logging in gives immediate access to a summary of students scoring Level 3 or above for each grade, for math and ELA.

Click on a grade and subject to view more information.

Number of Students Tested and Percent of Students at Level 3 or Above for Students in 2014-2015

ELA/Literacy

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3		74%
Grade 4		87%
Grade 5		83%
Grade 6		77%
Grade 7		71%
Grade 8		60%
Grade 11		43%

Mathematics

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3		77%
Grade 4		84%
Grade 5		85%
Grade 6		87%
Grade 7		87%
Grade 8		62%
Grade 11		41%

10

VIII a.i.

CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM

DATE: August 18, 2015
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: AUGUST 18, 2015 MEETING MINUTES

Members Present: Ann Walker, Steve Zadravec and Kathleen Dwyer

Members Absent: Leslie Stevens

Policies Considered:

Physical Examinations

The Committee has been working on this policy and had recommended follow-up with Rus Wilson regarding whether or not requiring physical examinations for participation in intermural sports (not presently required) would be advisable. Steve reported that he had a conversation with Rus, who was not adverse to the idea. The Committee decided to invite Rus to the next meeting to discuss this further as the Committee didn't want to make changes that might have unintended consequences and further discussion with Rus would be helpful.

Personal Network Devices (EDC)

The Committee concluded that it required technical assistance for the consideration of this policy and will send it to Tom Lotz for his review. The Committee also will ask him to attend the next meeting when this policy is considered for action.

Other Items Discussed:

Scholarships

Kathleen provided the members with a list of current scholarships, which total in excess of forty separate funds held by the Trustees of the Trust Funds. There are additional scholarships held outside of the School/City such as the Cogan Scholarship and with the NH Charitable Foundation. The funds range with principal balances of a low of

\$682.00 to a high \$1,394,356.00. Kathleen explained that the School Department is often approached regarding scholarships in the \$3,000 to \$5,000 range. People who desire to create scholarships in this range do not often realize how much the fund will need to earn to pay out what they intend. She also explained that a number of years ago the New Hampshire Charitable Foundation stopped accepting memorial scholarship donations less than \$25,000 for just this reason. They also restructured their scholarships so that larger awards, some of which were renewable, could be made given the high cost of education.

Ann asked how the School Department is made aware of new scholarships. Kathleen explained that people often contact the Legal Department directly, or representatives at the High School, who refer them to her. Additionally, the School Department will get notice via local lawyers who have clients that have left money for scholarships in their will.

Kathleen shared that she had been thinking about how to structure future scholarships so that larger awards could be made and more timely than some of the smaller scholarships are able to pay out. She also reported that she had met with the Trustees and had spoken with the Charitable Foundation for their input. She said that the Trustees had shared that there were a number of scholarships that haven't been awarded in recent years due to lack of sufficient income. They also have had to dip into principal, where permitted, to award others. They also raised the issue of being able to payout principal every year on some of the smaller funds until they are fully expended. Kathleen also explained that scholarships are usually designated in common areas, such as for graduating athletes, students who will be studying in the health/medical related fields and in education. She suggested that several scholarships be created in these areas along with a general scholarship so that awards could be made earlier and in larger amounts. She is collecting information from Peter Torrey regarding earnings information and funding requirements for current scholarships for the committee to review at a later meeting. She also will discuss this with the Charitable Trust Division of the Attorney General's office.

She asked the members if this is something worth pursuing and how to go about it. Steve indicated that a Policy Committee recommendation could be made to the School Board once the Committee has collected more information.

Policies on Website

Kathleen reminded the Committee that she had been working with Amy Noble regarding software to manage the policies on the School Department website. With Amy moving on to a new position she asked what would happen to this project. It is very difficult to maneuver around the policies as they are currently on the website. Steve indicated that he was aware of this issue and that George Shea and Tom Lotz could be helpful in making the website more user friendly. It was decided discuss this with Tom when he attends the Policy Committee meeting and follow up with George.

Policies for Board Action:

There are no policies recommended for Board action at its September 8th meeting.

Next Meeting: Tuesday, September 15, 2015



VIII
a. ii.

"CALL" FOR NHSBA RESOLUTIONS

To: All School Board Chairs
All Superintendents

From: Theodore Comstock, Executive Director

Date: August 27, 2015

Note: This mailing is being distributed to Superintendents and School Board Chairs only. It is also available via the NHSBA web site <http://www.nhsba.org>. Please duplicate and disseminate to other members of the school board.

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

<http://www.nhsba.org>

Board of Directors

John Falconer
President, Colebrook

Don Austin
1st Vice-President, Somersworth

Heidi Hutchinson Chaney
2nd Vice-President, Shaker Regional

Does your school board have a resolution that NHSBA should consider?

Any successes that we realize in the Legislature are due to the participation of our membership throughout the year. It begins with the collection of proposed resolutions in the fall for eventual consideration at our annual Delegate Assembly in January. Proposed resolutions are submitted to the NHSBA Board of Directors for review and recommendations. These suggestions then go to the Delegate Assembly for final action.

NHSBA's positions on major education legislative and regulatory matters are directed by the Official Resolutions adopted by our Delegate Assembly each year. The process of adopting Resolutions is always a major part of our Delegate Assembly (scheduled for January 9, 2016) and represents one of the most important activities of our Association for the entire year.

The purpose of this memorandum is two-fold. First, this is to be considered the "official call" for Resolution proposals from our member school boards. All member boards are encouraged to submit proposals for consideration by the Delegate Assembly. Resolution proposals can cover any education topic viewed as appropriate by your school board and are generally stated as:

NHSBA supports ... or NHSBA opposes...

The Resolution can be directed toward the State Legislature, Congress, the State Board of Education, the State Department of Education, the Association itself, or others as you deem appropriate. Resolutions must be proposed by majority vote of a member school board, but not by an individual member(s) of a school board, non-member school boards, or any school district or SAU staff member.

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

Please be as clear and concise as possible with the wording of your resolution so the intent, as well as the requested action, is understandable. The attached form, using appropriate format, should be used to provide the resolution as well as a brief rationale or explanation of the purpose of the resolution.

All proposed resolutions must be returned to NHSBA by October 23, 2015 for review by the NHSBA Board of Directors. The proposals, including the Board of Directors' recommendation for action on each proposal, will be redistributed to all member districts for review at least 30 days prior to the Delegate Assembly. This will allow ample time for boards to discuss all proposed resolutions and give direction to the board's delegate to the Delegate Assembly on how to vote on a given proposal.

Remember, proposed resolutions must be received in the NHSBA office no later than October 23, 2015.

The second purpose of this memorandum is to provide you with a copy of the NHSBA current set of Resolutions as adopted by the 2015 Delegate Assembly (see attached) and the 2015 NHSBA Policies, Resolutions and Statements of Belief Manual. We encourage you to review the enclosed materials to see whether the subject matter of a resolution that you contemplate submitting is already covered by existing resolutions. This will save you time, and you can then be assured that your idea for a new resolution has already been addressed by actions of previous delegate assemblies. The subject matter (e.g. funding, governance, etc.) of the enclosed resolutions is categorized for your easy reference.

Feel free to call me if you have any questions about the resolution's adoption process or on any proposed resolution you may be considering. NHSBA staff is always ready to help your board get the issues of importance to you on NHSBA's agenda. Don't hesitate to call us.

I cannot over-emphasize the importance of this activity to the direction of NHSBA in the year ahead. I hope you consider this a very high priority. It really is important!

Thank you in advance for your consideration.

New Hampshire School Boards Association



N H S B A
NEW HAMPSHIRE
SCHOOL BOARDS
ASSOCIATION
Incorporated 1946

Proposed
Resolution
for Consideration
by the
2016 NHSBA
Delegate Assembly

Please duplicate this form to allow for submission of each proposed Resolution on a separate form.

Deadline for Submission to NHSBA: October 23, 2015

The _____ School Board submits the following proposed Resolution for Consideration at the 2016 NHSBA Delegate Assembly:

RATIONALE: (Please limit your rationale statement to the space provided, single-spaced, typewritten. This is a required part of the process of submitting a Resolution for consideration by the 2016 NHSBA Delegate Assembly. This rationale statement will be presented to the Assembly with the proposed Resolution and the recommendation of the NHSBA Board of Directors.)

Signature of School Board Chair

Date

Please remember that proposed Resolutions must be submitted by a majority vote of the local member School Board, not by individual members of the School Board or members of the school district staff.

For additional information, please contact:
Theodore E. Comstock, Executive Director and General Counsel
New Hampshire School Boards Association
25 Triangle Park • Suite 101 • Concord, NH 03301
Telephone: 603/228-2061 • NH Toll Free: 1-800/272-0653 • Fax: 603/228-2351
Web Site: <http://www.nhsba.org> eMail: sklesq@aol.com

New Hampshire School Boards Association

Resolutions for 2015

Adopted by the 2015 NHSBA Delegate Assembly – January 10, 2015

Education Funding:

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

Local Control and School District Autonomy:

2. NHSBA supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)
3. NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)
4. NHSBA supports legislation amending RSA 91-A to allow school boards to consider, discuss, strategize and negotiate student tuition contracts confidentially, consistent with applicable provisions of RSA 91-A. (2015)
5. NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)

State Board of Education:

6. NHSBA supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)

Public Pension System:

7. NHSBA supports legislation to strengthen the financial health and stability of NHRS, including any potential transition to a cost-saving plan such as hybrid or cash balance plans, based on sound actuary analysis. (2015)

*New Hampshire
School Boards Association*

*Policies, Resolutions
and
Statements of Belief
Manual*

January 2015

By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006
And Following Action of the January 10, 2015 Delegate Assembly

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

Overview of Action Taken at the 2006 Delegate Assembly

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

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

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

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

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

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
I	School Choice	1
II	Education Funding	1
III	Health Care Funding	3
IV	Charter Schools	3
V	Local Control and School District Autonomy	3
VI	School Safety	4
VII	Accountability	5
VIII	State Board of Education	5
IX	Federal Legislation	6
X	Public Pension System	8

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

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

II - Education Funding

- II:A• NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
- II:B• NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
- II:C• NHSBA supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. (*First Adopted in 2000 – Revised in 2014*)
- II:D• NHSBA supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, and increasing the state commitment to reflect actual costs incurred. ~~Any additional revenue raised by the state to meet this obligation shall be~~ dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. (*First Adopted in 2000 – Revised in 2014*)
- II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

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

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

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

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

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

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

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

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

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

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

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

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

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

VII - Accountability

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

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

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

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

VIII - State Board of Education

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

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

- VIII:C** • NHSBA urges the State Board of Education to conduct a statewide study of the “traditional” school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)
- VIII:D** • NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)
- VIII:E** • *Replaced by Resolution II:H in 2014.*
- VIII:F** • NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)
- VIII:G** • NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)
- VIII:H** • NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that NHSBA can support. (2005)
- VIII:I** • NHSBA supports a compulsory attendance age of eighteen (18), along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)
- VIII:J** • NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities’ relationship to the funding formula. (2009)

IX - Federal Legislation

IDEA

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

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

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

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

No Child Left Behind

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

barriers facing local educational agencies (LEAs) in the successful and effective implementation of NCLB, including:

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

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

X – Public Pension System

X:A • NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent, and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including legislation to change how an employee's average final compensation is determined. NHSBA supports a calculation using an average of the highest five years for all employees

retiring after July 1, 2016. NHSBA further supports legislation requiring that all NHRS rate increases, above those attributable to the \$2.4 billion unfunded liability agreed to by public employers in 2007, be shared equally between employees and employers. (2011)

VIII
a. iii.

Portsmouth School Board Work Calendar

GOAL REPORTING AND DISCUSSION TIMELINE 2015/2016

September 8, 2013	School Board Conference Room Special Presentation: Technology Update-VDI at PHS
September 22	LITTLE HARBOUR Workshop Session: Elementary Facilities
October 13	Council Chambers, City Hall Special Presentation: Reception and Introduction of New Staff Summer Enrichment Programs Elementary School Principal Reports
October 27	DONDERO Workshop Session: Later Start Time
November 10	Council Chambers, City Hall Special Presentation: TQP Update PHS, CTE, Food Service Reports
November 24	NEW FRANKLIN Workshop Session: Metrics and SBAC overview
December 8	Council Chambers, City Hall Special Presentation: SBAC Results PMS, RJLA, Special Education Reports
January 12	Council Chambers, City Hall Special Presentation: FY 16 Budget Presentation
January 26	PORTSMOUTH HIGH Workshop Session: Later Start Time Follow-Up Funding for Lister Academy
February 09	Council Chambers, City Hall Special Presentation: Elementary School Principal Reports
March 08	Council Chambers, City Hall Special Presentation: PHS, CTE, Food Service Reports Grade 6-12 Math Course Alignment

March 22

LISTER ACADEMY

Workshop Session:

April 12

Council Chambers, City Hall

Special Presentation: PMS, RJLA, Special Education Reports

May 10

Council Chambers, City Hall

Special Presentation: TQP Update

May 24

PORTSMOUTH MIDDLE

Workshop Session: Beyond the Core: Elem WL and "Soft Skills"

June 14

Council Chambers, City Hall

Board & Administrator

FOR SCHOOL BOARD MEMBERS

August 2015 Vol. 29, No. 4

Editor: Jeff Stratton

Board member has her heart set on micromanaging

Meddling, power-hungry board members who want to manage the schools are rare. But when you have one on your board, they can be real misery-makers.

A Texas board has one member who wants to assign work to employees, monitor the superintendent's work daily, and sit on staff committees to "direct" staff work. The board member gets very unpleasant when she does not get her way.

The board has to accept responsibility for the problem this individual is creating. If she wants to run the district, then that is what she will do if the board can't control her.

To date, this superintendent and board have addressed this issue through various methods — none of which have worked.

The methods tried include: having board members speak to the problem member one-on-one; enlisting the board's attorney to speak with the member; pointing out the authority to manage staff detailed in the administrator's contract; and bringing in the state school boards' association to work through the problem.

Before you let voters fix the problem, the board may want to attempt three final strategies.

1. Point out the board member will likely have the opposite effect of her intended result. No staff member on a committee will want to go against a board member's vote. Many people may wait until they are sure of the board member's perspective, and then "go along to get along." In the end, you are left with school employees who aren't doing their best work for the schools.

2. Just do the board's work. The full board, by conducting its business without this trustee's support, may relegate the individual to a frustrated minority. By doing this, you also let the public see the board's business being conducted with a lone dissenting vote from an obstructionist.

3. Ask that every item the board member requests from staff be provided to the full board. This should be a paper-wasting reminder to all board members that requesting reports from staff, giving them direction, and managing projects cannot be considered part of any board member's official capacity unless specifically authorized by the board itself. This board member is overstepping the bounds of an individual board member's authority. It is up to the full board to do something about it. ■

Should the superintendent bring the board multiple recommendations for a new principal?

Given their druthers, there are some board members who would like the superintendent to present the board with three viable candidates for any principal opening in the district. Then, the board would pick.

But that is not how hiring a new administrator should work. Remember, the superintendent is responsible for personnel management in the district, and that includes hiring staff.

Here is how the hiring of principals should work in practice:

The superintendent (and her staff) interviews candidates and then brings to the board his recommendation for the new principal. The board either approves it or votes the recommendation down.

If the board votes down the superintendent's recommendation, the superintendent's job then becomes bringing the board another recommendation for a new principal at a later meeting. ■

Absent state action, unsuccessful board candidate's 1st Amend. claims stall

Case name: *Munoz-Feliciano v. Monroe-Woodbury Cent. Sch. Dist.*, 115 LRP 13121 (S.D.N.Y. 03/25/15).

Ruling: The U.S. District Court, Southern District of New York granted a district's motion to dismiss a school board candidate's First Amendment retaliation claims. It concluded that there was no state action linking a candidate's speech on school-related issues to her unsuccessful run for a seat on the board.

What it means: A district may violate the First Amendment by retaliating against private citi-

zens who speak out on matters of public concern. However, unless there is specific evidence that district employees, in their official capacities, took adverse action with retaliatory intent, courts are unlikely to view campaign speech that "retaliates" against campaign speech as a violation of the First Amendment. Here, an unsuccessful candidate for the district's board of education did not offer "a single fact" to support her claim that an alleged "smear campaign" aimed at thwarting her election bid was connected to district employees or board members. ■

The board has 4 responsibilities to the district

Within your board's policymaking role, there is one area of responsibility that the board should keep at a high priority level: an effective working relationship with the superintendent. The board hires, supervises, evaluates, and, if necessary, fires the superintendent.

The board's first responsibility, and some say the most important one, is to hire a competent administrator to run the district by managing all aspects of its day-to-day affairs. The superintendent works for the board of education, while all other district employees work for the superintendent.

By hiring a superintendent, you are adding a competent education professional to your board team.

Most board members have little inclination,

not to mention the time, necessary to manage the day-to-day business of the district. By hiring and then supporting a professional who keeps things running smoothly, you ensure that the district is well managed and in a position to fulfill its mission. That's why the board should manage this relationship effectively. Do this by:

- * Respecting the superintendent's authority as outlined in his contract and job description.
- * Respecting the administrator as a professional.
- * Not engaging in back channels of communication with school staff.
- * Evaluating the superintendent each year.
- * Giving him goals to achieve each year. ■

Exercise caution when tempted to cut off public input

Should the school board ever cut off public input at the board meeting? It depends. Generally speaking, the board should never interrupt a calm, well-organized speaker to move that the meeting be adjourned or to call for a vote.

On the other hand, the board's meetings are public meetings, not meetings run by the public. If public input is turning into a melee, the board president should call for order and end public input.

When necessary, the board also has the right to suspend public input on an issue until a later meeting. This would occur when a meeting runs late and board members want to avoid making a hasty decision.

Consider a policy that explains the board's intentions about ending public input. Sample language could read, "The board does not begin consideration of any new item of business during any regular meeting after 11 p.m. In the event the

board is unable to complete its business items due to this time limitation, the meeting shall recess until the following evening." ■

How do you stack up on board 'culture'?

The Michigan Association of School Boards in its *Indicators of Effective Boards and Board Members* provides these observations about positive board culture and conduct at meetings. Board members should:

- * "Value differences of opinion and don't let differences degenerate into personality conflicts."
- * "Focus the board agenda and meeting on issues related to improving student achievement."
- * "Publicly support the superintendent and staff."
- * "Seek to build consensus and an environment of trust and respect among their fellow board members."

For more information, visit www.masb.org/indicators-of-effective-boards-and-board-members.aspx. ■

VIII
b. i.

July 22, 2015

Dear School Board Members:

Thank you so very much for six wonderful years working with you to support the city's children. I enjoyed working with each of you and thank you for your kindness and assistance over the years.

I wish you all continued success and you work together to improve outcomes for children. I will miss you!

All the best, Ed

VIII
b. ii.

Dear Board Members -

Thank you for the kind words and the generous gift.

I know I have spoken often about the way you work together as a Board but you truly are special. The respect and level of collaboration you show each other goes much deeper than your professional work ethic.... it is a

direct result and reflection of the "person" you are outside of your "business persona."

I have learned so much working with you... skill wise, knowledge wise, policy wise! :)

But my ~~greatest~~ ^{greatest} gift I take away is my assuredness of the way I want to treat others... so thank you I will miss you all.
Amel

HALLMARK
STATIONERY
MADE IN U.S.A.
© HALLMARK LICENSING, INC.

X C. I.

New Hire:

Name: Rachel Bratter **Masters –** Special Education, New England College,
 Henniker, New Hampshire 2014

Bachelors – Communications, Colby-Sawyer
 College, New London, New Hampshire 2000

Address: 159 McDonough Street **Experience:**
 Portsmouth, NH 03801 2014 -- present Special Education Case Manager,
 Seabrook Middle School, Seabrook, New Hampshire

Position: Special Education Case
 Manager

Location: PMS

Replacing: New (replacing Para positions)

Effective: - July 1, 2015

Interval: 2

Salary: \$49,630 Base \$ 43,141 Track C 6,489

Funding Source: General Fund 207

Certification: New Hampshire Certified General Special Ed #1900

X.c.ii.

New Hire:

Name: Ann Dintino **Masters** – Counseling Psychology, Lesley University, Cambridge, Massachusetts 2013

Address: 1275 Maplewood Avenue, #45 **Bachelors** – Psychology, University of Florida, Portsmouth, NH 03801 Gainesville, Florida 1985

Position: School Counselor .4 **Experience:** 2008 - present Paraprofessional, Little Harbour Elementary, Portsmouth, New Hampshire

Location: LHS

Replacing: N/A

Effective: July 1, 2015

Interval: 1

Salary: \$19,309 Base \$ 41,783 Track C 6,489 40% contract

Funding Source: General Fund

Certification: New Hampshire Certified 0040 School Counselor

New Hire:

Name: Latasha Smith **Masters** – Elementary Education, University of New Hampshire, Durham, New Hampshire 2015

Bachelors – Middle Childhood Education, Wright State University, Dayton, Ohio 2011

Address: 12 Dame Street, Unit 3
Kittery, ME 03904

Position: Grade 1 Teacher, 1 Year

Location: DO

Replacing: Jena Bulger-Judd LOA

Effective: July 1, 2015

Interval: 1

Salary: \$48,272 Base \$ 41,873 Track C 6,489

Funding Source: General Fund

Certification: New Hampshire Certified Elementary 1811