

**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR OCTOBER 27, 2015**

DONDERO ELEMENTARY SCHOOL

PORTSMOUTH, NH

DATE: TUESDAY, OCTOBER 27, 2015

TIME: 7:00 PM [or thereafter]

---

**NOTICE OF NON- MEETING:** THE SCHOOL BOARD WILL HOLD A NON-MEETING AT 6:00 P.M., IN ACCORDANCE WITH RSA 91-A: 2 IN THE LIBRARY

---

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
  - a. OCTOBER 13, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
  - a. COSTA RICA TEACHERS- HELAINE WEMPLE
- VIII. **SUPERINTENDENT'S REPORT**
  - a. ITEMS OF INFORMATION
    - i. SCHOOL START TIME COMMITTEE MINUTES, OCTOBER 15, 2015
    - ii. OUT OF STATE FIELD TRIP- MERIDA, MEXICO
    - iii. THE COMEBACK KIDS BY GEORGE SHEA
  - b. CORRESPONDENCE
    - i. THE BARBARA DOYLE CLASSROOM FUND
- IX. **OLD BUSINESS**
  - i. WORKSHOP: LATER START
- X. **NEW BUSINESS**
  - i. CONSIDERATION AND APPROVAL OF 2015/2016 TUITION RATES
- XI. **COMMITTEE UPDATES**
- XII. **FUTURE AGENDA ITEMS**
  - a. ELECTRONIC TEXT BOOK POLICY
  - b. HOLIDAY DINNER
- XIII. **ADJOURNMENT**

V. a.

**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR OCTOBER 13, 2015**

PORTSMOUTH HIGH SCHOOL LIBRARY

PORTSMOUTH, NH

DATE: TUESDAY, OCTOBER 13, 2015

TIME: 7:00 PM [or thereafter]

---

**NOTICE:** THE SCHOOL BOARD WILL HOLD A WELCOMING RECEPTION FOR NEW TEACHERS AT 6:30 PM

---

- I. **CALL TO ORDER-** School Board Chair Stevens called the meeting to order at 7:03 p.m.
- II. **ROLL CALL-** Chair Leslie Stevens, Lennie Mullaney, Gary Epler, Ann Walker, Dexter Legg, Nancy Clayburgh, Patrick Ellis, Ann Mayer, Superintendent Stephen Zdravec, Assistant Superintendent George Shea, Business Administrator Stephen Bartlett, Teacher Representative Olin Johannesen and, Student Representative Julia Adler
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the Pledge of Allegiance
- V. **ACCEPTANCE OF MINUTES**
  - a. SEPTEMBER 22, REGULAR MEETING  
MOTION: Motion to accept the public minutes of September 22, 2015 by Ms. Walker  
SECOND: Mr. Epler  
DISCUSSION:  
VOTE: Unanimously approved
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
  - a. INTRODUCTION OF NEW TEACHING STAFF- The new teachers were recognized by the Board. Mr. Shea introduced and gave a brief bio on each new teacher.
  - b. SUMMER ENRICHMENT PROGRAMS- Mr. Shea gave an overview of the Elementary Summer Camp 2.0 offered at all three elementary schools from mid-July through the first week of August. It provided highly stimulating activities at no cost to students. In regards to the operational aspect, it was inexpensive and simple to run. It is a little early to look at the regression data but data will come in over the next few weeks. Mr. Shea will work on budget numbers for 2016. Discussions/Questions followed: the program needs someone to coordinate, preview of 2016, should there be an increase in funding, possible additional course offerings, possibly offering stipend money for a coordinator in each building.
  - c. ELEMENTARY SCHOOL PRINCIPAL REPORTS- The elementary school principals collaboratively reported on the elementary wide curriculum focus: writing, math and social curriculum. Ms. Callahan gave a brief overview of the writing curriculum. Over the summer, Mary Ehrenworth came and presented to K-6 teachers. She explained the process the teachers were taking to implement improvements to their practice.  
Ms. Simons reported on Everyday Math Program K-5. K-2 teachers are in year two of the implementation of the program. K-2 teachers are going through the program and fine tuning their

practice. Grades 3-5 teachers are in year one of the program. Teaching with fidelity, great conversations and common pacing are a result. Wealth of opportunities are available through the online resources and virtual learning community.

Mr. Grossman reported and gave a brief overview on the social/ emotional curriculum. The Guidance Department is working in a unified manner. October is National Bullying Awareness Month and PHS service learning students are going to elementary schools to give brief lessons on empathy and to raise awareness. All three schools are doing their own variations of monthly school wide meetings creating awareness, prevention of bullying and promoting good behavior/values. Open Circle Social Curriculum continues to be implemented with more teachers being trained. Open Circle uses common vocabulary and allows for more effective student communications. Discussion/Questions followed: would it be helpful to have middle school teachers trained in Open Circle, does Everyday Math align with Common Core, is there a way to measure how effective these social trainings are, transition questions regarding elementary to middle school

### VIII. SUPERINTENDENT'S REPORT

#### a. ITEMS OF INFORMATION

- i. SCHOOL START TIME COMMITTEE MINUTES, OCTOBER 1, 2015
- ii. POLICY COMMITTEE MINUTES, OCTOBER 5, 2015
- iii. BOARD & ADMINISTRATOR, OCTOBER 2015
- iv. PAST TWO SCHOOL YEAR'S ENROLLMENT NUMBERS
- v. PRESS RELEASE- TEACHER OF THE YEAR FINALIST, ART AWARD
- vi. FUTURES NEWLETTER
- vii. PMS POST
- viii. CO UPDATE, OCTOBER

#### b. ADMINISTRATOR REPORT

- i. FINANCIAL REPORT- Mr. Bartlett explained the July, August and September reports. July and August didn't have a lot of movement. In September, there were some extra cost in hourly staff areas due to the construction project. There is not a lot of front loading (third page) as it doesn't take place until the kids return to school. It will develop as we move forward. By and large, everything looks reasonable and within the parameters of previous years. It will be a few months for concrete data for trends. Question: clarification made between 112 and 188 object codes

### IX. OLD BUSINESS

### X. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF WILLIAM AND IRENE MORTIMER SCHOLARSHIP FUND #2- Ms. Kathleen Dwyer gave a bio of William Mortimer. This is the second scholarship Bill has generously provided. The scholarship was funded with \$25,000.

MOTION: Motion to accept the Scholarship Fund by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously approved

- b. CONSIDERATION AND APPROVAL OF POLICIES (1ST READING):- Ms. Dwyer explained the additional language added to the following policies to meet statutory changes.

i. VIDEO/AUDIO SURVEILLANCE ON SCHOOL PROPERTY AND BUSES (EEAA)-  
MOTION: Motion to accept the EEAA First Reading with additional language by Ms. Walker

SECOND: Ms. Mullaney

DISCUSSION: There was discussion about "tightening" the language and adding additional language regarding the focus on surveillance. Suggestions were made and Mr. Epler will forward additional suggestions.

VOTE: Unanimously approved

ii. PERSONNEL RECORDS (GBJ)-

MOTION: Motion to accept the GBJ First Reading by Ms. Mullaney

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously approved

XI. **COMMITTEE UPDATES**

- a. POLICY- Ms. Stevens reported there are quite a few policies the Committee is working on and will bring forward at a future meeting.
- b. LATE START- Mr. Ellis reported the Committee is meeting again on Thursday, October 15. The committee will focus on alleviating concerns about late start. The Committee will take a look at the survey that was completed 8 years ago. There will be a workshop at the October 27 Board meeting. Discussion/Questions followed. Be mindful about not adding activities for afterschool that extends the day, SAU 50 was invited and is aware of the Committee, SAU 50 kids are impacted the most with the earliest bus times
- c. BUSINESS AND EDUCATION COLLABORATIVE- Ms. Mullaney reported on the Business and Education Collaborative. The Committee meets 3x a year. National Center Construction Education and Research was on the agenda, in particular looking at construction and welding curriculum to earn extended credit, cleaning up the construction classroom, career marketing for construction days, the entrepreneurial program and ways to market the program better for parents.
- d. SAGAMORE CREEK COMMITTEE- Ms. Mullaney reported the committee is working on the details for the land to be used as passive recreation while preserving the natural habitat. i.e. outdoor classrooms, floating dock. The Committee meets a couple more times and then will present to City Council in December.
- e. HOLIDAY DINNER- The holiday dinner will be Thursday, December 3.

XII. **FUTURE AGENDA ITEMS**

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

XIII. **ADJOURNMENT**

MOTION: Motion to adjourn at 8:47 by Ms. Walker

SECOND: Ms. Mullaney

DISCUSSION:

VOTE: Unanimously approved

---

VIII  
a.i.

## School Start Time Committee

10/15/15

PHS Principal's Conference Room 4:00 PM

### Minutes

#### I. Introductions

---

II. Review of minutes- The committee reviewed the minutes of the October 1<sup>st</sup> meeting.

#### III. Research/Rationale summary

- a. Small group discussion- Top 5 Reasons
- b. Large group collection- The group discussed the primary reasons for considering a change of start times for the purpose of giving the community greater context when completing the potential feedback surveys. The reasons that rose to the top were:
  - i. Research supports positive impact on physical and mental health of adolescents.
  - ii. Research supports positive impact on academic achievement.
  - iii. Research supports decrease in attendance issues with later start time.
  - iv. Recommended by the American Academy of Pediatrics.
  - v. Younger students may benefit from an earlier start time- less afternoon fatigue.
  - vi. Fewer transitions during the day for many elementary students.
  - vii. Fewer unsupervised hours for older students after school.

#### IV. Review of previous survey/Drafting of new survey

The committee discussed the survey given to students, staff, and parents a few years ago. Some of the major issues that surfaced at that time had to do with athletics and transportation. Rus confirmed to the group that the athletic schedule can be adapted to the later end time with minimal impact. Steve will pursue transportation options at minimal or no cost. The group then redrafted the surveys to be brought to the school board workshop.

#### V. Next Steps- School Board Workshop on October 27<sup>th</sup>

---

THIS PAGE INTENTIONALLY LEFT BLANK

VIII  
a. iii.

## Portsmouth School Department Out of State/Overnight Student Trip Checklist

Destination Merida, Mexico

Dates of travel Feb 19 - Feb 27

Sponsor Group Spanish Club

Lead Advisor/Chaperone Martin/Hebert

Date submitted Oct 13

Date of meeting with Superintendent of Schools \_\_\_\_\_

List of other chaperones \_\_\_\_\_  
\_\_\_\_\_

List of students, home phone numbers, parents names attached? \_\_\_\_\_

Number of Students 9

Staff to Student Ratio 4.5:1

Principal Approval Date Oct 7 *MAH*

Supt. Approval Date \_\_\_\_\_

Insurance \_\_\_\_\_

On File? \_\_\_\_\_

Do all Students Have Passports? Yes

Fundraisers students have participated in  
tagging; Barnes & Noble book fair;  
Noche Mexicana; raffle

Method of travel to Destination \_\_\_\_\_

plane

Are Home stays involved in this trip? If

yes, describe Yes. Eat dinner

and sleep at homestay.

2 students per house

Names of chaperones with first Aid/CPR  
Training Martin, Hebert

Is there a Phone Tree established with parents?

(If yes, a copy should be attached)

Yes \_\_\_\_\_  
(will be)

No \_\_\_\_\_

Cost for each student to participate \$2200-

Educational Goals for trip Spanish language; Ruins; community service

Date of parent meeting and location held prior to departure Jan 14 @ PHS RM 255

Has this trip been taken before by this group?

Yes X

No \_\_\_\_\_





adventures**MEXICO**  
discover·learn·enjoy

### Itinerary

**Day 1** ~~Sat Feb 20, 2016~~ <sup>19</sup> **Arrive Cancun or Merida, transfer to homestay in Merida**

Arrival in Cancun or Merida airport. Your Adventures Mexico guide will meet and greet you along with your host family, once in Merida. Transfer to your home. *Hotel stay. Traditional dance + music night*

**Day 2** ~~Sun Feb 21, 2016~~ <sup>20</sup> **Uxmal / Calcehtok Caves**

The bus will wait us very early to go to the Mayan archaeological site of Uxmal, the "three times built city". At Uxmal we will visit the 115 feet height "Pyramid of the Magician", the impressive "Governor's house", a wonder of the ancient world for its precision and architectonic beauty. Then we will head off to the marvelous caves of Calcehtok, the biggest cave system of the Yucatan. We return to Merida in the afternoon.

**Day 3** ~~Mon Feb 22, 2016~~ <sup>21</sup> **Low income elementary school / Celestun National Park**  
Some public schools in Mexico are for students coming from families of a very low income. We will start our service learning project spending some time with the kids and assist teachers at the class. After the school, we will go to Celestun, home of the biggest settlement of the Pink Flamingo in the continent. To visit them, we take a boat tour and will learn about the importance of mangroves in the region.

**Day 4** ~~Tue Feb 23, 2016~~ <sup>22</sup> **Casa de las Trinitarias / Cuzama Cenotes**

Our service learning activities continue today as we visit The Sisters of the Holy Trinity house in Mérida. It is dedicated to bring home, food, education and spiritual growth to young orphan girls. The project is located in an old house located in one of the north districts in Mérida, Chuburná. Activities could include painting, gardening, cooking, playing.

In the afternoon we visit two marvelous Cenotes located in the small village of Cuzama. The cenotes are sinkholes where underground rivers break through the limestone crust of the earth. We will go into the jungle to visit and swim into the beautiful and clear cenotes. We head back to Merida in the afternoon.

**Day 5** ~~Wed Feb 24, 2016~~ <sup>23</sup> **: Cooking class and walking tour of downtown Merida**

We say good-bue to our families and check into our hotel. Then, we start our Merida Cooking Class having a walk through Merida's Downtown, where we will get to know the main buildings on Main Square; afterwards continue walking to one of the main local markets of Merida, Lucas de Galvez, where we will learn about the fruits and vegetables only produced in the Yucatan. Then we will go to a private house for having our cooking sesión and lunch.

**Day 6** ~~Thu Feb 25, 2016~~ <sup>24</sup> **Casa de las Trinitarias / Tixkokob Mayan village**

This morning we go back to The Sisters of the Holy Trinity house. Afterwards we will have our off the beaten path excursion at the Mayan village of Tixcocob, where local artisans will teach us about the art of making hammocks. We will also have the opportunity to practice our Spanish at the panaderia, the tortilleria and the carniceria at a very traditional Mercado. Scavenger hunt included!

**Day 7** ~~Fri Feb 26, 2016~~ <sup>25</sup> **. Chichen Itza / CUN**

Today we visit the famous site of Chichen Itza. It's a big place and we have to walk a lot. This important centre combines majesty and nature. The splendid Castle is an imposing example of the immense depth of the Mayas' knowledge of the cosmos. We will visit the biggest Ball game court of the Mayan world. After the visit, we'll have enough time to buy some handcrafts. Then, we will go to Cancun for overnight and have our farewell dinner.

**Day 8** ~~Sat Feb 27, 2016~~ <sup>26</sup> **Departure**

Our cultural trip to the Yucatan comes to an end. We will have an early transfer to the airport. Adios Mexico!

- END OF SERVICES





# The Comeback Kids

by George Shea

There's a precocious maple tree near the end of my street whose leaves never fail to begin their turn to orange in late July. Some years it even edges out the premature back-to-school savings circulars stuffed into the Sunday paper. After my "Seriously?!", I resentfully pass this deciduous party pooper each morning on my way to work. By early August, I start to see the green berries of pokeweed and I'm reminded that these toxic berries turn a succulent purple by the opening day of school. Then I remember the kindergartner, purple juices flowing down her chin, and the EMT.

As an administrative type, I do work most of the summer but I'm a vicarious and nostalgic fan of the barefoot bliss that summer vacation brings to children.

Sure, I get it that summer vacation is an anachronism based on the agricultural calendar. Yeah, I know the average fourth grader doesn't spend July in a parched field plucking turnips from dawn to dusk. Of course I'm painfully aware of the "summer slide" as many students return in the fall reading two levels below the one they'd reached in the spring. I may be shorn of my principal's moustache for saying so, but it's a small price to pay for the joys of eating popsicles, laughing late into the night, and splashing around in the pool.

But the best thing about summer vacation is that you get to come back. Coming back to school is a different kind of reentry from the one the rest of the citizenry experiences. Typical work vacations are followed by a day or two of reacclimating and a rapid return to prevacation realities. Full restarts are a rarity. Teachers and students get to come back to a new season populated with new faces. Past successes and failures are erased; we get to begin again. Even the Cubs have a chance at the World Series when the season begins. Once we catch that first whiff of sharpened pencil, it's game on.

During the first few weeks of school, every student is having the best year ever. The binder clips still snap together perfectly, the section tabs are organized and labeled. A loose paper? Perish the thought. (Some kids are too together. Last year, I visited a fourth-grade classroom on opening day as students were composing their hopes and dreams for the year. I sat alongside a girl who had written, "I hope to get better at adding and subtracting fractions with unlike denominators." No soccer goals. No ponies. Unlike denominators. She had more ambitious plans for the year than I did.)

In the beginning, every teacher plans to have only explicit and focused learning objectives for each lesson, achieved through highly engaging activities, all seamlessly tying into an overarching unit of

Heinemann

DEDICATED TO TEACHERS™

*This article is one of the many articles, books, videos and resources from Heinemann authors available in Heinemann's Digital Library.*

For more information visit:  
[Heinemann.com/PD/DigitalLibrary](http://Heinemann.com/PD/DigitalLibrary)  
or call 800.541.2086 x1100

study, with some technology and bullying minilessons woven in for good measure. Instructional poetry, I tell you.

Like my unseasonable maple, that beauty is of course fleeting, and some of our old, imperfect habits creep back in as school days march deeper into the year. But with each passing year we hope our core skills grow strong enough to shed more and more of the traits that stand between ourselves and best practice.

Maintaining the restart mindset's energy and innovation throughout the year is a challenge. Whatever grand new scheme teachers have, whatever bold instructional ambition, whatever reminder they need to suppress an undesirable teaching habit, I ask them to write it down in their daily planner. Most teachers are slaves to their planners. Schedule it and it will happen. They can pick a date, any date. All I ask is that their midyear self be accountable to the clarity and enthusiasm of their restart self. A teacher in February can get caught in the thicket of busy and challenging routines and spend most of their energy managing their craft, not developing it. Coming across instructional reminders in their calendar right next to their dentist appointments and committee meetings helps them remember that these were highly valued to-dos in September.

Certain key teaching habits that are ubiquitous in our building in October seem to atrophy by March. I'll admit I've had fantasies about co-opting teachers' planners and inserting my own reminders and instructional notes. None of these are earth-shattering, but if I could pepper a teacher's planner with reminders, it might look something like this:

<b>November 18</b> 3:45 P.M.	<i>Keep making positive calls/emails home once a week. One student/week. You want parents to support you? Take five minutes a week and surprise them with an encouraging phone call.</i>
<b>January 21</b> 8:00 A.M.	<i>Wait time. Remember wait time on student responses. Seven seconds. You know it increases the quality and quantity of student responses, so why'd you stop? Adding a few seconds to each question won't have any significant effect on how much you cover. (I'd write this again in April somewhere.)</i>
<b>February 7</b> 12:30 P.M.	<i>Go deep, not long. See also January 21. Don't be driven by coverage. Your job is to ensure learning, not cover material. Slow down and make it rich.</i>
<b>February 28</b> 9:45 A.M.	<i>Leverage background knowledge before introducing new material. See what they got first. Why build it from scratch?</i>
<b>March 16</b> 7:30 A.M.	<i>Feedback is still important. They want it. Good feedback improves learning. Make it timely and specific.</i>

Since these are some of my favorite midyear mantras, my fingerprints would be all over this job. It would be worth the risk, though, to capture what teachers plan to do throughout the school year and make it happen consistently.

So get on it, before state testing rears its ugly head, before your brain is awash with Common Core alignments. Harness the comeback energy and make it last. Your students, their parents, and your principal are relying on you to leverage the restarting power that only a new school year brings. Now that cooler airs have prevailed, it's time to drink deep from the hose one last time and instill a charge of summer into the long opening drive of the school year.



George Shea is currently the assistant superintendent of the Portsmouth, NH school district. He holds a master's degree in education from Antioch New England University, a bachelor's degree in economics from Skidmore College, and a certificate of participation from the school of hard knocks for over fifteen years of service in public schools. He lives in Kittery, Maine.

---

THIS PAGE INTENTIONALLY LEFT BLANK

VIII  
b. 1.  
October 11, 2015

TO: Superintendent Stave Zadavec  
Portsmouth School Board

FROM: Barbara Doyle *Barbara Doyle*

RE: The Barbara Doyle Classroom Fund

Past Principal Nancy Hogan established a fund to honor Barbara Doyle who taught in Portsmouth for 31 years. Barbara was a leader of teachers not only in Portsmouth but throughout the state. She decided to use the money for Portsmouth teachers & students. Each year she reimburses teachers for money they have spent on buying items for their classroom.

This year it gives me great pleasure to award 17 teachers who applied for reimbursement of money they spent to enhance learning in their classrooms. This year we awarded \$738.24 and in the 6 years that we have had the fund we have presented \$4281.03.

The following people were reimbursed this year:

**Janine Bibeau** - Dondero - Grade K - Fabric to make curtains, a cord to replace document camera, items for class birthday box

**Jessica Fagan** - Dondero - Grade 3 - Craft items were used to create "Quiet Critters" that are used as a classroom management technique, wider pencils for students who struggle with handwriting, materials used to welcome students, making bead glyphs to learn about each other and "Saving Fred"

**Cheryl Harrington** - Dondero - Grade 3 - Planner, homemade reading nook benches, raffle tickets for positive behavior incentives, birthday display & bulletin board borders

**Michelle Fijalkowski-Santy** - Little Harbour - Grade 3 - Deskjet Printer for her room

**Nicole Hopley** - Little Harbour - Grade 1 - Two throw pillows, 2 stools for comfortable alternate seating space in classroom, bulletin board display

**Kate Arruda** - Little Harbour - Grade 3 - Supplies & organizing supplies in new classroom after renovations, magnetic pans to hang on board

**Heather Perigny** - Little Harbour - Grade 3 - Painted furniture, purchasing new bins, materials to decorate the room

**María Cannon** - Little Harbour - Grade 1 - Items for making desk name plates, items for class walls, display boards

**Kara Kelley** - PHS - Math - T1-30 Scientific Calculators for student's who can not afford their own. Supplies for classroom

**Maya Glos** - PHS - SS - 4 Surge protectors to protect the Chromebooks for the Social Studies department

**Matt Gladu** - PHS - Math - Purchased "Clipper Pencils" to reward math students for participation in math

**Jen Fitts** - PHS - Math - Purchased "Clipper Pencils" to reward math students for participation in math

**Kathy Birse Siegel** - PMS - Grades 6-8 - Black & Decker air station which is an electrical pump which is larger than normal and will be used to blow up balls for a new unit in physical education.

**Laurie Murphy** - PMS - Speech & Language - Fidget toys to quiet the student's hands so their brains can focus. These students are diagnosed with Autism and/or ADHD.

**Meghan Rice** - PMS - Grade 6 - Material is used to make playing cards for a trading card game called Phylo. Phylo Ecosystem game deals with species that live on our planet.

**Lyndsey Bauzakine** - PMS - Grade 6-8 KIDS - Students often do not have money or access to snacks/food. The teacher has been purchasing these snacks herself.

**Kathy Casperson** - PMS - Nurse - Glucose tabs for teachers and students with diabetes, back-up peanut butter, juice boxes for hypoglycemia and food for students who missed meals.



---

# ADOLESCENT SLEEP & SCHOOL START TIMES

---

Erin Hiley Sharp, PhD, Associate Professor of Human Development & Family Studies, Carsey School of Public Policy Faculty Fellow, University of New Hampshire ([erin.sharp@unh.edu](mailto:erin.sharp@unh.edu))

Created in consultation with community member Rachel Higginbotham, MD, Sleep Physician at Chest Medicine Associates, Portland, Maine.

---

## THE VALUE OF SLEEP

---

- Sleep medicine is a relatively new field driven by advances in technology (e.g., EEG) in the 1980s.
- Previous belief was that the human brain “turned off” during sleep.
- New research shows that the brain is active during sleep and that adequate sleep is critical for physical and emotional health.
- While asleep our body conserves energy, restores body tissues, fights infection, and releases hormones that influence growth and cognitive functioning.
- Sleep deficits create negative side effects that include irritability, cognitive impairment, memory problems, impaired immune systems, increased reaction time, and increase major health risks.

## WHAT WE KNOW ABOUT ADOLESCENT SLEEP

---

- Because of puberty, the growth spurt, and a critical period of brain development during adolescence, teens require more sleep than adults.
- Adolescents need 9 hours and 25 minutes of sleep per night for *optimal* functioning and 8 hours and 30 minutes of sleep per night for *healthy* functioning.
- On average, adolescents in the US sleep 6 hours and 45 minutes per week night.
- Adolescents attempt to make up their sleep debt on weekends and during the summer, but teens need adequate sleep **daily** for healthy functioning.

## ADOLESCENT SLEEP AND THE DELAYED PHASE PREFERENCE

---

- Sleep patterns are established through our circadian rhythm, our internal sleep/wake cycle based on the earth’s rotation and exposure to light and dark.
- Teens’ circadian rhythm shifts about 2-3 hours later than that of children and adults. This is called the “delayed phase preference.”
- For adolescents, the sleep hormone, melatonin, rises in the blood later in the night and tapers off later in the morning leading to a pattern of falling asleep around midnight (12 AM) and rising around 9 AM.



## ADOLESCENT SLEEP AND SCHOOL START TIMES

---

- This body of research has led to strong statements about the importance of re-evaluating school start times in the US.
- An August, 2015 report by the U.S. Center for Disease Control and Prevention stated that “Among possible public health interventions for increasing sufficient sleep among adolescents, delaying school start times has the potential for the greatest population impact.”
- The American Academy of Pediatrics suggests that “Middle and high schools should aim for a starting time of *no earlier* than 8:30 AM.” (*Pediatrics* article, 2014).
- Rigorous studies link early school start times to problematic sleep patterns and lower academic performance for teens.

## DOES DELAYING SCHOOL START TIME WORK?

---

- School districts across the country have made the evidence-based decision to start middle and high schools later and this has allowed for longitudinal research on the effectiveness of this intervention.
- Across the US, results are very similar. Starting school later leads to better sleep, improved attendance and attention, increases in educational performance and standardized testing, less sleeping in class, and fewer disciplinary referrals.
- Later school start times has also been shown to decrease the number of traffic accidents, and reduce incidents of depression and anxiety in middle and high school students.
- Studies have found that people express similar concerns about moving start times later, but once the change is made, the overwhelming majority (>90%) preferred the later time just 1 year later.

## KEY RESOURCES

---

- Web resource: [www.startschoollater.net](http://www.startschoollater.net)
- “Adolescent sleep needs and patterns: Research report and resource guide” (2000) by *The National Sleep Foundation*
- “Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study” (Feb, 2014) by the Center for Applied Research and Educational Improvement, University of Minnesota
- “Impact of School Start Time on Student Learning” (Feb, 2013) by Hanover Research Group, Washington, DC
- “Policy Statement: School Start Times for Adolescents” (2014) by the Adolescent Sleep Working Group, Committee on Adolescence, and Council on School Health. Presented in the journal of *Pediatrics*
- “School start times for middle school and high school students – United States, 2011-12 school year” (2015) by *Centers for Disease Control and Prevention*

Corporate Relationships

Employment at AAP

Advertise with AAP

[Help/Feedback](#)

a a a

print

email

share

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

8/25/2014

For Release: August 25, 2014

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

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

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

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

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

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

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

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

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

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

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

###

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

## AAP MEDIA CONTACTS

### **AAP Headquarters**

Phone: 847-434-7877

Email: [commun@aap.org](mailto:commun@aap.org)

---

### **Federal Affairs**

Phone: 202-347-8600

Email: [kids1st@aap.org](mailto:kids1st@aap.org)

---

### **Professional Resources**

## School Start Time Information

### Recent developments:

- NJ legislation mandating later start times passed into law
- Germantown TN funds later start times for 2016-2017
- CDC report: 5 out of 6 schools start before 8:30 am, against AAP recommendations
- Anne Arundel County MD commits to later start times in 2016-2017
- BC study: US has largest percentage of sleep deprived teens in the world
- Newburyport forms start time task force  
[http://www.newburyportnews.com/news/local\\_news/task-force-formed-to-study-later-start-times-for-high/article\\_70ffaadd-b160-570b-95bb-c8054f5d3219.html](http://www.newburyportnews.com/news/local_news/task-force-formed-to-study-later-start-times-for-high/article_70ffaadd-b160-570b-95bb-c8054f5d3219.html)

### Informative data:

- Statistical analysis of avg. school start times in US for 2011-2012-  
[http://nces.ed.gov/surveys/sass/tables/sass1112\\_201381\\_s1n.asp](http://nces.ed.gov/surveys/sass/tables/sass1112_201381_s1n.asp)
- Maine legislation (expired without being passed)-  
<http://legislature.maine.gov/bills/getPDF.asp?paper=HP0487&item=1&snum=127>
- Mass. legislation (passed)-  
<https://malegislature.gov/Bills/189/Senate/S254>
- 2009 JAMA study citing Duxbury, MA school district--  
<http://jama.jamanetwork.com/article.aspx?articleid=184011>
- Minneapolis Public School District post switch study:  
[http://www.cehd.umn.edu/carei/publications/documents/Bulletin200212\\_Wahlstrom.pdf](http://www.cehd.umn.edu/carei/publications/documents/Bulletin200212_Wahlstrom.pdf)

### Plans and proposals to meet specific challenges:

- Sharon (MA) public schools proposed bus plan for later start times--  
[http://fc.sharon.k12.ma.us/special\\_projects/016D93E2-000F4C32.12/DOWNLOAD%20Start%20Time%20BUS%20OPTIONS%20Plan%20A%20or%20B.pdf](http://fc.sharon.k12.ma.us/special_projects/016D93E2-000F4C32.12/DOWNLOAD%20Start%20Time%20BUS%20OPTIONS%20Plan%20A%20or%20B.pdf)
- Sharon plan to make it work for athletics--  
[http://fc.sharon.k12.ma.us/special\\_projects/016D93E2-000F4C32.5/Late%20Start%20-%20Impact%20on%20Athletics.pdf](http://fc.sharon.k12.ma.us/special_projects/016D93E2-000F4C32.5/Late%20Start%20-%20Impact%20on%20Athletics.pdf)
- 

### Feedback from districts that have made the switch:

- Nauset High School (Cape Cod):  
<http://www.capecodtimes.com/article//20120110/NEWS/201100313>
- Wilton School Dist. (CT): <http://www.sleepin Fairfax.org/docs/CS.Wilton.pdf>

## School Start Times- Parents

### Possible Start Time Scenario

**Please complete the following questions in response to a possible change in the school start times to "flip" the start of the middle/high school with the start of the elementary schools. Specifically, the proposal is for the elementary schools to start somewhere slightly before or after 7:30 am and the middle and high schools starting slightly before or after 8:30 am.**

1. What grade level will your student be entering in the Fall of 2016? you can select more than one answer for multiple students.

- Preschool
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

2. Please select the school(s) your student(s) attend.

- Dondero Elementary School
- New Franklin Elementary School
- Little Harbour Elementary School
- Portsmouth Middle School
- Portsmouth High School
- Robert J. Lister Academy

Other (please specify)

3. Is it hard for your student to wake up on school days?

	Always	Sometimes	Never
Elementary school student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. These proposed changes in school start times would likely impact my child by:

	Very likely	Somewhat likely	Not likely
Allowing him / her to get more sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving school performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not having time for after-school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decreasing stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing his/her ability to have a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfering with meal times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altering transportation plans in a negative way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. Please elaborate on any likely negative effects for your child.

6. Reflecting on the proposed changes to the school start times, how would the proposed start times affect the following parts of your personal life?

	Negative	Neutral	Positive
Impact on your personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on your family schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on volunteering in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting enough sleep for yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. Please elaborate on any negative impacts.

8. How does your child currently get to school in the morning?

	Bus	Drive self or carpool	Parents drive	Walk or ride bike
Elementary student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. Would this change with the proposed start times?

- Yes
- No

If so, how?

10. Please offer any additional comments on school start times.



## School Start Times- Students

### Possible Start Time Change

Please complete the following questions in response to a possible change in the school start times to "flip" the start of the middle/high school with the start of the elementary schools. Specifically, the proposal is for the elementary schools to start somewhere slightly before or after 7:30 am and the middle and high schools starting slightly before or after 8:30 am.

1. Which school do you attend?

- Dondero
- New Franklin
- Little Harbour
- Portsmouth Middle School
- Portsmouth High School
- RJLA

2. Do you usually feel well rested and alert when you get to school in the morning?

- Always
- Sometimes
- Never

3. How often are you tired or sleepy during school?

- Never
- Some days
- Most days
- Every day

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

- Bus
- Drive self or carpool with friends
- Parents drive
- Walk or ride bike
- Other (please specify)

5. How would these proposed changes in school start times likely affect you?

	Very likely	Somewhat likely	Not likely
Getting more sleep at night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decreasing stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

6. If you have a job after school, will these changes affect the number of hours you can work?

- Yes
- No
- Don't have a job after school

7. How many days per week do you typically have after school sports or extracurriculars?

- One
- Two
- Three
- Four
- Five

8. Please offer any other comments about changes to the school start times.

9. What grade are you in?

- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

## School Start Times-Staff

### Possible school start time scenario

Please complete the following questions in response to a possible change in the school start times to "flip" the start of the middle/high school with the start of the elementary schools. Specifically, the proposal is for the elementary schools to start somewhere slightly before or after 7:30 am and the middle and high schools starting slightly before or after 8:30 am.

1. What school do you work in?

- Dondero Elementary School
- New Franklin Elementary School
- Little Harbour Elementary School
- Portsmouth Middle School
- Portsmouth High School
- Robert J. Lister Academy

2. Reflecting on the proposed changes to the school start times, how would the proposed start times affect the following parts of your personal life?

	Negative	Neutral	Positive
impact on your personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on your family schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting enough sleep for yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A second job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

3. Please elaborate on any negative effects to your personal life:

4. Reflecting on the proposed changes to school start times, how would the proposed start times affect the following parts of your professional life?

	Negative	Neutral	Positive
Impact on you professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on preparation/planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After school activities/clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development/classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team/PLC work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. Please elaborate on any negative effects to your professional life:

6. Reflecting on questions 2 and 4, what start time works best for you?

	7:30 am	8:00 am	8:30 am	9:00 am	I am flexible
Elementary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please offer any additional comments on school start times.

PORTSMOUTH SCHOOL DEPARTMENT

MEMO

October 21, 2015

To: Stephen Zdravec, Superintendent

From: Stephen Bartlett, Business Administrator

Re: 2015/2016 Tuition Rates

Based on completion of the DOE 25, I have calculated the tuition rates for FY 2015/16 as follows:

	<u>13-14</u>	<u>14-15</u>	<u>16-17*</u>
Non Area Tuition Rates:			
Elementary	\$ 14,753	\$ 15,803	\$ 16,520
Middle	\$ 15,512	\$ 15,903	\$ 16,741
High	\$ 14,456	\$ 15,588	\$ 16,338
Average	\$ 14,771	\$ 15,736	\$ 16,491
SAU 50 Area Tuition Rates			
Middle	\$ 15,095	\$ 15,370	\$ 16,430
High	\$ 14,084	\$ 14,823	\$ 15,755

**\*Unaudited results**