

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR OCTOBER 11, 2016

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, OCTOBER 11, 2016

TIME: 7:00 PM [or thereafter]

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. SEPTEMBER 27, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. ELEMENTARY PRINCIPALS REPORT
 - b. CTE REPORT
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. FREE AND REDUCED STUDENT ELIGIBILITY REPORT
 - b. CORRESPONDENCE
 - i. NHDOE DETERMINATIONS LETTERS FOR IDEA
 - ii. INVITATION TO NATIONAL HONOR SOCIETY INDUCTION CEREMONY-
OCTOBER 12
 - c. ADMINISTRATOR REPORT
 - i. FINANCIAL REPORT
- IX. **OLD BUSINESS**
- X. **NEW BUSINESS**
 - a. PORTSMOUTH SCHOOL BOARD COMMITTEES
 - b. CONSIDERATION AND APPROVAL OF POLICIES (REVISE AND REAPPROVE):
 - i. TUITION FEES (DEAA)
 - ii. LOCAL PURCHASING (DJF)
 - c. CONSIDERATION AND APPROVAL OF POLICIES (FIRST READING)
 - i. GIFTS AND DONATIONS (KCD)
 - ii. REVENUES FROM LOCAL TAX SOURCES (DEA)

d. CONSIDERATION AND APPROVAL TO ELIMINATE POLICY

i. OUTSIDE FUNDING (DO)

XI. COMMITTEE UPDATES

a. FUTURES

XII. FUTURE AGENDA ITEMS

a. STATE OF THE ARTS

XIII. ADJOURNMENT

✓
a.
PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR SEPTEMBER 27, 2016-DRAFT

LITTLE HARBOUR SCHOOL, LIBRARY

PORTSMOUTH, NH

DATE: TUESDAY, SEPTEMBER 27, 2016

TIME: 7:00 PM [or thereafter]

NOTICE OF TOUR: AT 6:30 PM, PRINCIPAL GROSSMAN LED BOARD MEMBERS ON A TOUR OF LHS SCHOOL IMPROVEMENTS

- I. **CALL TO ORDER** - School Board Chair Stevens called the meeting to order at 7:05 p.m.
- II. **ROLL CALL**- Chair Leslie Stevens, Gary Epler, Jeff Landry, Vice – Chair Tom Martin, Ann Walker, Patrick Ellis, Nancy Clayburgh, Roseanne Vozella Clark, SAU 50 Representative Ann Mayer, Superintendent Stephen Zdravec, Assistant Superintendent George Shea
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
 - a. **SEPTEMBER 13, REGULAR MEETING**

MOTION: Motion to accept the public minutes of September 13, 2016 by Ms. Walker

SECOND: Mr. Epler

DISCUSSION:

VOTE: Unanimously approved.
- VI. **PUBLIC COMMENT**- None
- VII. **SPECIAL PRESENTATIONS**
 - a. **ELEMENTARY FACILITIES**

Superintendent Zdravec introduced the two- part Elementary Facilities presentation. The District is currently in a four- year trajectory to address all of the elementary schools construction projects, with Little Harbour being the first. The first part of the presentation was an overview of the Phase II improvements completed at Little Harbour, and the second part of the presentation was the future renovations for Dondero Elementary.

Principal Charles Grossman provided an overview of the Phase II improvements made to Little Harbour this Summer. Principal Grossman thanked the Board and the community for their support. He also thanked Ken Linchey, Assistant Principal Erin Lawson, and the LH staff. Last Friday, LH had their school-wide monthly meeting on respect and gratitude. They discussed how fortunate and grateful staff and students are to have the renovated facility and how to respect the building for future generations. The new facility has had a big impact on the school culture. LH was the receipt of several private fundraising efforts. Principal Grossman thanked the Portsmouth

Rotary's contribution of \$5,000 towards the climbing wall in the gym. Also, LH raised money through the Box Tops for Education program.

Facilities Director Ken Linchey provided an overview of Dondero Elementary School's future improvements, by sharing the architectural design. Construction will hopefully begin this Spring.

COMMENTS/QUESTIONS: Dondero Elementary- the boiler room will be reduced in size and condensing boilers will be installed. The current roof section will be replaced during this project. The phasing of the project will be dependent on the cost of the project. There is flexibility with the design to allow for future space considerations.

VIII. SUPERINTENDENT'S REPORT

a. ITEMS OF INFORMATION

- i. POLICY COMMITTEE MINUTES, SEPTEMBER 19, 2016
- ii. OVERNIGHT FIELD TRIP- ALEXANDRIA, NH
- iii. *BOARD & ADMINISTRATOR*, SEPTEMBER 2016
- iv. CENTRAL OFFICE UPDATE, SEPTEMBER 2016
- v. CURRENT ENROLLMENT NUMBERS
- vi. PAST TWO YEARS' ENROLLMENT NUMBERS

COMMENTS/QUESTIONS: There has not been a significant change in the Free & Reduced population.

- ❖ There are three interested parties for the Teacher Representative vacancy.
- ❖ PHS Junior Andrew Rodgers is the new Student Representative.

b. CORRESPONDENCE

- i. LETTER OF RESIGNATION, MICHAEL PROULX
- ii. THANK YOU LETTER, KATE BORELLI

c. ADMINISTRATOR REPORT

- i. PROFESSIONAL DEVELOPMENT UPDATE- Assistant Superintendent Shea provided an update of the professional learning opportunities offered throughout the District. Professional Development is offered in various ways: early release days, two In-Service Days (October & March), and afterschool offerings, i.e. Professional Learning Communities, Mindset for Learning, Teacher to Teacher, and ongoing technology training.

COMMENTS/QUESTIONS: Department heads are responsible for training new teachers to use Infinite Campus (attendance, gradebooks, etc.). Teachers are still attending out-of-District Professional Development opportunities.

IX. **OLD BUSINESS-** Superintendent Zadavec will provide an update on the PHS intersection at a future meeting.

X. **NEW BUSINESS**

a. **CONSIDERATION AND APPROVAL OF VACANT BOARD SEAT CANDIDATE**

MOTION: Motion to approve Kristin Jeffrey by Ms. Clayburgh

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously approved.

❖ Welcome new School Board Member Kristin Jeffrey!

b. **CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE**

MOTION: Motion to approve the leave of absence by Mr. Ellis

SECOND: Mr. Martin

DISCUSSION: The job has been posted. This is a grant funded position, and there are no concerns of losing the grant funding. Administration is working closely with Department of Health and Human Services.

VOTE: Unanimously approved.

XI. **COMMITTEE UPDATES**

a. **POLICY**

b. **BEC-** Ms. Vozella Clark reported on the latest BEC meeting. Some highlights were:

- ♦ CTC will have a new website and it will be maintained in-house by Beth Melanson.
- ♦ Socially Savvy, a marketing workshop, will be held on October 7th
- ♦ Two field trips will be offered prior to Christmas.
- ♦ Offering two new programs: LNA and Web Development- Intro to Python.
- ♦ Due to declining enrollment over the past eight years, they decided to discontinue the construction program.
- ♦ Mobile App Design Workshop for 7th-9th grade girls next summer.
- ♦ The next meeting is December 7, 2016.
- ♦ Ms. Canada is scheduled to speak in depth regarding the future of the CTC program offerings. There should be a discussion of the many different pathways available for students, providing a better understanding of what the various programs have to offer.

XII. **FUTURE AGENDA ITEMS-** Later Start Public Forum on November 8, 2016.

XIII. **ADJOURNMENT**

MOTION: Motion to adjourn at 7:56 p.m. by Mr. Martin

SECOND: Mr. Epler

DISCUSSION:

VOTE: Unanimously approved.

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VII.
a.

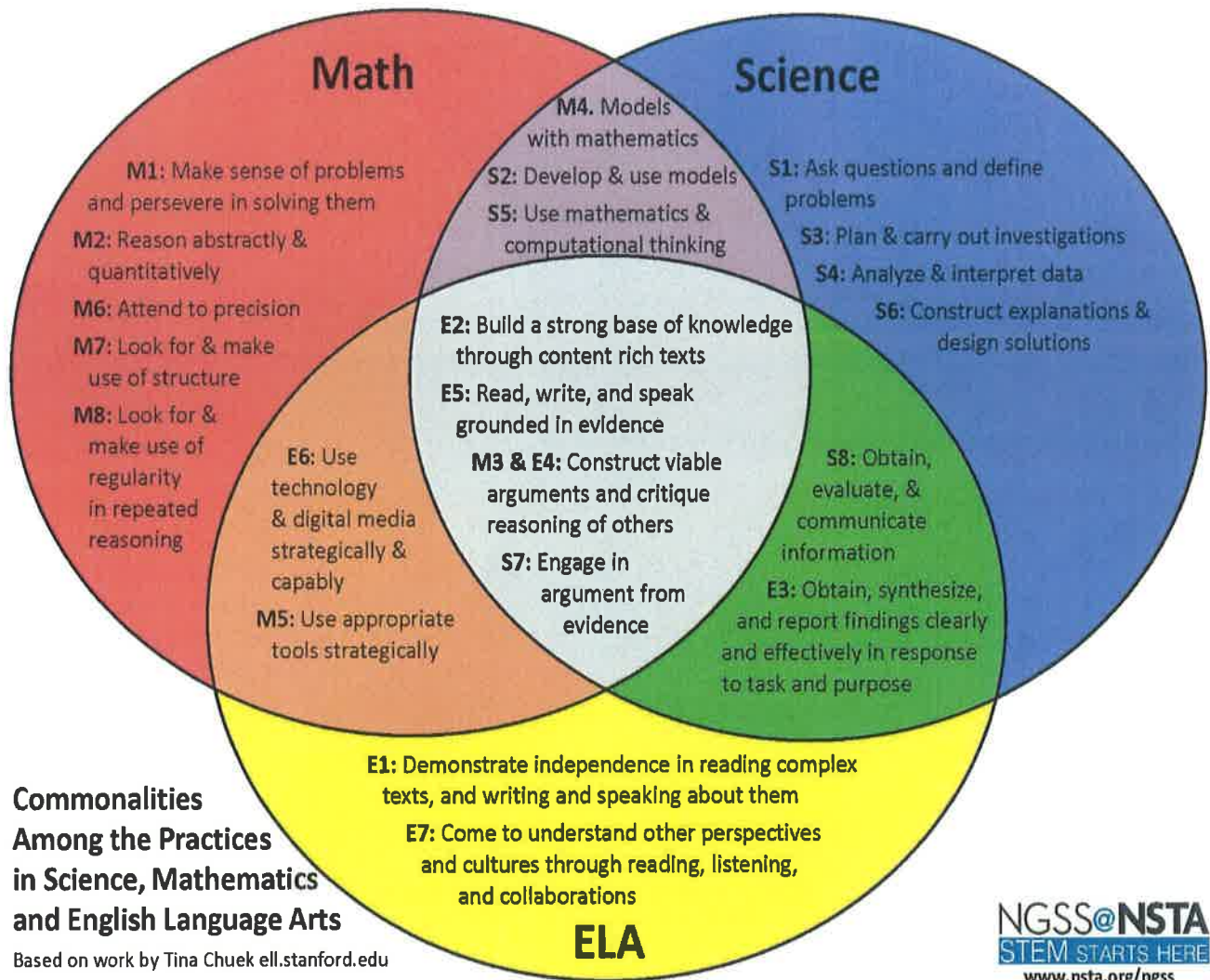
Elementary Presentation

Full STEAM Ahead- Promoting Science, Technology, Engineering, Art
and Math in Our Schools

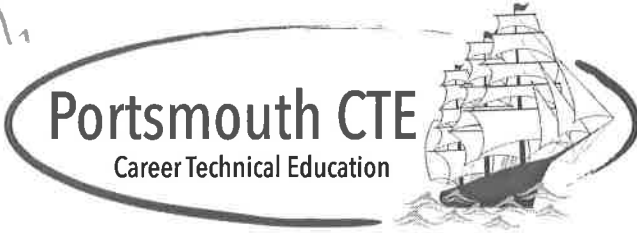
- 1) Next Generation Science Standards- Standards with a Purpose
 - a. Scientific and Engineering Practices
 - b. Disciplinary Core Ideas
 - c. Cross Cutting Concepts

- 2) Teachers Working in Partnership- Development of Common Units
 - a. District PD Days
 - b. Examples
 - c. Teacher Perspective

- 3) What's Next



VII.
b.



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DCANADA@PORTSMOUTH.K12.NH.US

CTE Timeline

2007-2008

- Closed electricity/electronics/robotics
- 4 sections of welding offered, Intro and Advanced

2008-2009

- Hired Bill Schefer part-time to build welding program which was under enrolled
- Intro to Welding and Advanced Welding
- Hired Vera Haus to teach Intro to Business and build the business program

2009-2010

- Welding continued on part-time status

2010-2011

- Applied for two-year approval of welding program
- Career Counselor position cut. Pam Wiggin becomes College Counselor

2011-2012

- Welding offered once again as a two-year program, still part-time teaching position
- Welding I, Intro to Welding
- Closed TV Production due to low enrollment
- Pam Wiggin returned to CTE as study center teacher and .25 career guidance
- Hired David Lilly part-time to build under enrolled auto program.
- Auto I & II combined, 4 sections of intro

2012-2013

- Hired Tiffany D'Amour – second business teacher. Expanded business program by offering accounting and marketing & sales
- Piloted Intro to Hospitality and applied for two-year program status.
- Welding became full-time.
- Welding I, Welding II, Intro to Welding
- Automotive still part-time with combined Auto I & II

2013-2014

- Offered Hospitality I for the first time
- Automotive becomes full-time
- Auto I, Auto II, intro classes

2014-2015

- Offered Hospitality I & II
- Added Entrepreneurship to business program to complete two-years of coursework

2015-2016

- Hospitality put on hold, low enrollments
- Explored Computer Science Pathway with GBCC

2016-2017

- Construction Trades put on hold due to low enrollments. CT II students have opportunity to complete
- Close Hospitality program
- Increase Computer Science Pathway via VLACS
- Offer LNA certification course with Edgewood Centre
- Increase Career Counselor time to FTE 2/3
- Two-year program Entrepreneurship receives approval from NH DOE

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CAREER TECHNICAL EDUCATION

Our mission is to promote career and technical education as a total educational philosophy for our state which will ensure that every citizen of New Hampshire graduates from high school ready and prepared for higher education and the world of work.

A school within a school

- Part of the comprehensive high school
- Twenty-year agreement with the NH DOE expires 9-8-2028
- NH DOE - access to Perkins Program Improvement funds
- Centers must maintain a minimum of 5 two-year programs
- Size, Scope & Quality - minimum of 8 students in each approved CTE course
- Monitoring – NH DOE evaluation of CTC

Why do we offer what we offer?

Programming that meets the needs and interests of students as they align with the career opportunities in the state and in the Portsmouth community.

Programming that offers access to high skill, high wage, high demand occupations that command competitive self- and family-supporting wages.

- Department of Labor statistics for New Hampshire
- New Hampshire Sector Partnership Target Industry Sectors
 - Top three career areas: Healthcare, Manufacturing, IT
- 16 Career Clusters
- Naviance Interest Inventories
- Enrollments

CTE Programs

- Architecture & Engineering Design
- Automotive Technology
- Construction Trades
- Culinary Arts
- Education & Teacher Training
- Entrepreneurship
- Welding Technology
- Career Guidance



What's next?

New Hampshire Sector Partnership Initiative – NH Works
New Hampshire Resources and Economic Development

Target Industry Sectors

1. Healthcare
 2. Manufacturing
 3. Information Technology
- 

Computer Science Pathway

- Great Bay Community College and the New Hampshire Charitable Foundation
- DOL and Burning Glass Technologies
 - Programming jobs growing 50% faster than the labor market overall
 - Software Developers – 2015 3406 job postings
 - Hillsborough County 1426
 - Rockingham County 875
- Naviance Interest Inventory data
 - Class of 2018 - 55
 - Class of 2017 – 21
 - Class of 2016 – 4
 - Class of 2015 - 13
 - Class of 2014 – 29

CSP courses of study

- GBCC courses at Portsmouth High School
 - CIS112G Intro to Object Oriented Programming - 3 credits
 - CIS124G Web Development I - 3 credits
 - CIS148G Intro to Java – 3 credits
 - CIS177G Intro to Python – 3 credits

COMPUTER SCIENCE PATHWAY

Why choose a career in Computer Science?

According to IT Business Edge Magazine, the most in-demand information technology job titles are:

	ANNUAL EARNINGS
Software Engineer	\$93,000
Systems Engineering	\$91,000
Software Developer	\$89,000
Java Developer	\$98,000
Business Analyst	\$84,000
.NET Developer	\$91,000
Web Developer	\$82,000
Systems Administrator	\$77,000
Project Manager	\$93,000
Network Engineer	\$91,000

Source: <http://www.itbusinessedge.com/industry/it-jobs-10-2012>



These courses are available to juniors and seniors only

Through a partnership with Great Bay Community College and Portsmouth Career Technical Center, we are offering 4 Computer Science courses next year.

Earn 3 college credits for each course!

- ☐ CIS112-Object Oriented Programming-eStart online in blended learning lab
- ☐ CIS124-Web Development 1-taught by Meg Prescott, Great Bay Community College Computer Science Faculty
- ☐ CIS177-Intro to Python-also taught by Meg Prescott
- ☐ CIS148-Intro to Java-also eStart online (prerequisite Object Oriented Programming)

Next steps: See your Guidance Counselor to schedule or see CTE Director Ms. Canada for information!

Building girls' academic
grades 7, 8, & 9!

2017



Creative Computing Challenge

*A one-week low-cost camp for girls
eager about computer science*

JULY 10 - 14, 9am - 3pm

Portsmouth Career Technical Center #19
at Portsmouth High School, Portsmouth, NH

Do you want to learn to use the power of
computing and develop apps to help communities
solve challenges? Then this camp is for you!

What you'll do at camp...

- ★ Design and develop mobile apps based on your interests and community needs
- ★ Have fun meeting new people and exploring new talents
- ★ Use the power of computing to solve real challenges
- ★ Meet experts and learn more about exciting computing careers

Interested in the Creative Computing Challenge?

For more information about the camp, contact

Diane Canada, CTE Director
dcanada@portsmouth.k12.nh.us
(603) 436-7100 ex. 2904

Registration (including an application and small non-refundable application fee of \$20.00) will open in January 2017.



University of
New Hampshire
STEM Discovery Lab



University of New Hampshire
Cooperative Extension



Health Science

- Edgewood Centre partnership – LNA course
- DOL and Burning Glass Technologies
 - Second highest number of jobs in New Hampshire
 - Nurses, LNA's and Medical Assistants make up the greatest number of healthcare jobs in 2015 – 3713 job postings
 - Hillsborough County – 26,143
 - Rockingham County – 14,422
- Naviance Interest Inventory data
 - Class of 2018 – 83
 - Class of 2017 – 117
 - Class of 2016 – 37
 - Class of 2015 – 138
 - Class of 2014 - 126



LICENSED NURSING ASSISTANT (LNA) TRAINING PROGRAM

The PHS Career Technical Center is piloting an LNA training program for the 2016-2017 school year!

The NH Occupational Employment & Wages statistics indicate that the average annual wages in the healthcare field can be expected to be the following:



Registered Nurse	\$67,490
Nursing Assistant, Obedient	\$25,700
Medical Manager	\$34,500
Health Services Manager	\$34,500

Through a partnership with the Edgewood Centre in Portsmouth, students will attend class and clinical study on site (at the Edgewood Centre) with a NH Certified Licensed Nursing Assistant instructor.

In the State of New Hampshire, the healthcare industry is expected to grow, on average, 23.8% by the year 2022. Nursing and Residential Care Facilities will see a 27.8% growth.

In New Hampshire, a Licensed Nursing Assistant can perform many functions as an integral part of a medical team. They have direct contact with patients in hospitals, residents of Long Term Care and Assisted Living Facilities and work with people in their homes. This training is a great introduction to the basics of Nursing and is the beginning of a career path to achieve that goal. Given our expanding aging population, this career field is expected to grow with countless job opportunities.

This training program will meet all the requirements to become a Licensed Nursing Assistant in the State of New Hampshire. See Ms. Garneau or Ms. Canada for more information.

Architecture & Engineering Design

- Architecture first offered 21 years ago
- Engineering component added three years ago
- Two career tracks under one set of competencies
 - Architectural Design
 - Engineering Design
- Design/Build – common course for both tracks
 - Architecture and Engineering students work in teams
 - design-build-test-redesign-final product

Architecture & Engineering Design

- New Hampshire Employment Security ELMB
Long-term Occupational Projection 2014-2024
 - All Architecture and Engineering combined job projection 12,971 jobs,
3.9% growth
- Naviance Interest Inventory data
 - Class of 2018 – 75
 - Class of 2017 – 113
 - Class of 2016 – 18
 - Class of 2015 – 81
 - Class of 2016 - 86

Architecture & Engineering Design



Challenges

Staying Nimble

- Career Technical Education budget – PSD and Perkins
- Perkins Program Improvement grant
 - usage is very specific
 - 2016-2017 allocation \$64,886.33
- Serving the greatest amount of students with the funds available

Construction Trades

- NH Employment Security 2015 job outlook
 - Carpenters – 4138 positions average wage \$20.88 apprenticeship
 - Construction Laborers – 3632 average wage \$16.07 short OTJT
- Naviance Interest Inventory data
 - Class of 2018 – 3
 - Class of 2017 – 2
 - Class of 2016 – 4
 - Class of 2015 – 3
 - Class of 2014 - 9

- Ten years of declining enrollment

- NH DOE - 8 students per level

- PHS - 10 students per class

- 2016-2017 – 5 CT II 3 CT I sign ups

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Construction Trades I	8	11	6	4	2	14/A 8/B	9	4	9
Construction Trades II	5	3	8	7	3	2/A 1/B	6	6	0
Total enrollment	13	14	14	11	5	16/A 9/B	15	10	9
Total # completers	5	3	7	6	3	1	7	7	0

Closing a CTE program

- NH DOE Career Development Bureau Termination Policy
 - At the discretion of the Bureau of Career Development
 - Monitoring Findings – June 8, 2018 DOE Monitoring letter
 - Low Student Enrollment – ten years of data
 - Unqualified instructor
 - Unresolved safety concerns
 - Failure to deliver curriculum aligned with state competencies
 - Failure to align with a pathway

Closing a CTE program

- At the request of the LEA for reasons determined by the CTE Director, PHS Principal and Superintendent of Schools

The termination of any approved CTE program shall be effective after:

- 1 year's written notice to the Regional Advisory Board (BEC)
 - May 23, 2016
- 1 year's written notice to the NH Department of Education
 - May 19, 2016

Staying flexible to meet the needs of students

- **Expand Computer Science Pathway**
 - Hire a full time teacher
 - Continue to offer 12 Running Start credit through Great Bay Community College
- **Explore Health Science**
 - Edgewood Centre, Portsmouth Regional Hospital
- **Expand Architecture & Engineering Design**
 - Create a maker's space for student collaboration extending the design process to a physical product
(design-build-test and evaluate-redesign-final solution)

11-9-VIII

Portsmouth School District

Student Eligibility Report

As of 10/7/2016

Buildings	Student Eligibility				Eligibility by Application Type				
	Total	Free	Reduced	Free + Reduced	F & R Apps	Direct Certified	Denied Apps	Totals	
	#	%	#	%	#	%	#	%	
Dondero Elementary School	342	74	22%	9	3%	83	24%	259	76%
Little Harbour	445	60	13%	13	3%	73	16%	372	84%
New Franklin Elementary School	266	78	29%	11	4%	89	33%	177	67%
Portsmouth High School	1115	144	13%	34	3%	178	16%	937	84%
Portsmouth Middle School	541	76	14%	25	5%	101	19%	440	81%
Robert J. Lister Academy	18	11	61%	1	6%	12	67%	6	33%
Totals	2727	443	16%	93	3%	536	20%	2191	80%

** Totals may vary due to Mid-Day Eligibility Changes

Results	Application Totals										
	Income	SNAP	TANF	FDP/IR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Free Applications	54	6	0	0	3	0	0	4	8	0	75
Reduced Applications	45	0	0	0	0	0	0	0	0	0	45
Paid Applications	24	0	0	0	0	0	0	0	0	0	24
Totals	123	6	0	0	3	0	0	4	8	0	144

Eligibility	Student Eligibility Totals Based on Applications										
	Income	SNAP	TANF	FDP/IR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Free	102	9	0	0	5	0	0	6	8	0	130
Reduced	56	0	0	0	0	0	0	0	0	0	56
Paid	28	0	0	0	0	0	0	0	0	0	28
Totals	186	9	0	0	5	0	0	6	8	0	214

Eligibility	Student Eligibility Totals Based on Direct Certification										
	Income	SNAP	TANF	FDP/IR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Direct Certification	0	242	0	0	0	0	0	0	0	0	242
Extended Direct Certification	0	0	0	0	0	0	0	0	0	0	0
Letter Received	0	0	0	0	0	0	0	0	0	0	0
Total Direct Certifications	0	242	0	0	0	0	0	0	0	0	242

Combined	Student Eligibility Totals Based on Applications and Direct Certification										
	Income	SNAP	TANF	FDP/IR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Income	186	251	0	0	5	0	0	6	8	0	456
Totals	186	251	0	0	5	0	0	6	8	0	456

Portsmouth School District

Student Eligibility Report

As of 10/7/2015

Buildings	Total		Free				Reduced				Free + Reduced				Full				Eligibility by Application Type		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	F & R Apps	Direct Certified	Denied Apps		
Dondero Elementary School	308	21%	64	21%	15	5%	79	26%	229	74%	48	18	5								
Little Harbour	478	10%	46	10%	22	5%	68	14%	410	86%	37	20	7								
New Franklin Elementary School	260	23%	61	23%	14	5%	75	29%	185	71%	48	21	3								
Portsmouth High School	1098	13%	144	13%	52	5%	196	18%	902	82%	92	57	14								
Portsmouth Middle School	546	15%	84	15%	27	5%	111	20%	435	80%	45	43	7								
Robert J. Lister Academy	25	56%	14	56%	1	4%	15	60%	10	40%	5	5	0								
Totals	2715	15%	413	15%	131	5%	544	20%	2171	80%	275	164	36								

** Totals may vary due to Mid-Day Eligibility Changes

Results	Application Totals										
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Free Applications	73	8	31	0	12	0	0	4	2		130
Reduced Applications	62										62
Paid Applications	25	0	0	0	0	0	0	0	0		25
Totals	160	8	31	0	12	0	0	4	2		217

Eligibility	Student Eligibility Totals Based on Applications										
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Free	114	9	39	0	18	0	0	6	2		188
Reduced	91										91
Paid	35	0	0	0	0	0	0	0	0		35
Totals	240	9	39	0	18	0	0	6	2		314

Eligibility	Student Eligibility Totals Based on Direct Certification										
	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Totals
Direct Certification	164	0	0	0	0	0	0	0	0	0	164
Extended Direct Certification	0	0	0	0	0	0	0	0	0	0	0
Letter Received	0	0	0	0	0	0	0	0	0	0	0
Total Direct Certifications	164	0	0	0	0	0	0	0	0	0	164

Combined	Student Eligibility Totals Based on Applications and Direct Certification										
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Totals
Totals	240	173	39	0	18	0	0	6	2	0	478

Portsmouth School District

Student Eligibility Report

As of 10/7/2014

Buildings	Student Eligibility										Eligibility by Application Type		
	Total	Free		Reduced		Free + Reduced		Full		F & R Apps	Direct Certified	Denied Apps	
		#	%	#	%	#	%	#	%				
Dondero Elementary School	304	67	22%	19	6%	86	28%	218	72%	46	27	7	
Little Harbour	477	44	9%	21	4%	65	14%	412	86%	30	30	14	
New Franklin Elementary School	266	75	28%	11	4%	86	32%	180	68%	37	36	2	
Portsmouth High School	1077	170	16%	58	5%	228	21%	849	79%	115	74	12	
Portsmouth Middle School	536	93	17%	27	5%	120	22%	416	78%	55	51	14	
Robert J. Lister Academy	17	11	65%	2	12%	13	76%	4	24%	6	6	1	
Totals	2677	460	17%	138	5%	598	22%	2079	78%	289	224	50	

** Totals may vary due to Mid-Day Eligibility Changes

Results	Application Totals										Totals	
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid		Head Start
Free Applications	90	17	0	0	2	0	0	7	7		0	0
Reduced Applications	78											78
Paid Applications	35	0	0	0	0	0	0	0	0		0	35
Totals	203	17	0	0	2	0	0	7	7		0	236

Eligibility	Student Eligibility Totals Based on Applications										Totals	
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid		Head Start
Free	128	19	0	0	3	0	0	10	7		0	167
Reduced	122											122
Paid	50	0	0	0	0	0	0	0	0		0	50
Totals	300	19	0	0	3	0	0	10	7		0	339

Eligibility	Student Eligibility Totals Based on Direct Certification										Totals	
	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start		Even Start
Direct Certification	224	0	0	0	0	0	0	0	0		0	224
Extended Direct Certification	0	0	0	0	0	0	0	0	0		0	0
Letter Received	0	0	0	0	0	0	0	0	0		0	0
Total Direct Certifications	224	0	0	0	0	0	0	0	0		0	224

Combined	Student Eligibility Totals Based on Applications and Direct Certification										Totals	
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid		Head Start
Totals	300	243	0	0	3	0	0	10	7	0	0	563

Portsmouth School District

Student Eligibility Report

As of 10/7/2013

Buildings	Student Eligibility										Eligibility by Application Type		
	Total	Free		Reduced		Free + Reduced		Full		F & R Apps	Direct Certified	Denied Apps	
		#	%	#	%	#	%	#	%				
Dondero Elementary School	314	64	20%	25	8%	89	28%	225	72%				
Little Harbour	486	55	11%	12	2%	67	14%	419	86%				
New Franklin Elementary School	270	79	29%	8	3%	87	32%	183	68%				
Portsmouth High School	1060	171	16%	43	4%	214	20%	846	80%				
Portsmouth Middle School	538	103	19%	28	5%	131	24%	407	76%				
Robert J. Lister Academy	24	14	58%	2	8%	16	67%	8	33%				
Totals	2692	486	18%	118	4%	604	22%	2088	78%				

** Totals may vary due to Mid-Day Eligibility Changes

Data prior to 10/7/2013 not available

Results	Application Totals												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Free Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Paid Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligibility	Student Eligibility Totals Based on Applications												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Free	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced	0	0	0	0	0	0	0	0	0	0	0	0	0
Paid	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligibility	Student Eligibility Totals Based on Direct Certification												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Direct Certification	0	0	0	0	0	0	0	0	0	0	0	0	0
Extended Direct Certification	0	0	0	0	0	0	0	0	0	0	0	0	0
Letter Received	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Direct Certifications	0	0	0	0	0	0	0	0	0	0	0	0	0

Combined	Student Eligibility Totals Based on Applications and Direct Certification												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Income	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Portsmouth School District

Student Eligibility Report

As of 10/7/2012

Buildings	Total		Free				Reduced				Free + Reduced				Full				Eligibility by Application Type		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	F & R Apps	Direct Certified	Denied Apps		
Dondero Elementary School	300	23%	69	4%	82	27%	13	4%	101	21%	218	73%									
Little Harbour	488	16%	80	16%	101	21%	21	4%	182	37%	387	79%									
New Franklin Elementary School	268	30%	81	30%	97	36%	16	6%	114	42%	171	64%									
Portsmouth High School	1071	20%	216	20%	251	23%	35	3%	286	26%	820	77%									
Portsmouth Middle School	487	108	22%	108	22%	29	6%	137	28%	350	72%										
Robert J. Lister Academy	23	15	65%	1	4%	16	70%	7	30%												
Totals	2637	569	22%	115	4%	684	26%	1953	74%												

** Totals may vary due to Mid-Day Eligibility Changes

Data prior to 10/7/2012 not available

Results	Application Totals										Totals		
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Free Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Paid Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligibility	Student Eligibility Totals Based on Applications										Totals		
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Free	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced	0	0	0	0	0	0	0	0	0	0	0	0	0
Paid	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligibility	Student Eligibility Totals Based on Direct Certification										Totals		
	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals	
Direct Certification	0	0	0	0	0	0	0	0	0	0	0	0	
Extended Direct Certification	0	0	0	0	0	0	0	0	0	0	0	0	
Letter Received	0	0	0	0	0	0	0	0	0	0	0	0	
Total Direct Certifications	0	0	0	0	0	0	0	0	0	0	0	0	

Combined	Student Eligibility Totals Based on Applications and Direct Certification										Totals		
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Income	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Portsmouth School District

Student Eligibility Report

As of 10/7/2011

Buildings	Student Eligibility										Eligibility by Application Type		
	Total	Free		Reduced		Free + Reduced		Full		F & R Apps	Direct Certified	Denied Apps	
		#	%	#	%	#	%	#	%				
Dondero Elementary School	314	61	19%	20	6%	81	26%	233	74%				
Little Harbour	522	84	16%	19	4%	103	20%	419	80%				
New Franklin Elementary School	286	77	27%	15	5%	92	32%	194	68%				
Portsmouth High School	1052	182	17%	47	4%	229	22%	823	78%				
Portsmouth Middle School	481	112	23%	40	8%	152	32%	329	68%				
Robert J. Lister Academy	34	19	56%	5	15%	24	71%	10	29%				
Totals	2689	535	20%	146	5%	681	25%	2008	75%				

** Totals may vary due to Mid-Day Eligibility Changes

Data prior to 10/7/2011 not available

Results	Application Totals												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Free Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Paid Applications	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligibility	Student Eligibility Totals Based on Applications												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Free	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced	0	0	0	0	0	0	0	0	0	0	0	0	0
Paid	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligibility	Student Eligibility Totals Based on Direct Certification												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Direct Certification	0	0	0	0	0	0	0	0	0	0	0	0	0
Extended Direct Certification	0	0	0	0	0	0	0	0	0	0	0	0	0
Letter Received	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Direct Certifications	0	0	0	0	0	0	0	0	0	0	0	0	0

Combined	Student Eligibility Totals Based on Applications and Direct Certification												
	Income	SNAP	TANF	FDPIR	Homeless	Migrant	Runaway	Foster	Per Admin	Medicaid	Head Start	Even Start	Totals
Income	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

VIII.
b.



Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953

October 3, 2016

Dr. Stephen J. Zdravcec, Superintendent
SAU #52 Portsmouth
1 Junkins Avenue
Portsmouth, New Hampshire 03801

Dear Superintendent Zdravcec:

The New Hampshire Department of Education (NHDOE) is issuing determination letters for each school district for the FFY 2014 (2014-2015) reporting period. The determinations, required under the Individuals with Disabilities Education Act 2004, are part of the on-going efforts to improve results for children and youth with disabilities.

The NHDOE is required to determine if districts meet the requirements and purposes of IDEA. The NHDOE has reviewed the required information and determined that the Portsmouth school district **meets the requirements and purposes of the IDEA** based on the established criteria. The NHDOE has enclosed a rubric outlining the compliance status of your school district on each criterion. The determination was made based on the total points earned. Enclosed is the federal description of the four categories of determination. There are specific technical assistance or enforcement actions, consistent with the level of concern signaled by the determination, for any district that does not meet the requirements of the IDEA.

In making our determination for each district, the NHDOE considers the totality of the information we have about each district. This includes the district performance on the factors.

- **State Performance Plan Indicator 4B:** The district does not have a significant discrepancy by race or ethnicity in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Data were timely and accurate.
- **State Performance Plan Indicator 9:** The district does not have a disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification. Data were timely and accurate.
- **State Performance Plan Indicator 10:** The district does not have a disproportionate representation, by disability category, of racial and ethnic groups in specific disability categories that is a result of inappropriate identification. Data were timely and accurate.
- **State Performance Plan Indicator 11:** Initial evaluations for special education are completed within state established timelines. Data were timely and accurate.
- **State Performance Plan Indicator 12:** Children referred from Family-Centered Early Supports & Services to special education have a determination of eligibility prior to the third birthday. Children who were found eligible have an IEP developed and implemented (signed by the parent) on or before the third birthday. Data were timely and accurate.
- **State Performance Plan Indicator 13:** The district met the requirements for compliance with effective transition for students aged 16 and above. Data were timely, accurate and reliable.

Dr. Stephen J. Zdravceec, Superintendent
SAU #52 Portsmouth
October 3, 2016
Page - 2 -

- **State Performance Plan Indicator 7:** Preschool special education child progress data were timely and accurate.
- **Coordinated Early Intervening Services (CEIS): Federal Table 8.** Data were timely and accurate.
- **Audit:** Audit findings regarding special education funds are corrected within timelines.
- **IDEA Grant Management:** The district completes reporting for IDEA funds within timelines. All grants must be closed within 90 days of the project end date.
- **Maintenance of Effort (MOE):** Data were timely and accurate.
- **IDEA Grant Management:** Federal Assurances are submitted as required in the online grant system.

The criteria may change from year to year based on the federal requirements and State data. This does not negate any specific issues regarding compliance that require correction but is an overall determination of the district status with regard to the implementation of IDEA.

School district determinations are made using the same four categories that the Office of Special Education Programs (OSEP) used when making the determination of States. To find out more about New Hampshire's determination please go to:
http://www.education.nh.gov/instruction/special_ed/districtdeterminations.htm

The four categories of determination based on the above criterion are:

- Meets the requirements and purposes of the IDEA.
- Needs assistance in implementing the requirements of the IDEA.
- Needs intervention in implementing the requirements of the IDEA.
- Needs substantial intervention in implementing the requirements of the IDEA or there is substantial failure to comply with the requirements of IDEA.

The NHDoe is committed to supporting school district's efforts to improve results for children with disabilities.

Sincerely,



Virginia M. Barry, Ph.D.
Commissioner of Education

VMB:BJD

Cc:
Jeannette Souther, Director of Pupil Support

Enclosure:
District Scoring Rubric
Technical Assistance Resources List
616 Determination Sheet

FFY 2014 Determination of NH District Implementation of IDEA

October 2016

District Name: Portsmouth

General Supervision – SPP/APR Data; 618 Federal Tables and Monitoring Data				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
<p>Indicator 4B: Suspensions/Expulsions</p> <p>As required by OSEP, data are examined from the year before the reporting year. Therefore, for the FFY 2014 (July 1, 2014-June 30, 2015) reporting year data are examined for July 1, 2013-June 30, 2014.</p> <p>Data are from the federal reports: Table 5 of <i>Information Collection 18200621 (Report of Children with Disabilities subject to Disciplinary Removal)</i> and Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i>.</p>	0	0	0	0
<p>Indicator 9: Disproportionate Representation: All disabilities</p> <p>These data are from the 10/1/14 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/14 Race/Ethnic Enrollment Data for all students.</p>	0	0	0	0
<p>Indicator 10: Disproportionate Representation: By category</p> <p>These data are from the 10/1/14 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/14 Race/Ethnic Enrollment Data for all students.</p>	0	0	0	0
<p>Indicator 11: Initial Evaluations</p> <p>These data are from a desk audit for initial evaluations initiated between September 1, 2014-November 30, 2015, inclusive.</p>	0	0	0	0
<p>Indicator 12: Early Transitions</p> <p>These data are from a desk audit for early transitions for children referred from ESS who turned 3 between July 1, 2014 and October 31, 2015, inclusive.</p>	0	0	0	0
<p>Indicator 13: Secondary Transitions</p> <p>These data are from onsite reviews of selected student IEP files, aged 16 and above, that occurred from July 1, 2014 through June 30, 2015.</p>	0	0	0	0

District Name: Portsmouth

General Supervision - SPP/APR Data; 618 Federal Tables and Monitoring Data

APR Indicator	Data Submitted Timely	Data Valid and Reliable	Total
<p>Indicator 7: Preschool Outcome Measurement System</p> <p>These data are from the 07/1/14 - 6/30/2015 report period.</p> <p>Data are entered by districts into the assessment tool publisher's online system. Districts are required to provide data through a desk audit to ensure the validity and reliability of the data.</p>	0	0	0
Federal Tables			
<p>Coordinated Early Intervening Services (CEIS):</p> <p>These data are for federal Table 8. Based on students who benefited from CEIS in school years 2012-2013, 2013-2014 or 2014-2015 and who subsequently received special education in 2014-2015.</p>	0	0	0
Fiscal			
<p>Audit</p> <p>This information is provided by the NHDOE, Commissioner's Office, Audit Manager for the time period of 7/1/14-6/30/15.</p>	0	0	0
Timely Fiscal Management			
<p>IDEA Grant Management</p> <p>This is based on district reporting (final report) for federal IDEA funds for 2014-2015. All grants must be closed within 90 days of the project end date.</p>	0	0	0
Fiscal			
<p>Maintenance of Effort (MOE):</p> <p>These data are for federal Table 8. MOE based on FFY 2014 funding to maintain MOE during school year 2014-2015.</p>	0	0	0
Federal Assurances			
<p>IDEA Grant Management</p> <p>The district submits required documentation regarding federal assurances in the online grant system for state FY 14.</p>	0	0	0
Assurances Submitted Timely			
Assurances Complete			
Total			

District Name: Portsmouth

Summary	
<p>Final District Determination based on total score: ____</p> <p>A total score of 0-2 = Meets Requirements (MR); A total score of 3-7 = Needs Assistance (NA) (NA2 means year 2, etc.); A total score of 8-12 = Needs Intervention (NI); or A total score of 13 or more = Needs Substantial Intervention (NSI).</p>	<p>Total Score for 2014-2015 Determination: 0</p> <p>2014-2015 Determination: MR</p>
<p>Trend Data for District</p>	<p>2013-2014 Determination: MR</p> <p>2012-2013 Determination: MR</p> <p>2011-2012 Determination: MR</p> <p>2010-2011 Determination : NA</p> <p>2009-2010 Determination : MR</p> <p>2008-2009 Determination: MR</p> <p>2007-2008 Determination: NA 2</p> <p>2006-2007 Determination: NA</p> <p>2005-2006 Determination: MR</p>

DEPARTMENT'S REVIEW AND §616 DETERMINATION CRITERIA

9-14-06

Introduction:

As required by sections 616(b)(1)(A) and 642 of the Individuals with Disabilities Education Act (IDEA), each State must have in place a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of Parts B and C of the IDEA, and describes how the State will improve its implementation. Section 616(b)(2) requires that the State report annually to the Secretary on its performance under the State performance plans for Parts B and C of the IDEA. Specifically, the State must report, in its Annual Performance Report (APR), on its progress in meeting the measurable and rigorous targets it established in its SPP.

Section 616(d) requires that the Department review the APR each year. Based on the information provided in the State's APR, information obtained through monitoring visits, and any other public information, the Department will determine if the State: Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention. In making these determinations and in deciding upon appropriate enforcement actions, the Department will consider all information available to the Department at the time of the determination, including the history, nature and length of time of any reported noncompliance, and any evidence of correction. For example, a State may report data in its Federal fiscal year (FFY) 2005 APR that indicates that noncompliance was identified in one or more indicators during or prior to the FFY 2005 reporting period. If the State also provides quantitative and qualitative data demonstrating that the State timely corrects identified noncompliance in the indicator, the Department will consider the State to be in substantial compliance regarding that indicator.

States that do not meet one or more of the State's performance targets identified in their SPP should closely examine the improvement activities identified in the SPP and the State's implementation of those activities, and consider whether the State needs to change those activities or adjust its implementation of those activities. States may want to monitor the IDEA related requirements identified by OSEP under each performance indicator in locations in the State that have contributed to the State's inability to meet its performance targets. Failure to meet performance targets may result in focused monitoring, requests for additional data or information regarding related requirements, or other actions by OSEP.

Meets Requirements

Factors the Department will consider in determining whether a State meets the requirements and the purposes of IDEA, include the following:

- The State demonstrates substantial compliance on all compliance indicators, which can include, as appropriate, a demonstration through quantitative and qualitative data that the State timely corrects identified noncompliance for indicators that are not 'new' or where noncompliance was previously identified by the Department, and, for 'new' indicators for which noncompliance was not previously identified by the Department, that the State has improvement activities to timely correct identified noncompliance.
- All indicators, including performance indicators, have valid and reliable data as required by the SPP/APR (actual target data, baseline data, etc.).
- The State demonstrates that it timely corrects noncompliance identified by the Department through monitoring or other means.

Needs Assistance

Factors the Department will consider in determining whether a State needs assistance in implementing the requirements of IDEA include the following:

- The State does not demonstrate substantial compliance on one or more of the compliance indicators. Evidence related to substantial compliance can include, as appropriate, a demonstration through quantitative and qualitative data that the State timely corrects identified noncompliance for indicators that are not 'new' or where noncompliance was previously identified by the Department, and, for 'new' indicators for which noncompliance was not previously identified by the Department, that the State has improvement activities to timely correct identified noncompliance.
- One or more indicators, including performance indicators, do not have valid and reliable data as required by the SPP/APR (actual target data, baseline data, etc.).
- The State does not demonstrate that it timely corrects any noncompliance identified by the Department through monitoring or other means.

If the Department determines, for 2 consecutive years, that the State needs assistance, the Department shall take one or more of the following enforcement actions, consistent with section 616(e)(1):

- Advise the State of available sources of technical assistance.
- Direct the use of State-level funds under section 611(e) on area(s) in which the State needs assistance.
- Identify the State as a high-risk grantee and impose special conditions on the State's grant.

Needs Intervention

Factors the Department will consider in determining whether a State needs intervention in implementing the requirements of IDEA include the following:

- The State does not demonstrate substantial compliance on one or more of the compliance indicators and has not made significant progress in correcting noncompliance previously identified by the Department on those indicators. Evidence related to substantial compliance can include, as appropriate, a demonstration through quantitative and qualitative data that the State timely corrects identified noncompliance for indicators that are not 'new' or where noncompliance was previously identified by the Department, and, for 'new' indicators for which noncompliance was not previously identified by the Department, that the State has improvement activities to timely correct identified noncompliance.
- One or more indicators, including performance indicators, are missing valid and reliable data as required by the SPP/APR (actual target data, baseline data, etc.), and the State has not made significant progress in correcting previously identified data problems.
- The State does not demonstrate that it corrects noncompliance identified by the Department through monitoring or other means, and has not made significant progress in correcting that noncompliance.

If, the Department determines, for 3 consecutive years that the State needs intervention, the Department may take any of the actions described under needs assistance and shall take one or more of the following enforcement actions, consistent with section 616(e)(2):

- Require the State to prepare a corrective action plan or improvement plan, if the Department determines that the State should be able to correct the problem within 1 year.
- Require the State to enter into a compliance agreement, if the Department has reason to believe that the State cannot correct the problem within 1 year.
- Withhold a percentage of the State's funds under section 611(e), for each year of the determination.
- Seek to recover funds.
- Withhold any further payments to the State.
- Refer the matter for appropriate enforcement action.

Needs Substantial Intervention

If the Department determines, at any time, that a State needs substantial intervention in implementing the requirements of this part or that there is a substantial failure to comply with any condition of a State educational agency's, lead agency's, or local educational agency's eligibility under this part, the Department will designate the State as in need of substantial intervention. Among the factors that the Department will consider are:

- The failure to substantially comply significantly affects the core requirements of the program, such as the delivery of services to children with disabilities or State exercise of general supervision; and/or
- The State has informed the Department that it is unwilling to comply.

If the Department determines, at any time, that the State needs substantial intervention, the Department shall take one or more of the following enforcement actions, consistent with section 616(e)(3) and provide an opportunity for a hearing:

- Recover funds.
- Withhold any further payments to the State.
- Refer the case to the Office of the Inspector General.
- Refer the matter for appropriate enforcement action

Note that under section 616(g), the Department may at any time utilize any authority under the General Education Provisions Act to monitor and enforce the requirements of IDEA, regardless of the determination of the State's status under section 616(d).

NH Department of Education Technical Assistance Resources Related to Determinations

- **State Performance Plan Indicator 4B:** Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Data were compliant, timely, valid and reliable.
 - http://therightidea.tadnet.org/assets/browse_by_folder?folder=139&folder_name=4%3A+Suspension%2FExpulsion
 - Elizabeth Carlotto at the NHDOE at Elizabeth.Carlotto@doe.nh.gov or 271-4982
- **State Performance Plan Indicator 9:** Disproportionate representation of racial or ethnic groups in special education and related services that is a result of inappropriate identification. Data were compliant, timely, valid and reliable.
- **State Performance Plan Indicator 10:** Disproportionate representation, by disability category, of racial or ethnic groups in specific disability categories that is a result of inappropriate identification. Data were compliant, timely, valid and reliable.
 - http://therightidea.tadnet.org/assets/browse_by_folder?folder=144&folder_name=9+and+10%3A+Disproportionality+-+Child+with+a+Disability+and+Eligibility+Category
 - Hannah Krajcik at NHDOE at Hannah.Krajcik@doe.nh.gov or 271-3742
- **State Performance Plan Indicator 11:** Initial evaluations for special education are completed within state established timelines. Data were compliant, timely, valid and reliable.
 - http://therightidea.tadnet.org/assets/browse_by_folder?folder=146&folder_name=11%3A+Child+Find
 - Bridget Brown at the NHDOE at Bridget.Brown@doe.nh.gov or 271-3776
- **State Performance Plan Indicator 12:** Children referred from Family-Centered Early Supports & Services to special education have a determination of eligibility prior to the third birthday. Children who were found eligible have an IEP developed and implemented (signed by the parent) on or before the third birthday. Data were compliant, timely, valid and reliable.
 - <http://www.picnh.org/portfolio-item/race-2k/>
Race2K is funded by the NH Department of Education, Bureau of Special Education to support school districts in complying with Indicator 12 and assisting districts in meeting their Child Find responsibilities as defined in the NH Rules for the Education of Children with Disabilities
 - <http://ectacenter.org/> The Early Childhood Technical Assistance Center is funded by the Office of Special Education Programs to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.
 - Ruth Littlefield at NHDOE at Ruth.Littlefield@doe.nh.gov or 271-2178
- **State Performance Plan Indicator 13:** The district met the requirements for compliance with transition plans for students age 16 and up. Data were compliant, timely, valid and reliable.
http://www.education.nh.gov/instruction/special_ed/sec_trans.htm
 - Sherry Burbank at NHDOE at Sherry.Burbank@doe.nh.gov or 271-3294

- **State Performance Plan Indicator 7:** Preschool special education child progress data were timely, valid and reliable.
 - <http://ptan.seresc.net/>
 - <http://www.fpg.unc.edu/~eco/index.cfm>
 - Ruth Littlefield at NHDOE at Ruth.Littlefield@doe.nh.gov or 271-2178
- **Coordinated Early Intervening Services (CEIS): Federal Table 8.** Data were timely, valid and reliable.
 - Lisa Morrissette at NHDOE at Lisa.Morrissette@doe.nh.gov or 271-3738
- **Audit:** Audit findings regarding special education funds are corrected within timelines.
 - Ruth Littlefield at NHDOE at Ruth.Littlefield@doe.nh.gov or 271-2178
 - Santana Thibedeau at NHDOE at Santina.Thibedeau@doe.nh.gov or 271-6693
- **IDEA Grant Management:** The district completes reporting for IDEA funds within timelines and were valid and reliable.
 - Lisa Morrissette at NHDOE at Lisa.Morrissette@doe.nh.gov or 271-3738
- **Maintenance of Effort (MOE):** Data were timely, valid and reliable.
 - Lisa Morrissette at NHDOE at Lisa.Morrissette@doe.nh.gov or 271-3738
- **IDEA Grant Management:** The district submits required documentation regarding federal assurances in the online grant system.
 - Lisa Morrissette at NHDOE at Lisa.Morrissette@doe.nh.gov or 271-3738

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September 28th, 2016
Dear Mr. Zadravec,

On behalf of the 2016 - 2017 National Honor Society, we invite you to attend the 2016 - 2017 Induction Ceremony on October 12th, 2016 at 6 P.M. It will be held in the Portsmouth High School Cafeteria. We look forward to seeing you there.

Sincerely,

2016 - 2017 National Honor
Society Executive Board

7.
a.

Portsmouth School Board Committees – 2016

STANDING COMMITTEES – MINUTES/POSTINGS REQUIRED

FACILITIES	1 TO 2 MEMBERS	LANDRY MARTIN
POLICY	2 MEMBERS	STEVENS WALKER

TEMPORARY/SPECIAL COMMITTEES

ADMINISTRATOR NEGOTIATIONS	1 TO 2 MEMBERS	ELLIS
CAFETERIA NEGOTIATIONS	1 TO 2 MEMBERS	ELLIS
CUSTODIAN NEGOTIATIONS	1 TO 2 MEMBERS	CLAYBURGH LANDRY
JOINT BUILDING COMMITTEE	3 MEMBERS	CLAYBURGH STEVENS WALKER
PARAPROFESSIONAL NEGOTIATIONS	1 TO 2 MEMBERS	CLAYBURGH
SAU 50 AREA ADVISORY	SB CHAIR	STEVENS
START TIME	1 MEMBER	ELLIS
TEACHER NEGOTIATIONS	MEMBERS	VACANT STEVENS WALKER

CITY COMMITTEES

BLUE RIBBON COMMITTEE FOR SUSTAINABLE PRACTICES	1 MEMBER	ELLIS
BOARD OF ETHICS	1 MEMBER	VOZELLA CLARK
JOINT BUDGET COMMITTEE	2 MEMBERS	CLAYBURGH VOZELLA CLARK
LIBRARY BOARD TRUSTEE	1 MEMBER	VOZELLA CLARK (FILLING IN FOR LANDRY)
RECREATION BOARD	1 MEMBER	CLAYBURGH

SCHOOL DISTRICT COMMITTEES

BUSINESS EDUCATION COLLABORATIVE	1 MEMBER	VOZELLA CLARK
ELEMENTARY FACILITIES	3 MEMBERS	LANDRY MARTIN WALKER
FARM TO SCHOOL PLANNING	1 MEMBER	JEFFREY
FUTURES	1 MEMBER	CLAYBURGH
JOINT LOSS COMMITTEE	1 MEMBER	EPLER

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Tuition Fees

Portsmouth School Department, having been designated as a receiving district for pupils in grades ~~nine through~~ 9 - 12 from Greenland, New Castle, Newington and Rye, shall receive from these districts tuition based on the AREA agreement, ~~of grades nine through 12 in the Portsmouth Senior High School for the school year preceding the school year to which the tuition rates are applicable.~~ Tuition for Portsmouth Middle School students from Newington and New Castle shall be determined by the Agreement between the Portsmouth School Department and those towns. ~~Tuition rates shall be based on a daily rate for partial year attendance.~~

The AREA agreement shall determine the formula for the annual calculation of the tuition rate, the timing and preparation of the billing to the sending towns, and the tuition payment dates by the sending towns.

~~Such federal or state aid funds, excluding state building aid, that are received by the Portsmouth School District as a result of the attendance of pupils from the sending districts to the AREA schools shall be deducted from the total of the items used in calculating the per pupil cost at the Senior High School level before determination of the tuition rates for the sending districts.~~

The estimated tuition rate shall be made available to the sending districts by December 31 of each year and the official tuition rate shall be forwarded to the sending districts in accordance with the provisions of the AREA agreement.

Other non-resident pupils shall be charged tuition based upon the cost per pupil determined by the Portsmouth School Board each year, ~~a rate comparable with the tuition charged pupils from sending districts.~~

Legal References:

RSA 198:20-b, Appropriation for Unanticipated Funds Made Available During

Local Purchasing

Local purchasing will be ~~favored~~ given preference whenever the following factors are comparable between local and non-local vendors:

1. Quality of product
2. Suitability of product
3. Price
4. Conformance of specifications
5. Convenience of delivery
6. General reputation of business firms
7. Past services to school districts

Grants, Gifts, and Bequests Donations

The Board may accept on behalf of and for the Sschool Department ~~district~~ any ~~bequest or gift or donation~~ of money or property for a purpose deemed by the Board to be suitable, and to utilize such money or property so designated.

~~The superintendent of schools shall determine criteria for the acceptance of gifts, and the procedure for examining and evaluating offers of gifts to the district.~~

Individuals or groups contemplating presenting a gift or donation to the School Department shall be encouraged to discuss it in advance with the Building Principal or the Superintendent of Schools to determine that the gift or donation is appropriate and needed. Final acceptance of gifts or donations shall be by the School Board.

Any gift or donation shall become the property of the School Department and may not be returned without the approval of the School Board and shall be subject to the same controls and regulations as is other property of the School Department.

The School Board will make every effort to honor the intent of the donor in its use of the gift or donation, but reserves the right to utilize any gift or donation it accepts in the best interest of the educational program of the School Department. In no case shall the acceptance of a gift or donation be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

Revenues from Local Tax Sources

The major share of all financial support for the Portsmouth School Department is raised by the municipality taxing property. Most of the financial support of public education in Portsmouth, therefore, is subject to appropriation by vote of the Portsmouth City Council.

It is the responsibility of the Board to explain the objectives and needs of the schools to appropriate community bodies that have a role in school budget adoption by the Portsmouth City Council.

The Board may:

Accept available state funds to which the School Department is entitled by law or through rules of the State Board of Education, and

Accept federal funds which are available providing there is a specific need for them and that matching funds required are available.

The Board may accept revenues on a case-by-case basis consistent with the goals, policies and programs of the School Department.

Legal References:

RSA 198:20-b, Appropriation for Unanticipated Funds Made Available During

4.
d:

Outside Funding

The Board supports, authorizes and encourages the superintendent to seek available outside funding to advance the goals of the school department.

Portsmouth School Board Approved: March 14, 2000