

**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR JUNE 14, 2016**

EILEEN DONDERO FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, JUNE 14, 2016

TIME: 7:00 PM [or thereafter]

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**NOTICE OF NON- PUBLIC MEETING:** THE SCHOOL BOARD WILL HOLD A NON- PUBLIC MEETING AT 6:00 P.M., IN ACCORDANCE WITH RSA 91-A: 3, II (b) IN THE SCHOOL BOARD CONFERENCE ROOM

NOTE: A RECEPTION FOR RETIREES AND GUESTS IS PLANNED FOR 6:30 P.M. IN THE PORTSMOUTH ROOM, CITY HALL.

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- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
  - a. MAY 24, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
  - a. RECOGNITION OF SCHOOL DEPARTMENT RETIREES & STUDENT REPRESENTATIVE
  - b. PHS HISTORY PROJECT
  - c. SPECIAL EDUCATION REPORT
  - d. TQP UPDATE
- VIII. **SUPERINTENDENT'S REPORT**
  - a. ITEMS OF INFORMATION
    - i. *PARENTING FOR PREVENTION*
    - ii. POLICY COMMITTEE MINUTES, MAY 31
    - iii. OUT OF STATE FIELD TRIP- PENN STATE
    - iv. OUT OF STATE FIELD TRIP- WEST FORKS, MAINE
    - v. SUPERINTENDENT EVALUATION
    - vi. *BOARD & ADMINISTRATOR, JUNE 2016*
  - b. CORRESPONDENCE
    - i. CTE DOE LETTER
  - c. ADMINISTRATOR REPORT
  - d. FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT

**IX. NEW BUSINESS**

- a. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE
- b. CONSIDERATION AND APPROVAL OF EMPLOYMENT
  - i. GRADE 1 TEACHER, DO (REHIRE)
  - ii. SPECIAL EDUCATION TEACHERS, PMS
  - iii. OPTIONS COUNSELOR, PHS
  - iv. LATIN TEACHER, PHS
  - v. READING SPECIALIST, NF
  - vi. SPECIAL EDUCATION TEACHER, NF
  - vii. ENGLISH TEACHERS, PHS
  - viii. SOCIAL STUDIES TEACHER, RJLA
  - ix. ELEMENTARY TEACHER, DO (HAND CARRY)
  - x. GRADE K TEACHER, DO (HAND CARRY)
  - xi. .5 LITERACY TEACHER, NF (HAND CARRY)
- c. CONSIDERATION AND APPROVAL AUTHORIZING THE SUPERINTENDENT TO HIRE PROFESSIONAL STAFF DURING THE SUMMER
- d. BOARD RETREAT DATE

**X. COMMITTEE UPDATES**

- a. POLICY
- b. JBC

**XI. FUTURE AGENDA ITEMS**

- a. ELECTRONIC TEXT BOOK POLICY
- b. STEM
- c. FUTURE STATE OF ARTS

**XII. ADJOURNMENT**

V.a.  
**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR MAY 24, 2016- DRAFT**

PORTSMOUTH MIDDLE SCHOOL, LIBRARY

PORTSMOUTH, NH

DATE: TUESDAY, MAY 24, 2016

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER**- School Board Chair Stevens called the meeting to order at 7:04 p.m.
- II. **ROLL CALL**- Chair Leslie Stevens, Vice Chair Martin (telephone), Lennie Mullaney, Gary Epler, Ann Walker, Patrick Ellis, Roseann Vozella Clark, Superintendent Steve Zdravec, Assistant Superintendent George Shea, 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. **MAY 10, REGULAR MEETING**

MOTION: Motion to accept the public minutes of May 10, 2016 by Ms. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously accepted
- VI. **PUBLIC COMMENT**- Harold Whitehouse (58 Humphrey Court, Portsmouth), Beth Ricci (181 Aldrich Road, Portsmouth), Arthur Clough (431 Pleasant Street, Portsmouth), Karen Ecker (875 Banfield Road, Portsmouth), David Ecker (875 Banfield Road, Portsmouth).
- VII. **SPECIAL PRESENTATIONS**
  - a. **PORTSMOUTH- NICHINAN EXCHANGE CLUB**- PHS Principal Mary Lyons introduced the some of the students that participated in the recent PHS Japan trip. The students presented a slideshow of over 200 pictures and gave a narrative of their itinerary. Many thanks to Laura Lavallee, Stephanie Seacord and the chaperones.

QUESTIONS/COMMENTS: The first five days students stayed with host families in Nichinan. After the five days, students stayed in hotels. Most students did not have any Japanese experience prior to the trip and reported the trip was "life changing". A few students shared the "most adventurous" food they tried. It is exciting to see the effort of the partnership of the Portsmouth -Nichinan Exchange Club.
- VIII. **SUPERINTENDENT'S REPORT**
  - a. **ITEMS OF INFORMATION**
    - i. *BOARD & ADMINISTRATOR, MAY 2016*
    - ii. **PHS AREA REPORT**
    - iii. **PHS GRADUATION WEEK ACTIVITIES**
    - iv. **CO UPDATE**
  - b. **CORRESPONDENCE**
  - c. **ADMINISTRATOR REPORT**

COMMENTS: There was a reference made during public comment about the mascot changing. Superintendent Zdravec reported that PHS Social Studies Teacher Samuel Tombarelli and students were awarded a Clipper Foundation grant to redo the foyer of PHS. During research, the students discovered a discrepancy in the start date of school. They are looking at redesigning the seal in the foyer which is the survey that was referenced earlier. There will be a presentation at a future school board meeting.

Chair Stevens commented on the timeliness of the information published in the *Board & Administrator*.

Ms. Mullaney inquired about the process of responding to tonight's public comments. Superintendent Zdravec will follow up with Ms. Ricci's questions.

**IX. OLD BUSINESS**

**a. CONSIDERATION AND APPROVAL OF SCHOOL BOARD MEETING DATES**

MOTION: Motion to approve 2016/2017 School Board Meeting Dates by Ms. Mullaney

SECOND: Ms. Walker

DISCUSSION: The November 22 meeting will be moved to November 29.

VOTE: Unanimously accepted

**b. NEW CASTLE STUDENTS**

MOTION: Motion to approve the New Castle agreement by Ms. Mullaney

SECOND: Ms Walker

DISCUSSION: There are three families that will be offered the choice for their students (beginning in 7<sup>th</sup> grade) to attend PMS on an agreed tuition agreement. There is a small number of students and will have not have any negative impact.

VOTE: Unanimously accepted

**X. NEW BUSINESS**

**a. PHS SOLAR PROJECT PPA-** Superintendent Zdravec reported that PSD received a grant from the Public Utilities Commission in partnership with the City of Portsmouth. This will allow a further solar presence at PHS. A memo was included in the packet from Deputy City Attorney Suzanne Woodland detailing the solar power agreements.

MOTION: Motion to accept PHS Solar Project made by Ms. Walker

SECOND: Mr. Martin

DISCUSSION: The \$450,000 grant will help cover the initial cost. The location of the solar panels were discussed.

VOTE: Unanimously accepted

**b. 1<sup>ST</sup> NH INDICATORS-** Superintendent Zdravec provided a summary from the staff survey on what leadership role Portsmouth Schools should play in the state. Responses have been categorized against established School Board goals.

QUESTIONS/COMMENTS: Chair Stevens would like to include students in the survey. Student exit surveys could also be used for potential feedback. Idea: use Portsmouth High School's core values of Excellence, Community, Commitment and Leadership. This will be discussed further at the retreat.

**XI. COMMITTEE UPDATES**

- a. BEC- Business Education Collaborative- Ms. Mullaney gave a thorough overview of the BEC final meeting of the year on May 11. Ms. Mullaney shared a very detailed email from Diane Canada outlining CTE program changes.

QUESTIONS/COMMENTS: Mr. Shea reported that Diane's mission is to adapt the program to the labor market. Periodic adjustments to the program can be expected. The new LNA Training Program and the Computer Science Pathway program are being advertised in the PSD newsletter. Any ideas of marketing the programs are welcomed. It would be great to incorporate a piece of the CTE Award ceremony into a whole school award ceremony.

- b. FARM TO SCHOOL- No report

**XII. FUTURE AGENDA ITEMS**

- a. ELECTRONIC TEXT BOOK POLICY
- b. STEM
- c. FUTURE STATE OF ARTS

**Upcoming Events:**

May 25- JBC Meeting

May 26- PMS Spring Showcase

May 26- Chasing the Dragon at PHS

June 3- Penn State –Math Team

- ❖ Congratulations to PHS Culinary student Carson Crisp. Carson will participate in the Skills USA National Convention.

**XIII. ADJOURNMENT**

MOTION: Motion to adjourn the meeting by Ms. Vozella Clark at 8:30 p.m.

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously accepted

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Name	Hire	Current Position	History	# of years
Lynda Bettcher	1973	Portsmouth High School English Teacher	Portsmouth High School English Teacher	40
Barbara Brinkman	2000	Portsmouth High School Options Counselor	Portsmouth High School Robert J Lister Academy English Options Counselor	16
Lynn DiEisi	1980	PEEP Occupational Therapist	All Schools Occupational Therapist	36
Mary Ann Driscoll	2006	New Franklin Reading Specialist	New Franklin Reading Specialist	10
Arthur Hilson	2000	Portsmouth High School Social Studies	Portsmouth High School Social Studies	16

Rhonda Johnson	1983	Portsmouth Middle School	Technology Teacher	Little Harbour Wentworth Elementary New Franklin Dondero Portsmouth Middle School Portsmouth High School Resource Room Teacher Technology Teacher Reading Specialist Grade 3 Teacher	33
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Rhonda also worked from 1978-1983 in areas such as classroom aide, remedial reading, tutor, coach

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Holly Littlefield	1975	Portsmouth Middle School	Social Studies Teacher	Portsmouth Middle School Reading Teacher Social Studies Teacher	41
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Jeanne Loughan	1987	Portsmouth Middle School	Special Education Teacher	Portsmouth Middle School Special Education Teacher	29
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Joy Bryan Markley	1996	New Franklin	Special Education	New Franklin Little Harbour Dondero Portsmouth Middle School Special Education	20
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Suzanne Spiegler-Hoey 1980 Portsmouth Middle School Science Teacher **Portsmouth Middle School** 36  
Science Teacher  
Special Education KIDS  
Special Education Teacher  
Resource Room Teacher  
FOCUS

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Julie Woods 1979 Little Harbour Kindergarten **Little Harbour** 37  
Dondoro  
Kindergarten  
Grade 2  
Special Ed  
Focus



Ruth McLean	1989	Paraprofessional	Portsmouth Middle School	27
Sue Ronchi	1987	Paraprofessional	Portsmouth Middle School	29
Sheila Prescott	1990	Paraprofessional	Dondero	26
Al Walker	2001	Custodian	High School	15
Donna Sulley	1982	Clerical (1987 - present)	Central Office Little Harbour Portsmouth Middle School New Franklin Jones Portsmouth Middle School	34

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# Special Education Parent Feedback 2015-2016



## Welcome to this opportunity for parental feedback on Portsmouth Special Education services.

Thank you for your participation. Your feedback is important and will be shared with school staff and parents in an effort to understand ways to continually improve. You should be able to complete the information in 10 minutes, but are also welcome to provide more expansive comments as you feel appropriate.

1. Please indicate the school(s) that your student(s) receiving special education services attends.

- PEEP (preschool)
- Dondero
- Little Harbour
- New Franklin
- Portsmouth Middle School
- Portsmouth High School
- Robert J Lister Academy
- Other (please specify):

### Feedback Statements

After reading each statement, please indicate if you feel this is an area of strength or an area for improvement. You are also welcome to provide comments to expand on your response.

2. My concerns are considered during the development of the IEP.

Strength

Area for Improvement

Comments:

3. The school provides me with useful information about my child's disability.

Strength

Area for Improvement

Comments:

4. The school provides my child with all services documented on the IEP.

Strength

Area for Improvement

Comments:

5. The school provides supports and information regarding transitions between grades/schools.

Strength

Area for Improvement

Comments:

6. Written information I receive from school is easy to understand.

Strength

Area for Improvement

Comments:

7. Teachers implement accommodations and modifications as indicated on my child's IEP.

Strength

Area for Improvement

Comments:

8. I feel comfortable asking question during IEP meetings.

Strength

Area for Improvement

Comments:

9. I feel the IEP goals and objectives appropriately address my child's needs.

Strength

Area for Improvement

Comments:

10. The school provides transition services to help my child reach his/her goals after high school.

Strength

Area for Improvement

N/A

Comments:

### **Open Responses/ Comments**

11. Please provide topic ideas for future parent trainings.

12. Please provide ideas for additional ways to strengthen the school-parent connection for students with special education needs.

13. Any additional feedback you would like to share:

**Thank you! Your feedback is greatly appreciated.**

# ESOL

ACCESS test given to students 2/1 – 4/1

Test Covers language areas: Listening, Speaking, Reading, Writing and gives a Composite Score

Scores range from 1.0-6.0

In NH - Definition of Proficiency - In order to reach proficiency on the ACCESS for ELLs™, a student must attain no less than a 5.0 composite score and no less than a 4.0 on each domain score (Speaking, Listening, Reading and Writing).

## Students Achieving Proficiency:

Dondero	12
New Franklin	4
Little Harbour	4
PMS	3
PHS	6
Total	29

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# Teacher Quality Panel

Spring 2016 Update

## TQP Tasks

- Determine menu of Additional Achievement Units (AAU's)
- Establish criteria for self-evaluation evidence (Danielson)
- Establish training to strengthen peer feedback
- Develop model teacher criteria and system

## Additional Achievement Units

- Processed 11 requests for AAU's for Contributions to Colleagues, Students, School and District.
- Processed 9 AAU courses
- Processed two AAU course offerings

## Additional Achievement Units Menu

- RENEW training
- Google Suite
- Sports Nutrition that Works
- Engaging Students Through Authentic Assessment

## Teacher Quality Panel Website

Go to District Page:

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

then Employee Information:

<http://www.cityofportsmouth.com/school/employee.htm>

to the TQP site:

[www.kidspace.com/TQP](http://www.kidspace.com/TQP)

## Model Teacher

54.5 Model Teacher. Beginning in 2017-18, any teacher with nine (9) or more years of successful teaching experience may provide evidence of highly effective teaching to the District's Teacher Quality Panel (TQP). The TQP will review evidence against Danielson's domains and make recommendations to Assistant Superintendent for any teacher judged "distinguished" in all of Danielson's domains will earn model teacher status. There is no limit to the number of teachers who may achieve model teacher status. Model teachers will receive a stipend equal to 7.5% of their interval salary.



## TQP Model Teacher Process

1. Model Teacher criteria through the lens of Danielson Framework
2. How teachers provide evidence of “Proficient” and Distinguished in each domain
3. Application Process and Procedure

### 1. Model Teacher criteria through the lens of Danielson Framework

- Demonstrate “distinguished” practice in a majority of components within domains
- Weighted components
- Priority and Choice

## Planning and Preparation Domain (6 components)

Teachers must be rated as Distinguished in the top 2 Priority Components as well as 1 other component in this domain. Teachers must be rated as at least Proficient in the other three components.

Priority Components in Domain 1:

1 Designing Coherent Instruction

2 Setting and Assessing Instructional Outcomes

Plus one Choice component

## Domain 2: Classroom Environment (5 components)

### Two Priority

- Establish a Culture for Learning
- Creating an Environment of Respect and Rapport

Plus one Choice component

## Domain 3: Instruction (5 components)

### Two Priority

- Engaging Students in Learning
- Communicating with Students

Plus one Choice component

## Domain 4 Professional Responsibilities (6 components):

### Three Priority

- Reflecting on Teaching
- Showing Professionalism
- Participating in a Professional Community

# Model teacher questions

(on tap for summer 2016)

- How can model evidence be provided in a natural way that doesn't require teachers to spend too much time collecting evidence?
- What is the process and timeline for collecting applications?
- Should this be a two tiered process wherein professionals apply, then work toward completion – submitting and getting feedback?
- Considering two windows of submission (initial, then final authorization)
- Multiple opportunities to be model
- What does nine years of successful teaching look like?

# Parenting for Prevention

A Partners for Success Grant Initiative

Spring/Summer 2016

Portsmouth School District

## That Time of Year – Summer

Summer time and the living is easy - unless you're parenting teens, and then there are some aspects of summer that should make you a bit uneasy. **According to a recent national survey, teens are much more likely to try alcohol, cigarettes and other drugs for the first time during the summer months.** For example, on an average day in June or July, more than 11,000 teens aged 12 – 17 tried alcohol for the first time, compared with the average of about 5,000 – 8,000 first-time users in most other months. The results of Portsmouth's 2015 Youth Risk Behavior Survey (YRBS), administered to all PHS students this past November, mirror these national findings. Our students reported significant spikes in substance use during the summers, especially the summers between 8<sup>th</sup>/9<sup>th</sup> grade and 10<sup>th</sup>/11<sup>th</sup> grade.

Why would this be the case? Research shows that the transition from middle school to high school can be challenging for teens, increasing anxiety and the need to "fit in" with older teens. This transition summer is also a time when youth begin spending more time unsupervised as parents feel more comfortable leaving their teenager home alone. For our 10<sup>th</sup>/ 11<sup>th</sup> grade students this is also a time of transition. Many teens are now driving, earning their own money at summer jobs and hanging out with older teens who have access to and experience with alcohol/drugs. These factors, coupled with the teenage brain's desire for risk taking, may set the stage for unhealthy choices.

### What to do?

Be **AWARE** of friends, music and sleepovers.

Be **ALERT** to changes.

Be **AWAKE** when your kids come home; spend 3-5 minutes talking with them and giving a homecoming hug.

Be **ASSERTIVE** and use the "if/then" construction. "If you chose to use alcohol, then these are your consequences. Because of our values, because we love you, we want you to be happy, and we care about you! We have these boundaries, even if we'll be in conflict."

Be **AFFIRMATIVE** and tell them the truth: "I don't like to think about what life would be like without you."

Dear Parents & Guardians,

Welcome to the spring edition of Parenting for Prevention. In this issue we'll look at some important statistics that highlight the unique prevention challenges of the upcoming summer season. For teens, summer can be a time of increased free time, relaxation and fun with friends. It can also bring boredom, lots of unsupervised time and fun with friends - leading to significant adolescent drug and alcohol experimentation/use. Also included in this newsletter is a heartfelt blog entry from a Mom whose son became an addict. None of us ever wants to find ourselves in her place - writing a blog post like this one - but addiction is a serious issue in our community and can happen in any family. Prevention is the key and starts with awareness, communication and parental vigilance.

So please, take the time to read this newsletter. Acquaint yourselves with the signs of substance abuse and reach out for help if you have concerns or questions. We close the newsletter with a convenient checklist that helps a parent keep in mind simple, easy steps you can take each day, week and month to stay connected to your teen. Prevention can't be just about rules - it's also about relationships.

Laura Burbine, Wellness Coordinator

Marci Blanchette, Student Assistance Counselor

## **I Raised an Addict – What Could I Have Done Differently?**

*The following is a brief excerpt (including a link to the entire article) from one Mom's personal reflection on addiction. It is humbling, honest, scary and real. Most importantly, it addresses two key realities about **heroin addiction** and other drug/alcohol use, abuse and addiction: there is no one reason and there are no easy answers. We need to continue working on this by talking with each other and with our children about it. And we also need to support each other, because being a parent is both wonderful and challenging.*

*"What could I have done differently? This question haunted me for many, many years. Should I have taken him back to school to get the forgotten book? When he left his report on the counter in fifth grade should I have left it there instead of bringing it to school? He had ADD so organization was hard for him. Did I do too much? Did he never learn to be accountable for his own actions? Was I too worried about him failing a stupid sixth grade math test? Should I have let him fail and learn the results of not putting in the work instead of making him study against his will? Should have, would have, and could have were constantly swirling in my head. Tiny voices blaming, blaming . . ."*

[One Mom's Personal Reflection on Addiction](#)

## **Is Your Teenager Using Drugs or Drinking? Signs and Symptoms to Look For\***

### **Physical and health warning signs of substance abuse**

- Changes in appetite or sleep patterns
- Deterioration in personal grooming or physical appearance
- Unusual smells on breath, body or clothing
- Bloodshot eyes
- Frequent nosebleeds
- Impaired coordination, injuries/accidents/bruises that they won't or can't tell you about.

### **Behavioral signs of substance abuse**

- Skipping classes, declining grades, getting in trouble at school.
- Loss of interest in extracurricular activities, hobbies, sports.
- Missing money, valuables, prescription drugs, borrowing money.
- Acting isolated, silent, withdrawn, engaging in suspicious behavior.
- Demanding more privacy, locking doors and avoiding eye contact.
- Sudden changes in relationships, friends, favorite hangouts and hobbies.
- Frequently getting into trouble (arguments, fights, accidents, illegal activities).
- Using incense, perfume, air freshener to hide smell of smoke or drugs.
- Using eye drops to mask bloodshot eyes and dilated pupils.

### **Psychological warning signs of substance abuse**

- Unexplained, confusing change in personality and/or attitude.
- Sudden mood changes, irritability, angry outbursts or laughing at nothing.
- Periods of unusual hyperactivity or agitation.
- Lack of motivation: inability to focus, appears lethargic or "spaced out."
- Appears fearful, withdrawn, anxious or paranoid, with no apparent reason.

\*National Council on Alcoholism and Drug Dependence

## Which Teens are at Risk for Substance Abuse?

The simple answer – they all are! No teen is immune to the dangers of alcohol and other drugs. That being said, research has shown that **certain students are at greater risk of substance abuse**. The life circumstances or personality characteristics that increase a youth's risk for substance misuse and addiction include:

- Teens who are **children of substance abusing parents** (statistically 1 of every 5 students).
- Teens who **started their alcohol /drug use at 15 or earlier** (4 times more likely to become addicted).
- Teens **experiencing transitions** such as starting a new school or relocating to a new community.
- Teens with **drug using peers/siblings**.
- Teens who are **not attached/bonded to school**.
- Teens who have **difficulty regulating their emotions** and controlling their behavior.

Before closing out this newsletter make sure to scroll to the next page - **Navigating the Teen Years – A Busy Parent's Checklist**. In prevention work we call these parent/teen connections "protective factors." Increasing the protective factors in our children's lives builds resiliency and increases the chances that our kids will not only survive but thrive during their teen years.

Once again we'll close with one reminder: sometimes, no matter how great or caring our parenting efforts are, our children will make a bad choice – a careless decision, or a series of careless decisions. We need to continue the conversation, know the facts, set the rules and, when needed, reach out for help and support.

Your schools are here as a resource and support on this important topic. If you are concerned that your child is at risk of addiction or substance use, please contact Marci Blanchette, Student Assistant Counselor at Portsmouth High School, [MBlanchette@portsmouth.k12.nh.us](mailto:MBlanchette@portsmouth.k12.nh.us). If you'd like to learn about the education and prevention programming in our schools, or have suggestions for further educational initiatives, please contact Laura Burbine, Wellness Coordinator, [lburbine@portsmouth.k12.nh.us](mailto:lburbine@portsmouth.k12.nh.us).

Funding for this newsletter was provided by our District's Partners for Success Grant through the NH Department of Health and Human Services, Bureau of Drug and Alcohol Services.

## Navigating the Teen Years - The Busy Parent's Checklist

### **TRY TO DO DAILY:**

- ✓ Know your teen's main activities and plans for the day.
- ✓ Know where your teen is when you are at work or not otherwise with them, and who they are likely to be with.
- ✓ If appropriate for that day, remind your teen about relevant rules.
- ✓ At the end of the day, ask about your teen's activities.
- ✓ Praise and thank your teen for good behavior.
- ✓ Check that homework and other responsibilities have been completed.
- ✓ Try to have family meals together or engage in a family activity on a regular basis.

### **TRY TO DO WEEKLY:**

- ✓ Take some time to check in with each child. Set 20 minutes aside to find out how friendships are going, what's happening at school and what other events are important in your teen's life.
- ✓ Ask your teen mid-week if there are any special plans for the weekend that require your input. Do this early to avoid last minute conflict.
- ✓ Every once in a while, check that your teen is where they say they are going to be.
- ✓ Encourage your teen to have a friend over or engage in fun activities together.
- ✓ Remind your teen about weekday/weekend rules when appropriate.

### **TRY TO DO MONTHLY:**

- ✓ Plan one special family event or activity. Try to do things that your teen enjoys.
- ✓ Take a monitoring inventory. Who has your teen been spending time with? Where are they spending their money? Follow up on any red flags or concerns.
- ✓ Stay up-to-date on news and trends among teens in the area. Talk with other parents and discuss your concerns.
- ✓ Check in with your teen about rules. If they've been doing well, then be flexible and reward them in meaningful ways. When your teen is ready, allow them more freedoms. Discuss any new rules or limits for new activities.

### **LOOK at OUR COMMUNITY:**

Raising resilient, happy and respectful children is not only the responsibility of the family – our children are growing up within a community. Let's look around and ask ourselves:

- ✓ Are the Portsmouth, Rye and Greenland communities providing a healthy, supportive and nurturing environment for kids?
- ✓ Do we have enough after school and summer activities for all children?
- ✓ Are there places for parents to turn to for support and guidance?
- ✓ Are we taking a few moments to interact with and get to know the kids in our neighborhood?
- ✓ If you see gaps – get involved and become an advocate for all our kids, for our community!



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PORTSMOUTH SCHOOL DEPARTMENT  
MEMORANDUM

DATE: MAY 31, 2016  
TO: PORTSMOUTH SCHOOL BOARD  
FROM: POLICY COMMITTEE  
RE: MAY 31, 2016 MEETING MINUTES

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**Members Present:** Leslie Stevens, Ann Walker and Steve Zdravec

**Others Present:** Paulette Rouse

**Discussion Items:**

**Extra and Co-Curricular Activities (IGD)**

Steve will invite Rus Wilson and Mary Lyons to attend the next meeting to discuss proposed changes.

**Meal Charging (EFA)**

The Committee will make any necessary changes to the policy once the State has completed its audit.

**Next Meeting: Monday, June 20, 2016 9:00 a.m.**

**Policies for review:**

IGD	Extra and Co- Curricular Activities
KC	Participation in Community Life
KCD-R	Grants, Gifts and Bequests
KH	Public Solicitations in the Schools
KHB	Advertising in the Schools
KI	School Visits and Loitering
KJ	Publications, Radio and Television

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

Destination Penn State University  
 Dates of travel 3<sup>rd</sup> June - 5<sup>th</sup> June  
 Sponsor Group SMHCL and Leadership HS.  
 Lead Advisor/Chaperone Mike Wenger  
 Date submitted May 19<sup>th</sup> 2016  
 Date of meeting with Superintendent of Schools \_\_\_\_\_  
 List of other chaperones Mike Wenger  
Mr A (Math team Coach Dowd)  
Ms. (Math team Coach Summersworth)  
 List of students, home phone numbers, parents names attached? \_\_\_\_\_  
 Number of Students 5  
 Staff to Student Ratio 5 to 28  
 Principal Approval Date 5/18/16 (Form)  
Communicated via email earlier in the year.

Supt. Approval Date \_\_\_\_\_  
 Insurance \_\_\_\_\_  
 On File? \_\_\_\_\_  
 Do all Students Have Passports? not needed  
 Fundraisers students have participated in \_\_\_\_\_  
 \_\_\_\_\_  
 Method of travel to Destination \_\_\_\_\_  
Travel by Motor 15 Passenger Bus - Leadership HS.  
 Are Home stays involved in this trip? If yes, describe NO.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Names of chaperones with first Aid/CPR Training \_\_\_\_\_  
 \_\_\_\_\_

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

Cost for each student to participate \$200 already paid

Educational Goals for trip Represent State of NH in a National Competition in Mathematics. (This is very favorable for resume writing to Universities)

Date of parent meeting and location held prior to departure \_\_\_\_\_

Has this trip been taken before by this group? Yes X No \_\_\_\_\_

**SUPPORTING DOCUMENTS:**

Itinerary

Phone Tree

Student Permission Slips

Student Medical Forms- (Knowledge of seizures, food allergies, asthma etc.)

Educational Goal (s)

Student Emergency Medical Cards

Approve

  
\_\_\_\_\_

5/23/16  
\_\_\_\_\_

Superintendent's Signature:

Date:

**Prior to departure and upon arrival home** the lead advisor must contact Steve Zadavec, Superintendent of Schools, at 603-617-0669 .

You may be invited to appear before the School Board upon return to provide a brief presentation of your trip.

VIII  
a.  
IV.

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

Destination West Forks, ME

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

Dates of travel 6-15-16 to 6-17-16

Insurance \_\_\_\_\_

Sponsor Group AJLA

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

Lead Advisor/Chaperone Nancy Roy

Do all Students Have Passports? NA

Date submitted 5-27-16

Fundraisers students have participated in  
Robert J. Lister Yard Sale  
Lister Lost Busters

Date of meeting with Superintendent of Schools 5-23-16

Method of travel to Destination Bus

List of other chaperones Brett Fletcher  
Christine Silvetti  
Ryan Costa, Emmanovella  
Vendor

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

List of students, home phone numbers, parents names attached? - on permission forms

Number of Students 16

Names of chaperones with first Aid/CPR Training Brett Fletcher  
Christine Silvetti, Nancy Roy,  
Ryan Costa, Emmanovella  
Vendor

Staff to Student Ratio 32:1

Principal Approval Date 4-11-16

Is there a Phone Tree established with parents? Yes  No

(If yes, a copy should be attached)

Staff has included cell phone numbers on parent information for direct contact

Cost for each student to participate \$ 290 per person - all of  
was raised through fundraising

Educational Goals for trip Culmination of fundraising  
campaign and exposure to adventure, travel  
and positive risk-taking & leisure activity

Date of parent meeting and location held prior to departure via phone &  
written communication

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

**SUPPORTING DOCUMENTS:**

Itinerary

Phone Tree

Student Permission Slips

Student Medical Forms- (Knowledge of seizures, food allergies, asthma etc.)

Educational Goal (s)

Student Emergency Medical Cards

Approve



Superintendent's Signature:

\_\_\_\_\_

Date:

**Prior to departure and upon arrival home** the lead advisor must contact Steve Zadavec, Superintendent of Schools, at 603-617-0669

You may be invited to appear before the School Board upon return to provide a brief presentation of your trip.

2016

Portsmouth School  
Department

Stephen Zdravec,  
Superintendent of  
Schools

VIII  
a.  
v.

# SUPERINTENDENT EVALUATION

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

**Annual Evaluation for Superintendent: Portsmouth Schools**

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\*Rating Scale: 1 – Unsatisfactory, 2 – Basic/Needs Improvement, 3 – Proficient, 4 – Distinguished

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**Reports to:**

Portsmouth School Board

**Qualifications:**

- Superintendent Certification, New Hampshire Department of Education
- Advanced degree in administration or equivalent study
- Three years of prior central office experience (or equivalent)

**Job Goal:**

To provide leadership in developing and maintaining the best possible educational programs and services for the students of the Portsmouth School District. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the District. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the District.

**Performance Responsibilities and Criteria:**

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories:

Communication	Facility Management
Community Relations	School Finance/Budgeting
Curriculum	School Improvement
School/Community Involvement	Staff Development
Leadership	Superintendent/School Board Relations
Organizational Management	Supervision/Evaluation
Personnel Management	

**Communication** – The ability to communicate clearly with staff, parents, students, and community, both verbally and in writing.

- Keeps the public informed of the status of the schools
- Conducts meetings of administrators, teachers, and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools
- Communicates to all staff members, directly or through delegation, actions of the School Board relating to personnel matters and receives from employees, communications to be made to the School Board
- Confers, as appropriate, with professional and lay groups concerning the school program and transmits suggestions to the School Board and others

**Comments:**

**RATING:** \_\_\_\_\_

**Community Relations** – Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.

- Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the District, affecting a wholesome and cooperative working relationship between the school and the community
- Communicates with and understands the needs and perspectives of various community groups
- Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the District appear on the agenda or are expected to be raised
- Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the District

**Comments:**

**RATING:** \_\_\_\_\_

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**Curriculum** – Strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12.

- Administers the development and maintenance of educational programs designed to meet the needs of the community and to carry out the policies of the School Board
- Conducts reviews of the total school program, and advises the School Board on recommendations for the educational advancement of the schools
- Recommends to the School Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
- Oversees timely revisions of curriculum and courses of study

**Comments:**

**RATING:** \_\_\_\_\_

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**School/Community Involvement** – Visible in the schools, aware of current issues and activities in the schools, and shows an interest in community affairs.

- Visits schools and classrooms as appropriate. Attends a reasonable number of student/staff events
- Seeks to stay informed about issues and activities in the schools
- Has a reasonable level of knowledge of administrators, staff, and students
- Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction

**Comments:**

**RATING:** \_\_\_\_\_

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**Leadership** – Ability to motivate, lead, guide, and direct people. Committed to implementing the Mission and vision Statement of the District.

- Facilitates the development of and implements a collaborative educational vision and assists the School Board in setting priorities for the District.
- Serves as the educational leader of the District. Performs job responsibilities using the Mission and Strategic Plan as a guide.
- Communicates the educational vision and priorities affectively to staff, students, and community.



- Attends conventions and conferences to keep abreast of latest educational trends.
- Ensures that policies, procedures and school rules promote a safe, respectful and healthy school environment.

Comments:

RATING:

**Organizational Management** – Uses a systemic approach to managing and improving the schools. Excellent organizational skills, working knowledge of school law and proven ability to resolve organizational conflicts.

- Administers, as chief school executive, the development, maintenance, and improvement of the educational program.
- Maintains, directly or through delegation, such personnel records, pupil accounting records, business records, and other records as required by law, and/or School Board policy.
- Files, or causes to be filed, all reports required by state or federal laws/regulations.
- Advises the School Board of the need for new and revised policies, and ensures that all policies of the School Board are implemented.
- Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by School Board policy.
- Develops and implements rules and procedures for staff and students as necessary to comply with School Board policies, and state and federal laws/regulations.
- Delegates to other staff, at own discretion, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the superintendent of final responsibility for any actions taken.
- Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration of the instructional program. Implements School Board policies and state laws/regulations for the promotion, retention, and acceleration of students.
- Makes recommendations to the School Board concerning the transportation of students in accordance with School Board policies, state laws/regulations, and student safety considerations.

Comments:

RATING:

**Personnel Management** – Excellent people skills. Ability to recruit and retain highly qualified staff. Strong personnel management practices and understanding of collective bargaining issues.

- Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates
- Nominates to the School Board for employment the most qualified and competent teachers and administrators
- Employs the most qualified and competent support staff
- Develops position descriptions for all staff, subject to School Board review and approval
- Assigns and transfers employees as the interests of the District require, and reports such actions to the School Board for information and records
- Participates, as deemed appropriate by the School Board, in negotiations with recognized employee bargaining units
- Handles employee grievances or problems in accordance with applicable School Board policies, collective bargaining agreements, and/or state/federal laws and regulations

- Establishes personnel procedures that provide information that may be used to advance the quality of the District, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback

Comments:

RATING:

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**School Facility Management** – Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.

- Makes recommendations to the School Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriate sites and buildings; and improvement, alterations, and changes in buildings and equipment
- Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as deemed appropriate
- Includes maintenance and other facilities/equipment needs in budget planning
- Develops and implements guidelines and procedures governing the use and care of school facilities and property
- Recommends to the School Board sales of surplus property no longer needed and authorizes the proper execution of such sales

Comments:

RATING:

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**School Finance/Budgeting** – Strong working knowledge of school finance, including budget development and management. Ability to effectively communicate with the School Board, staff, community, and local municipal officials. Clear understanding of federal, state, and local funding issues.

- Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning
- Supervises the preparation and presentation of the annual budget and recommends it to the School Board for approval
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget
- Clearly explains proposed budgets, needs, and priorities to the School Board, community and local municipal officials
- Conducts all financial operations and purchasing within School Board policies and applicable state/federal laws/regulations
- Maintains appropriate financial accounts and ensures that audits are performed on an annual basis
- Provides prior notice to the School Board when there is a need to depart from School Board policy in any financial matter

Comments:

RATING:

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**School Improvement** – Commitment to supervise and evaluate school programs in the spirit of continuous improvement. Understanding of educational practices, research, and national/state/local initiatives, including New Hampshire’s Learning Results. Ability to frame issues for discussion, reach timely decisions, and implement change.

- Develops, implements, and monitors the change process to improve the educational program
- Is familiar with current research and educational issues
- Involves the staff and community in plans to improve the educational programs
- Ensures that there is a comprehensive system of student assessment in place
- Informs and advises the School Board about educational programs and instructional practices in the schools
- Communicates effectively with staff, students, and the community about educational trends, curriculum needs, and instructional programs
- Ensures that the educational program complies with School Board policies and applicable state and federal laws/regulations
- Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis

**Comments:**

**RATING:** \_\_\_\_\_

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**Staff Development** – Committed to and fosters continuous staff improvement. Emphasizes both District-wide and individual development.

- Fosters an environment that encourages continuous learning and improvement on the part of school staff
- Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the School Board, administration, and staff
- Provides reasonable opportunities for staff to participate in conferences, visitations, and coursework within the framework of the District’s budget
- Ensures that all staff is involved in the Districts’ staff development opportunities
- Informs the School Board of staff development priorities, needs, and activities

**Comments:**

**RATING:** \_\_\_\_\_

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**Superintendent/School Board Relations** – Understands that the Superintendent is responsible for management of the schools under the School Board’s policies and is accountable to the School Board. Supports and facilitates the work of the School Board. Maintains open communication with the School Board.

- Supervises and ensures compliance with all laws, regulations, and School Board policies
- Keeps the School Board informed about programs, activities, accomplishments, problems, and needs of the schools
- Presents information and recommendations necessary to assist the School Board in performing its duties effectively, including the need for policy on particular subjects
- Schedules and attends meetings of the School Board
- Serves as secretary to the School Board as required by law
- Serves as an ex-officio member of all District/School Board committees, attending meetings as specified by the School Board

- Advises and recommends actions by the School Board as appropriate concerning student and staff disciplinary issues
- Assists the School Board in developing annual and long-range goals for the District
- Represents the District with the media and other groups as deemed appropriate by the School Board
- Performs such other tasks as may be assigned by the School Board

**Comments:**

**RATING:** \_\_\_\_\_

**Supervision/Evaluation** – Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.

- Develops and implements an effective system of supervision and evaluation for all staff, based on School Board policies and with appropriate input from administration and staff
- Oversees methods of teaching supervision, evaluation, and administration in the schools
- Disciplines employees as necessary and reports such actions to the School Board as appropriate
- Recommends salary changes or dismissal/non-renewal of staff members to the School Board for final action

**Comments:**

**RATING:** \_\_\_\_\_

**Terms of Employment:**

Work year shall be twelve (12) months. The School Board and the Superintendent, under the Superintendent's individual contract, shall determine length of contract, salary, and benefits.

**Supervises:**

Directly or indirectly every Portsmouth School Department Employee and program

The Above Evaluation was discussed with me.

\_\_\_\_\_  
Stephen Zdravec, Superintendent

\_\_\_\_\_  
Leslie Stevens, Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Board & Administrator

## FOR SCHOOL BOARD MEMBERS

June 2016 Vol. 30, No. 2

Editor: Jeff Stratton

## Planned increases avoid superintendent salary controversy

Lloyd Wamhof and John Almond work as member assistance advocates in the Association of California School Administrators' Member Assistance Program and Legal Support Team. Their guidance on superintendent contracts is based on personal and professional experience. Here's what they have to say about the term of the contract with the administrator, and raises:

The term of the superintendent's contract sends a message, Wamhof said. "We suggest the term of the contract be no less than three years," Wamhof said. Having a three-year contract sends a message to the staff and community that the board has confidence in its superintendent and allows the board and superintendent to collaboratively work toward a vision for the district, he said.

Almond said that planned salary increases for the superintendent can avoid regular public relations battles:

"In the salary clause of the contract, it is best to have language that provides planned increases such as a salary schedule, step increases, or percentage increases," Almond said.

There is a sound reason for this, he said. "Planned increases enable the superintendent and the board to avoid making the superintendent's contract the focal point for discussion each year," he explained.

Planned increases for the superintendent fit into the district's overall salary schedule well. Most other employees of the district have planned increases through an adopted salary schedule, Almond said. So planned salary increases also give the superintendent equity with other district staff, he added.

If the board is pleased with the performance of the school district, it can reward the superintendent not only with a positive evaluation, but with contract security.

That's because positive evaluations create an opportunity for contract stability --something the superintendent will appreciate. Including language that extends the contract should the superintendent receive a satisfactory evaluation allows the superintendent to always have the stability of a multi-year contract, Wamhof said.

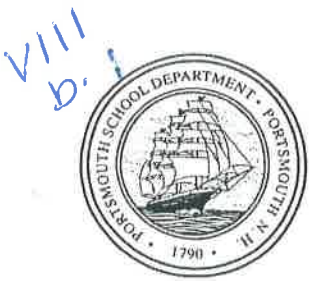
Be transparent about this approach, however. The extension should be approved by the board at the next regularly scheduled board meeting, he noted. ■

### Positive relationship with the superintendent a must

The Vermont School Boards Association, in its Essential Work of Vermont School Boards, suggests that "no single area is more critical in board relations than working with your superintendent." Here are some suggestions from VTSBA for maintaining an effective working relationship:

- "Work to maintain mutual respect and honest communication."
- "Expect give and take; be open to recommendations."
- "Accept the fact that mistakes do happen."

For information, <http://www.vtvsba.org/#lessential-work-of-vt-school-boards-1/swrvr>. ■



# PORTSMOUTH SCHOOL DEPARTMENT

## PORTSMOUTH HIGH SCHOOL

MARY D. LYONS  
PRINCIPAL

SHAWN C. DONOVAN  
ASSISTANT PRINCIPAL

ANDREW K. KORMAN  
ASSISTANT PRINCIPAL

DIANE A. CANADA  
DIRECTOR  
CAREER TECHNICAL EDUCATION

Eric Feldborg, State Director  
Career Development Bureau  
NH Department of Education  
21 South Fruit Street, Suite 20  
Concord, NH 03301

May 19, 2016

Dear Eric:

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

It is the intention of the Portsmouth High School Career Technical Center #19 to close the Hospitality & Tourism management program at the end of this school year. Since bringing on the program three years ago, we have been unable to attract enough students to the program to make the sustainable. There are currently no students enrolled in this program.

In addition to the closure of the hospitality program, we are putting our Construction Trades program on hold for next school year and not enrolling students in Construction Trades I. This will provide the opportunity for the five students signed up for Construction Trades II to complete the program. Enrollments in this program are historically low, over the past nine years no more than 15 students in the combined two-year program. This year we have nine first year students and no completers. Our determination is that while there is much activity in the building trades, this is not a career field Portsmouth students are interested in pursuing.

While it saddens me to close a program and put one on hold, it does provide an opportunity to investigate other career clusters that will satisfy student interests and needs. We are expanding the series of Computer Science courses we offer and are building an advisory committee to explore this field. I am also offering an LNA certification course next year looking towards Health Occupations programming. It is imperative that programming remains pertinent and viable in our community and these changes reflect that mission.

Please contact me if you have any questions.

Sincerely,

Diane Canada, Director

IX  
a. —

May 21, 2016

Dear Mr. Steve Zadravec,

I would like to request to take the school year of 2016-2017 off from teaching Kindergarten to be home with my daughter. My husband and I have made the decision that it is best for our family. It is my hope that I would be able to return to teaching Kindergarten the follow year at Dondero School. Thank you for your consideration.

Sincerely,



Janine Bibeau

Janine Bibeau  
Kindergarten Teacher  
Dondero School

IX  
b

**School Board**

**June 14, 2016**

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***Teacher Rehire:***

**Name:** Latasha Smith

**Position:** Grade 1 Teacher

**Location:** Dondero Elementary School

**Rehire:** 1 Year Contract

**Effective:** July 1, 2016

<b>Salary:</b>	<b>\$50,640</b>	Interval 2	\$44,005
		+ Track C	6,635
			<b>\$50,640</b>



***Transfer Hire:***

<b>Name:</b>	Fiona Butler	<b>Bachelors</b> – Science, Dundee University, Scotland July 1986
<b>Address:</b>	301 Coolidge Drive Portsmouth, NH 03801	<b>Experience:</b> <b>2012- present</b> Grade 6 Math Teacher, Portsmouth Middle School, Portsmouth, New Hampshire  2006-2010 Primary Support Base Leader (Director), Westfield Primary Support Base, Ryelands Primary Support Base, Hoddesdon, Hertifordshire
<b>Position:</b>	Special Education	2004 – 2006 Outreach Worker, Longmore Education Support Center, East Herts, UK  2000 – 2006 SEN Coordinator, Hollybush Primary School
<b>Location:</b>	PMS	1998 – 2000 Early Years, Millmead School, Reception, grade 1 – 2.
<b>Replacing:</b>	New Position from 2015-2016	1990 – 1996 Grade 6 Teacher, Hollybush Primary
<b>Effective:</b>	July 1, 2016	1988 – 1990 Science Coordinator, Gayhurst School, Hackney, London
<b>Step:</b>	16	
<b>Salary:</b>	<b>\$67,376</b>	Base \$67,376
<b>Funding Source:</b>	General Fund	
<b>Certification:</b>	New Hampshire Certified Elementary #1811 and in the process of becoming certified in Special Education	

***New Hire:***

**Name:** Allyson Dudman      **Bachelors** – Secondary/Adult Special Education,  
English Track, Towson University, Towson,  
Maryland 2012

**Address:** 4650 Riverstone Drive, Apt 302      **Experience:**  
Owings Mills, MD 21117      **2012- present** Special Education Teacher,  
Sudbrook Magnet Middle School, Pikesville,  
Maryland

**Position:** Special Education

**Location:** PMS

**Replacing:** Rebecca Bellistri - LOA

**Effective:** July 1, 2016

**Interval:** 5

**Salary:**      **\$48,085**      Base      \$48,085

**Funding Source:** General Fund

**Certification:** Maryland Certified, in process of becoming New Hampshire Certified in Special  
Education

***New Hire:***

**Name:** Sarah Maloney      **CAGS** – Advanced Leadership, University of New England, Biddeford, Maine 2013

**Address:** 5 Grandview Terrace      **Masters** – Counseling, University of New Hampshire, Durham, New Hampshire 2004  
North Hampton, NH 03862

**Position:** Options Counselor      **Bachelors** – Psychology, University of New Hampshire, Durham, New Hampshire 2002

**Location:** PHS      **Experience:**  
**2009 – present** School Counselor, Rye School District, Rye, New Hampshire

**Replacing:** Barbara Brinkman – Retired      2008 – 2009 School Counselor, Hampton School District, Hampton, New Hampshire

**Effective:** July 1, 2016      2007 – 2009 Transition Counselor, Winnacunnet School District, Hampton, New Hampshire

**Interval:** 11

**Salary:** \$66,852      Base \$57,416 + degree \$9,436

**Funding Source:** General Fund

**Certification:** New Hampshire Certified Principal, Special Education Administrator, Guidance Counselor

*New Hire:*

**Name:** Joseph Marquette III      **Masters** – Liberal Arts, University of New Hampshire, Durham, New Hampshire 2015

**Address:** 463 Washington Street      **Bachelors** – French and Italian, University of New Hampshire, Durham, New Hampshire 1999  
Barrington, NH 03825

**Position:** Latin Teacher      **Experience:**  
**2013 – present** World Language Teacher, Winnacunnet High School, Hampton, New Hampshire

**Location:** PHS      2009 – 2013 World Language Teacher, Clark School, Danvers, Massachusetts

**Replacing:** Anne Salloom      2004-2008 World Language Department Chair, Sparhawk School, Salisbury, Massachusetts

**Effective:** July 1, 2016      2002 – 2003 Latin and Italian Instructor, Revere High School, Revere, Massachusetts

**Interval:** 13

**Salary:** \$69,458      Base \$61,031 + degree 8,427

**Funding Source:** General Fund

**Certification:** New Hampshire Certified Latin, French, Italian

IX  
D.V.

*New Hire:*

**Name:** Donna Turco **Masters** – Education, Curriculum and Instruction, Keene State College, Keene, New Hampshire 2009

**Address:** 28 Revolutionary Lane **Bachelors** – Early Childhood, Keene State College, Nottingham, NH 03290 Keene, New Hampshire 1989

**Position:** Reading Specialist **Experience:**  
**2012 – present** Reading Specialist, Northwood School, Northwood, New Hampshire

**Location:** NF 2007 – 2012 Reading Specialist, Litchfield Middle School, Litchfield, New Hampshire

**Replacing:** Mary Ann Driscoll - Retired 2005 – 2007 – Educator, Strafford Learning Center, Somersworth, New Hampshire

**Effective:** July 1, 2016

**Interval:** 12

**Salary:** \$66,475 Base \$59,139 + degree 7,336

**Funding Source:** General Fund

**Certification:** New Hampshire Certified Reading and Writing Specialist and Early Childhood Education and Intern License General Special Education

IX  
D.V.

*New Hire:*

**Name:** Tracie Gebhardt **Bachelors** – Behavioral Science, Granite State College, Concord, New Hampshire 2012

**Address:** 235 Dearborn Road **Experience:**  
Greenland, NH 03840 **2004 – present** Paraprofessional, Portsmouth School Department, Portsmouth, New Hampshire

**Position:** Special Education  
1 Year Position

**Location:** NF

**Replacing:** Joy Markley – Retired

**Effective:** July 1, 2014

**Interval:** 1

**Salary:** \$49,358 Base \$42,723 + degree 6,635

**Funding Source:** General Fund

**Certification:** In the process of becoming certified in Special Education

IX D. VII

*New Hire:*

**Name:** Jaelyn Proulx **Bachelor's** – English and Secondary Education,  
University of New England, Biddeford, Maine 2011

**Address:** 97 Grove Street **Experience:**  
Dover, NH 03820 **2011 – present** English Teacher, Kennebunk High  
School, Kennebunk, Maine

**Position:** English Teacher

**Location:** PHS

**Replacing:** Lynda Bettcher - Retired

**Effective:** July 1, 2016

**Interval:** 6

**Salary:** \$49,528 Base \$49,528

**Funding Source:** General Fund

**Certification:** In the process of becoming NH certified in English

***New Hire:***

**Name:** Michael Proulx **Masters** – Secondary Education, University of New Hampshire, Durham, New Hampshire 1995

**Address:** 65 Chestnut Pond Road **Bachelors** – English, University of New Hampshire, Epsom, NH 03234 Durham, New Hampshire 1992

**Position:** English Teacher **Experience:**  
**1999 – present** English Teacher, Merrimack Valley School District, Penacook, New Hampshire

**Location:** PHS

**Replacing:** Retirements

**Effective:** July 1, 2013

**Interval:** 16

**Salary:** **\$75,803** Base \$67,376 + degree 8,427

**Funding Source:** General Fund

**Certification:** New Hampshire Certified English



***New Hire:***

**Name:** Marcus Santy **Master's** - Secondary Education, University of New Hampshire, Durham, New Hampshire 2001

**Address:** 346 Colonial Drive **Bachelor's** – History, University of New Hampshire, Durham, New Hampshire 1999  
Portsmouth, NH 03801

**Position:** Social Studies **Experience:**  
**2010 – present** Social Studies, Bedford High School, Bedford, New Hampshire

**Location:** RJLA  
2008 – 2010 Social Studies, Morse Elementary School, Cambridge, Massachusetts

**Replacing:** Gina Abood to 50% Counselor 2001 – 2008 Social Studies, Portsmouth Middle School, Portsmouth, New Hampshire

**Effective:** July 1, 2016

**Interval:** 16

**Salary:** **\$75,803** Base \$67,376 + Degree 8,427

**Funding Source:** General Fund

**Certification:** New Hampshire Certified Social Studies (5 – 12)

IX  
C

Portsmouth School Department  
1 Junkins Avenue, Suite 402  
Portsmouth, NH 03801

Office of the  
Superintendent of Schools

Telephone 603-431-5080

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Date: 6/3/2016  
To: Portsmouth School Board  
From: Stephen Zdravec  
Re: Nominations

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There are still professional positions to fill for the 2016-2017 school year. Each year, as administration pursues candidates, the superintendent requests authorization from the School Board to issue contracts for employment to candidates prior to their nomination before the School board.

I also request authorization to accept letters of resignation. This will allow us to move forward, selecting the best teachers possible for our students. All nominations will be brought before the Board at the July and/or August meetings.

