

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR JANUARY 12, 2016

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, JANUARY 12, 2016

TIME: 7:00 PM [or thereafter]

NOTICE OF NON- PUBLIC MEETING: THE SCHOOL BOARD WILL HOLD A NON- PUBLIC MEETING AT 6:30 P.M., IN ACCORDANCE WITH RSA 91-A: 3, II (a) AND RSA 91-A: 3, II (c) IN THE SCHOOL BOARD CONFERENCE ROOM

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. DECEMBER 8, REGULAR MEETING
 - b. JANUARY 5, ORGANIZATIONAL MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. FY17 BUDGET PRESENTATION
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. POLICY COMMITTEE MINUTES, JANUARY 7
 - ii. NHSBA PROPOSED RESOLUTIONS FOR 2016
 - iii. NHSBA POLICIES, RESOLUTIONS & STATEMENTS OF BELIEF MANUAL
 - iv. BOARD & ADMINISTRATOR
 - v. DECEMBER CO UPDATE
 - vi. NEW FRANKLIN GAZETTE
 - vii. DECEMBER PMS POST
 - b. CORRESPONDENCE
 - i. STARTING TIME LETTER
 - c. ADMINISTRATOR REPORT
 - i. DISTRICT COMMITTEE UPDATE- PLC WORK
- IX. **OLD BUSINESS**
 - a. BEN FRANKLIN PAINTING UPDATE
 - b. LATE START UPDATE
- X. **NEW BUSINESS**
 - a. CONSIDERATION AND APPROVAL OF LEAVES OF ABSENCE
 - b. COMMITTEE ASSIGNMENTS

- c. BOARD OF ETHICS ASSIGNMENT
- d. CONSIDERATION AND APPROVAL OF FUTURES ADVISORY BOARD NOMINATIONS
- e. CONSIDERATION AND APPROVAL OF POLICIES (FIRST READING)
 - i. TRANSGENDER AND GENDER NON CONFORMING STUDENTS

XI. **COMMITTEE UPDATES**

- a. POLICY

XII. **FUTURE AGENDA ITEMS**

- a. ELECTRONIC TEXT BOOK POLICY

XIII. **ADJOURNMENT**

V. a. **PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR DECEMBER 8, 2015-DRAFT**

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, DECEMBER 8, 2015

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER-** School Board Chair Leslie Stevens called the meeting to order at 7:03 p.m.
- II. **ROLL CALL-** Chair Leslie Stevens, Jeff Landry, Lennie Mullaney, Gary Epler, Ann Walker, Nancy Clayburgh, Patrick Ellis, Tom Martin, Ann Mayer, Superintendent Stephen Zdravec, Assistant Superintendent George Shea, Business Administrator Steve Bartlett, Student Representative Julia Adler

III. **INVOCATION**

IV. **PLEDGE OF ALLEGIANCE**

V. **ACCEPTANCE OF MINUTES**

a. NOVEMBER 24, NON-PUBLIC MEETING

MOTION: Motion to accept the non-public minutes of November 24, 2015 by Mrs. Walker

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously accepted

b. NOVEMBER 24, REGULAR MEETING

MOTION: Motion to accept the public minutes of November 24, 2015 by Mr. Epler

SECOND: Ms. Clayburgh

DISCUSSION: Correction needed to the NF Intervention and PLC blocks.

VOTE: Unanimously accepted

VI. **PUBLIC COMMENT-** None

VII. **SPECIAL PRESENTATIONS**

- a. **FOOD SERVICE REPORTS-** Director of School Nutrition Deb Riso gave an overview of what has been happening in the schools since September. October was Farm to School Month and National School Lunch Week. The middle school is making homemade pizza from scratch, the high school makes homemade soup on Fridays and continues to make high school team lunches for away games. Deb shared the exciting news of receiving a \$100,000 Implementation Grant from Farm to School and gave a brief history of the grant. It is a very competitive grant. Nationally, out of 82 grants only 16 were Implementation Grants

Kate Mitchell gave further statistics on the grant. PSD was the first entity in the State of NH to receive a USDA Farm to School Program Grant and also first in the State to receive the intended sequence of grants. Kate gave an overview of their 10 module strategic plan. The grant will allow funding for beginning the middle school rooftop garden, a salad bar at the high school (part time staffer, salad bar equipment and POS), a garden shed, garden tools, curriculum support &

field trip funding across the district and marketing needs. Kate recognized and thanked the community effort and support behind submitting this grant.

Questions/discussion followed: PMS Rooftop Garden: The next step after the railing installation on the rooftop garden, is a consultation with Green City Growers. Some options for the rooftop garden are the possible use of milk crates for plants, vertical gardening and installing a safe walkways. Second Chance Breakfast at the middle school serves menu items and "Grab and Go" bags. High school offers Second Chance as well. Students are taking advantage of the programs. The press release to announce the grant will go to the paper tomorrow and will be in this week's newsletter.

- b. PMS REPORT- Principal Phil Davis gave a thorough overview of the middle school. Phil highlighted several items; enrollment numbers, student involvement of high achievement (honor roll and merit card), minimal discipline conduct, high number of student engagement (122 fall athletics, 124 winter athletics) and some changes in the daily schedule. Phil gave an overview of the PLC Communities and their department goals. The Parent Advisory Club is back and looking at different fundraising opportunities, parent education and a volunteer coordination position. PMS is increasing communication at home with newsletters and weekly emails. A community building effort is ongoing; Empty Bowls Initiative, Student Council donations to local organizations, Giving Tree, Food Drive, Hat, Mitten and Scarf Drive.

Questions/discussion followed: A positive, noticeable change in the middle school climate.

SBAC Result: Staff will be looking further at the results and figure out where there are areas for improvements. Newsletter is impressive and has been very enjoyable to read. STEAM: Efforts behind Steam is a great idea. The list of extracurricular activities is extensive.

- c. RJLA REPORT- Principal Nancy Roy reported on RJLA. There are 24 students (17 boys, 7 girls). There are 18 in district students including 3 from SAU50 and 6 out of district students (2 Epping students, 1 Exeter student, 1 Wakefield/Ossipee student, 1 Winnisquam student, 1 Salem student). RJLA finished last year with increased revenue, was able to carry over small sum of money to this year. There are 3 out of district seniors that will not be returning next year, so the issue of sustainability and stability are going to be continuing conversations for budget season. Nancy gave an overview of their PLC work and their Smart Goal of focusing on developing growth mindset. They have completed their fall fundraising efforts and raised approximately \$6300.00 through the Lister Leaf Buster work. Students need a lot of the core content area and skill development. They are looking at making English and Social Studies more hands on for students. She has contracted with Megan Sampson, to work with embedding art into the core content area. Every quarter works with a different content area teacher and they come up with a 9 week project. Partnership with Great Bay Community College will continue. Five students are going to the college transition program. Other partnerships/work are with Seacoast Family Y. RJLA has a great network of support. Future direction will continue to work towards continuing development of a high functioning team and developing collaborations for post-secondary education.

Questions/discussions followed: Out of district students pay \$41,875.00 tuition cost. Students are not always successful in the career tech classes and further information would need to be obtained to know exactly why. Possibly adding a flex person would be an advantage and possible explore when the student is able to enroll in the career tech programs. Also extremely concerned about the drug use that is happening in the students' families and in their communities and how to

supply more support for the teenagers and the communities. Competency Based Learning is a lot of work in terms of monitoring progress but kids are more engaged and it keeps students/teachers focused.

VIII. SPECIAL EDUCATION REPORTS- Director of Pupil Support and Instruction Jeanette Souther gave an overview of the three big areas; homeless students, special education and ESOL. Jeanette provided homeless students numbers and the McKinney –Vento Act timeline. Numbers always fluctuate. Total count is 25. Trend is 27-29k for transportation cost. Special Education is steady on count at 423. PSD uses data on students to effectively and efficiently program for students access to education and success. Current staffing allows to legally meet IEP services but there is some concern that it doesn't allow much time for building resources in the building. Jeanette discussed the results of the Parent Involvement Survey from the DOE State Performance Plan Indicator 8 survey was included in the packet. Jeanette is also looking into forming a parental special education advisory group and continuing parental friendly language and training. A parental trainings was held on November 10. Future parent training to be held in the Spring. ESOL student enrollments have grown and is the biggest area of concern. Currently, there are 2.6 qualified teachers. Jeanette gave an overview of the minimum guidance the state suggest for ESOL students. Questions/discussion followed: Currently, conducting an internal audited for Medicaid reimbursement. ESOL enrollments increases are common across the nation and cities tend to grow faster. There is a fixed financial amount the state receives, larger cities tend to have a larger ESOL population and receive a larger percentage of the money. Many districts to do not get any money. Staffing level discussion, possibly increase a current paraprofessional's hours and possibly use other staffing resources in the district. .

IX. **SUPERINTENDENT'S REPORT**

a. ITEMS OF INFORMATION

- i. POLICY COMMITTEE MINUTES, DECEMBER 2
- ii. LATE START SURVEY REPORT
- iii. BOARD & ADMINISTRATOR
- iv. FUTURES NEWSLETTER

b. CORRESPONDENCE

- i. EDCAMP SEACOAST LETTER
- ii. STUDENT LETTER- PARKING

c. ADMINISTRATOR REPORT

- i. FINANCIAL REPORT- Mr. Bartlett reported that overall it is within ½% of this time last year. Some of the components are a little different which could have to do with timing of reimbursements i.e. dental. A few areas to keep an eye on would be transportation particularly homeless, ESOL and mobility of some of the components of special education.

Questions/discussions: The financial numbers are based on a rolling average except salaries. At the beginning of the year, the department took the year to date expenses in every category and add them to the 4 years pervious to determine a rolling average. The rolling average gives a tighter picture but isn't foolproof. Technology expenses in some cases could be part of the replacement cycle. There was an extra cost to correct the

virtual desktop issues. Medicaid reimbursement: This year there will be more of a lag with Medicaid reimbursement. The Special Education department is spending a concentrated effort to make sure the district gets the money due to them.

X. OLD BUSINESS

- a. **WORKSHOP: LATER START-** Mr. Zadavec gave an overview of the survey results. The purpose tonight is to get a sense of whether the board wants to move forward. In the survey, the committee wanted to know negative effects in order to address the concerns and mitigate ideas to bring back in January. The SAU 50 survey was included in packet. Questions/discussion followed: The concerns/commentary of the results were discussed in depth. There will be a need to further educate and engage with the community with a public forum to be schedule at a later date (possibly February). Ideas to look into: Investigate if PSD didn't do a complete swap, what does that to do cost? Can time be shrunk in between classes and at lunch time at the high school to create some additional time in the schedule? Possibly try to figure out how to provide families more support in regards to childcare options. Determine the cost of having elementary and high school to starts at same time.

XI. NEW BUSINESS

- a. **BEN FRANKLIN PAINTING-** Mr. Zadavec gave an update on the painting in the school department's possession. Lennie put him in touch with a potential restorer who will give a sense of what it will take to restore the painting. The information will be brought to a future meeting.
- b. **BUD RICCI MEMORIAL SCHOLARSHIP-** Mr. Zadavec gave a brief overview of the \$33,000 memorial scholarship by the Ricci Family. This is another great example of community support and a very generous donation of monies collected in Bud's name.

MOTION: Motion to accept the Bud Ricci Memorial Scholarship by Mr. Martin

SECOND: Ms. Clayburgh

DISCUSSION:

VOTE: Unanimously passed

XII. COMMITTEE UPDATES

- a. **POLICY-** Ms. Stevens reported Policy Committee is currently working on the Wellness Policy.
- b. **SAGAMORE CREEK-** Ms. Mullaney reported that last night a proposal was presented to city council. She shared the Vision Statement and has asked for a copy to be forwarded to the board.

XIII. FUTURE AGENDA ITEMS

- a. **ELECTRONIC TEXT BOOK POLICY**

XIV. ADJOURNMENT

MOTION: Motion to adjourn meeting at 9:55 p.m. by Mr. Martin

SECOND: Ms Clayburgh

DISCUSSION:

VOTE: Unanimously accepted

V.
b'

**PORTSMOUTH SCHOOL BOARD ORGANIZATIONAL MEETING MINUTES FOR
JANUARY 5, 2016- DRAFT**

SCHOOL BOARD CONFERENCE ROOM, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, JANUARY 5, 2016

TIME: 7:00 [or thereafter]

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- I. **CALL TO ORDER-** Superintendent Zdravec called the meeting to order at 7:00 p.m.
 - II. **ROLL CALL-** Jeff Landry, Lennie Mullaney, Gary Epler, Ann Walker, Roseann Vozella- Clark, Leslie Stevens, Nancy Clayburgh, Patrick Ellis, Tom Martin, Superintendent Steve Zdravec
 - III. **INVOCATION**
 - IV. **PLEDGE OF ALLEGIANCE**
 - V. **ORGANIZATIONAL MEETING**
 - i. **NOMINATION OF OFFICERS**

MOTION: Motion to nominate Leslie Stevens as Chair by Ms. Walker
SECOND: Mr. Martin
DISCUSSION:
VOTE: Unanimously accepted

MOTION: Motion to nominate Tom Martin as Vice-Chair by Mr. Ellis
SECOND: Ms. Walker
DISCUSSION:
VOTE: Unanimously accepted
 - VI. **ADJOURNMENT**

MOTION: Motion to adjourn meeting at 7:20 p.m. by Mr. Martin
SECOND: Mr. Ellis
DISCUSSION:
VOTE: Unanimously accepted

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VII
a.

Memorandum

To: School Board Members
From: Steve Zadavec
Date: January 7, 2016
Re: FY 17 Budget Presentation January 12, 2016

In preparation for the FY 17 budget presentation, I am including materials in your packet from the Joint Budget Committee meetings of December 10th and December 17th. The JBC reviewed materials provided by the City Manager outlining the overall budget process, as well as major drivers to consider for the FY 17 budget.

The JBC discussed establishing a budget increase recommendation for the overall operating budget of 3%. This recommendation will go to the City Council for consideration on January 11th. Information was presented during the JBC meetings for each department budget regarding current staffing and the application of the major cost drivers to establish a preliminary "status quo" budget. In this scenario, the School Department sees an increase to the budget of 3.32%.

In the budget presentation, we will discuss the budget development process to date, including requests from budget makers, and the consideration of other grant-related pressures on the FY 17 budget. We will also discuss the topic schedule for the forthcoming budget workshop sessions, as well as any topics the board wishes to include in the budget development process.

FY 2017 BUDGET SCHEDULE

Draft 11-12-2015

September 2015

23 Wednesday 6:30 PM * Citywide Neighborhood Committee - CIP 101

November 2015

19 Thursday 6:30 PM Planning Board CIP Public Input Meeting

December 2015

2 Wednesday 6:00 PM ** Planning Board CIP Subcommittee Reviews Citizen Requests

9 Wednesday 11:00 AM CIP Subcommittee meets with Departments - *Prioritize Capital Requests*

10 Thursday 8:00 AM Joint Budget Committee Meeting #1

17 Thursday 8:00 AM Joint Budget Committee Meeting #2

January 2016

11 Monday 7:00 PM **City Council - Establish Budget Guidelines**

21 Thursday 6:30 PM Planning Board Meeting - Adoption of the CIP - *CIP Presentation*

February 2016

3 Wednesday 7:00 PM *** Fire Department Public Hearing on the proposed FY17 budget

8 Monday 6:30PM **City Council Work Session on CIP - No presentation**

- *See presentation recorded from the January 21st Planning Board Meeting*

9 Tuesday 7:00 PM School Board Public Hearing #1 on the proposed FY17 budget

16 Tuesday 7:00 PM **City Council Meeting-** Public Hearing on the CIP

17 Wednesday 6:00 PM Police Commission Public Hearing on the proposed FY17 budget

March 2016

1 Tuesday 7:00 PM School Board Public Hearing #2 on the proposed FY17 budget

TBA General Government, Police, Fire budget reviews with City Manager

7 Monday 7:00 PM **City Council - Adoption of the CIP**

April 2016

29 Friday Proposed Budget document to be submitted to the City Council

May 2016

7 Saturday 8:00 AM * **City Council Work Session (All Day)**

General Government, Police, Fire and School Presentations

11 Wednesday 7:00 PM **City Council Meeting-Public Hearing on FY17 Budget**

18 Wednesday 6:30 PM **City Council Work Session-** Water and Sewer Proposed FY17 Budget

23 Monday 6:30 PM **City Council Work Session-Budget Review FY17**

June 2016

1 Wednesday 6:30 PM **City Council Budget Review if necessary**

6 Monday 7:00 PM **City Council Meeting - Adoption of FY17 Budget**

All Meetings, Work Sessions, and Public Hearings will be held in the Eileen Dondero Foley Council Chambers and will be televised with the exception of the following:

* Levenson Room, Portsmouth Public Library (175 Parrott Ave)

** Conference Room A, City Hall (1 Junkins Ave)

*** Fire Station 2 (3010 Lafayette Road)

OPERATING BUDGET

16 COLLECTIVE BARGAINING UNITS

General Government	Expires	Police	Expires	Fire	Expires	School	Expires
Professional Management Association (PMA)	6/30/2016	Ranking Officers Association	6/30/2014	Fire Officers Association	6/30/2014	Principals/Directors	6/30/2018
Supervisory Management Alliance (SMA)	6/30/2016	Portsmouth Patrolman Association	6/30/2014	FireFighter Association	6/30/2014	Association of Portsmouth's Teachers	6/30/2018
AFSCME Local 1386B Library & Clericals	6/30/2017	Civilians	6/30/2014			Clerical Employees	6/30/2018
AFSCME Local 1386 Public Works	6/30/2014					Custodial	6/30/2017
						Cafeteria	6/30/2017
						Paraprofessionals	6/30/2017
						Custodial Supervisors	6/30/2018

8 Unsettled contracts for 7/1/2016

COLA

Collective Bargaining Agreements state the COLA adjustment percentage shall be determined by the rolling ten (10) year average of the November-November Boston-Brockton-Nashua CPI

CONSUMER PRICE INDEX - CPI-U (NOV. TO NOV. BOSTON-BROCKTON-NASHUA)	
FY08	2.06%
FY09	3.40%
FY10	0.72%
FY11	1.82%
FY12	0.64%
FY13	2.90%
FY14	2.00%
FY15	0.92%
FY16	1.60%
FY17	0.84%
10 Year Average	1.69% FY 2017 salaries use 2%

RETIREMENT NO INCREASE IN RATES FOR FY17

Retirement appropriation will be affected by increase in salaries due to:

- COLA Adjustments
- Step Increases

	FY17 Rates
GROUP I	
Employees	11.17%
Teachers	15.67%
GROUP II	
Police	26.38%
Fire	29.16%

	FY16 BUDGET	\$\$\$ INCREASE	FY17 PROPOSED BUDGET	% Change
GENERAL GOVERNMENT	839,134	14,643	853,777	1.74%
POLICE	1,301,852	26,028	1,327,880	2.00%
FIRE	1,306,762	39,864	1,346,626	3.05%
SCHOOL	3,440,364	139,321	3,579,685	4.05%
TOTAL	6,888,112	219,855	7,107,967	3.19%

LEAVE @ TERMINATION

General Government, Police, Fire and School Departments annually budget a fixed amount for each fiscal year which is transferred to the Leave at Termination Stabilization fund where sick leave liability due to employees upon termination is paid.

Recommend to level fund this appropriation for FY17.

FY17 BUDGET

GENERAL GOVERNMENT	\$300,000
POLICE DEPARTMENT	\$155,203
FIRE DEPARTMENT	\$70,084
SCHOOL DEPARTMENT	\$400,000
TOTAL	\$925,287

HEALTH INSURANCE PROJECTED FY17 PREMIUMS

FY17 Rates Projected Premium	Employee Contribution	City Contribution
\$13,860,970	\$2,028,662	\$11,832,309
	15%	85%

Health Insurance Premium Using 10-year Average increase of 4.7

HEALTH PREMIUM BUDGET @ 10 YEAR AVG	FY16 Budget	FY17 Budget Increase @ 4.70%	FY17 Budget	Estimated City Cost	Stabilization Fund
General Government	1,730,097	81,315	1,811,412	\$2,046,101	234,689
Police Department	1,490,798	70,068	1,560,866	\$1,579,475	18,610
Fire Department	1,157,270	54,392	1,211,662	\$1,148,835	(62,827)
School	6,154,349	289,254	6,443,603	\$7,057,898	814,295
Total General Fund Budget	10,532,514	495,028	11,027,542	11,832,309	804,767

WORKERS' COMPENSATION

	FY16	FY17	\$ Change	% Change
GENERAL GOVERNMENT	169,870	159,708	(10,162)	-6.0%
POLICE	119,147	187,175	68,028	57.1%
FIRE	199,769	149,607	(50,162)	-25.1%
SCHOOL	95,586	150,963	55,377	57.9%
TOTAL	\$584,372	\$647,453	\$63,081	10.8%

SCHOOL DEPARTMENT

FY16 Budget	<u>\$ 43,382,210</u>	
Salary Adjustments <i>(includes SS & MEDICARE)</i>	687,149	
Retirement	139,321	
Health Insurance	289,254	
Workers' Compensation	55,377	
Dental Insurance	14,000	
Electricity	0	
Natural Gas	0	
Gasoline	0	
Tuition	41,057	
Transportation	73,039	
Other Operating @4.21%	<u>139,217</u>	
	<u>1,438,414</u>	3.32%
2% Collective Bargaining <i>includes FICA and Retirement</i>	<u>0</u>	
Total	<u>1,438,414</u>	3.32%

FY17 SCHOOL BOARD BUDGET MEETINGS

JANUARY – MARCH 2016

DATE	MEETING	LOCATION	TIME
1/5/2016	SCHOOL BOARD ORGANIZATIONAL MEETING	SCHOOL BOARD CONFERENCE ROOM	7:00 PM
1/12/2016	REGULAR BUSINESS MEETING SUPERINTENDENT'S RECOMMENDED BUDGET FOR FY17 (#1)	COUNCIL CHAMBERS	7:00 PM
1/19/2016	WORKSHOP SESSION #2	SCHOOL BOARD CONFERENCE RM	6:30 PM
1/26/2016	REGULARLY SCHEDULED WORKSHOP SESSION	PHS LIBRARY	7:00 PM
2/2/2016	WORKSHOP SESSION #3	COUNCIL CHAMBERS	6:30 PM
2/9/2016	REGULAR BUSINESS MEETING FIRST PUBLIC HEARING	COUNCIL CHAMBERS	7:00 PM
2/16/2016	WORKSHOP SESSION #4	PMS LIBRARY	6:30 PM
3/1/2016	WORKSHOP SESSION #5 RE-OPEN PUBLIC HEARING ON BUDGET	COUNCIL CHAMBERS	7:00 PM
3/8/2016	REGULAR BUSINESS MEETING ADOPTION OF FY17 BUDGET	COUNCIL CHAMBERS	7:00 PM

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VIII
a.

**CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM**

DATE: JANUARY 7, 2016
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: JANUARY 7, 2016 MEETING MINUTES

Members Present: Leslie Stevens, Ann Walker, Steve Zdravec and Kathleen Dwyer

Members Absent:

Policies Considered:

Transgender and Gender Non-Conforming Students (JBAB)

After the last Policy Committee meeting the draft of this policy was forwarded to Chuck Rhoades, Instructor of Health & Relationships courses at Portsmouth High School for his review and comments. Dr. Rhoades, along with 12 students and two staff members, met to review the policy and provided the Committee with written comments.

The comments concerned the way names are included on class rosters as some staff use the legal name to address transgendered students. The draft of the policy adequately addresses this issue. Steve will follow up with IT to see if there is a way to provide teachers with class lists using the name identified by the student.

The comments also addressed the use of restrooms, in particular, problems transgender students identified using group restrooms. Kathleen explained that the law prohibits requiring transgender students to utilize individual restrooms, but does allow it as a choice. There was a discussion about the availability of both types of restrooms at the High School and it appears that the restroom choices are sufficient. The Committee reviewed the language in the policy that provides a choice by the student so no change is needed to the draft.

There were two areas that the review group identified as areas of need. The first is staff development in understanding the experience of transgender and gender non-conforming students, and the second is the inclusion in the general curriculum of the transgender and gender non-conforming experience. On the issue of staff

development, Steve explained that all of the buildings have been working on new handbooks. As part of that process, and at the beginning of each school year, the Committee recommended that certain policies be reviewed at each building level when the handbook is discussed. Included would be a review of the Harassment and Bullying policies and others that might be identified.

The Committee felt that the inclusion in the health curriculum of the experiences of transgender and gender non-conforming was sufficient regarding curriculum. Leslie did ask that follow-up be done at the Middle School regarding this policy and the health and/or PE curriculum there.

Lastly, the students objected to certain classes having seating assigned by gender. The Committee made changes to the wording to the Gender-Segregated Activities section of the draft policy.

Food Service

Kathleen reported that the State had sent its comments back on proposed changes to the Food Service policy to Deb Riso. The State prefers the expanded version of this policy and Kathleen will have to meet with Deb Riso to determine how she wants to proceed.

Next Meeting: Thursday, February 11, 2016 9:00 a.m. Central Office

VIII
11:21



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

<http://www.nhsba.org>

Officers

John Falconer
President, Colebrook

Don Austin
1st Vice-President, Somersworth

Heidi Hutchinson Chaney
2nd Vice-President, Shaker Regional

To: NHSBA Member School Board Chairs; Superintendents
From: Ted Comstock, NHSBA Executive Director
Date: December 21, 2015

In RE: Revisions/Amendments to Existing NHSBA Resolutions on NCLB

This Letter is to notify you that NHSBA will be presenting (at the NHSBA Delegate Assembly on January 16) several modifications to existing resolutions on No Child Left Behind (NCLB). These resolutions need revision to reflect the just enacted Every Student Succeeds Act (ESSA). The resolutions which are subject to revision are contained in the NHSBA Policies, Resolutions and Statements of Belief Manual, and are included, with the suggested modifications, with this Letter.

This action is necessitated by the very recent enactment (December 10, 2015) of the ESSA. ESSA will modify/replace many of the provisions of NCLB. Significantly, ESSA enhances local control by leaving many decisions on standards, testing, and accountability to state and local policy-makers. Its provisions also eliminate all references to Average Yearly Progress (AYP).

In order for the school board "voice" to be heard by our Legislature and State Department of Education in a timely and effective manner, we need to ensure that all of our resolutions are up to date. That is the reason that the modifications are necessary.

We realize that this is late in the resolutions process. However, there is no way that NHSBA could have predicted the timeline for approval of ESSA, and it is imperative that our resolutions reflect current law and policy.

In order that you become generally familiar with the major provisions of ESSA, please visit the NHSBA Website (www.nhsba.org) for links and articles on the ESSA.

If you have any questions about this proposed action, process, or ESSA, please feel free to contact us at 228-2061.

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



New Hampshire School Boards Association
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(603) 228-2061
(603) 228-2351 (fax)

Amendments to Existing NCLB Resolutions
December 21, 2015

I. Amendments to Current Resolutions Regarding No Child Left Behind (NCLB)
(currently included in the NHSBA Policies, Resolutions and Statement of Beliefs Manual):

VII – Accountability

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

Rationale: On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). This new law replaces No Child Left Behind (NCLB). ESSA changes numerous components of NCLB. One such change is that ESSA repeals adequate yearly progress and replaces it with a statewide accountability system. As such, the current language in NHSBA Perennial Resolution VII:A relative to “adequate yearly progress” is no longer current or applicable.

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

Rationale: On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). This new law replaces No Child Left Behind (NCLB). ESSA changes numerous components of NCLB. One such change is that ESSA repeals adequate yearly progress and replaces it with a statewide accountability system. As such, the current language in NHSBA Perennial Resolution VII:B relative to “adequate yearly progress” is no longer current or applicable.

IX - Federal Legislation

No Child Left Behind

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

- ~~• provide federal funding consistent with the levels authorized for education programs and the expanded information systems that are needed;~~
- ~~• permit alternative methodology for determining AYP targets and progress for students with disabilities, and for students with limited English proficiency;~~
- ~~• authorize alternative assessments for students with limited English proficiency and for students with disabilities beyond that of “significant cognitive disability”, and provide flexibility to states as to the number of students whose alternative assessments may be counted for AYP purposes;~~
- ~~• allow students with disabilities to take tests at their actual reading level and then include their scores for calculation with the corresponding grade level;~~
- ~~• provide states more flexibility in measuring AYP in smaller districts with small subgroups. In calculating AYP, students identified in more than one group may be represented in the count for each group as an equal fraction totaling one student, ensuring that a small number of students are not over-represented;~~
- ~~• provide states flexibility to adopt gain score or value-added measures for determining AYP;~~
- ~~• provide for waivers and extensions for LEAs in meeting the qualification requirements for teachers and paraprofessionals;~~

- ~~• when public funds under Title II, Part A are provided by LEAs to private school children, teachers, and other educational personnel for educational services on an equitable basis and in a timely manner, those private schools should be held to the same accountability standards that apply to public schools; and~~
- ~~• ensure that the current law and subsequent revisions recognize that education is primarily a state and local responsibility.~~

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

Proposed Revision:

IX:C • Every Student Succeeds Act:

NHSBA urges the New Hampshire Legislature and New Hampshire Department of Education, consistent with the language and intent of the Every Student Succeeds Act (ESSA), to maximize local governance and community leadership through enhanced local school board flexibility in addressing key areas such as standards, testing, and accountability; and further to pro-actively engage and collaborate with NHSBA in all legislative and administrative discussions and decisions concerning the implementation of ESSA.

Rationale: On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). This new law replaces No Child Left Behind (NLCB). ESSA changes numerous components of NCLB. As such, NHSBA Perennial Resolution IX:C is no longer current or applicable. ESSA is currently set to become operationally effective August 1, 2016. In the interim, NHSBA anticipates the New Hampshire Legislature and New Hampshire Department of Education will be seeking legislative and/or administrative changes necessary to comply with ESSA. The proposed revision will enable the school board “voice” to be heard in the implementation of ESSA.

VIII
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To: NHSBA Member School Board Chairs
From: Ted Comstock, Executive Director and General Counsel
Date: December 1, 2015
RE: NHSBA Resolutions for 2016

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

<http://www.nhsba.org>

Officers

John Falconer
President, Colebrook

Don Austin
1st Vice-President, Somersworth

Heidi Hutchinson Chaney
2nd Vice-President, Shaker Regional

2016 NHSBA Delegate Assembly

I am pleased to enclose copies of the newly Proposed Resolutions for 2016, the Proposed Continuing Resolutions, and the NHSBA Policies, Resolutions, and Statements of Belief Manual. Here's a preview of the role that each will play in the 2016 Delegate Assembly.

The Proposed Resolutions include Continuing Resolutions of the Association, which have been previously adopted, as well as newly proposed resolutions for 2016 submitted by member school boards. Please include these Proposed Resolutions as an item on your school board agenda to help your board's delegate identify how to represent your school board at the NHSBA Delegate Assembly. This year's Delegate Assembly will be held on Saturday, January 16, 2016, from 9:45a – 2:30p at the Center at Triangle Park (formerly the LGC) in Concord. The NHSBA Resolutions will instruct our efforts as we work with the Legislature in the upcoming Session.

The Policies, Resolutions and Statements of Belief Manual contains standing resolutions of the Association that have been adopted for at least three continuous years. This Manual has previously been sent to you when the "Call for Resolutions" went out in August. We encourage you to review the Manual prior to the Delegate Assembly. The Manual can be accessed on the NHSBA website, www.nhsba.org, and will be available at the Delegate Assembly. There will be no action on any of the standing resolutions contained in the Manual, unless specifically brought to the floor by action of the Assembly.

Registration information for the NHSBA 2016 Delegate Assembly is enclosed and is also posted on the NHSBA Web site (www.nhsba.org/calendar.asp). Also enclosed is the schedule for the day, which includes great morning sessions on the most critical and timely issues facing school boards in our State. Please register your Delegate early to attend this most important conference. I look forward to seeing you there!

cc: School District Superintendents

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



2016 NHSBA DELEGATE ASSEMBLY

It is time for the 2016 NHSBA Delegate Assembly. This meeting informs the NHSBA legislative efforts for the next year, and allows your Board an opportunity to vote on statewide issues. We need at least one delegate from each NHSBA member board to attend the Delegate Assembly. Alternate delegates are welcome and encouraged to attend as well. There is **NO** cost to attend this event!

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

<http://www.nhsba.org>

Officers

John Falconer
President, Colebrook

Don Austin
1st Vice-President, Somersworth

Heidi Hutchinson Chaney
2nd Vice-President, Shaker Regional

Date: Saturday, January 16, 2016*
Hot Topics: 9:45 am – 12:15 pm
Lunch: 12:15 – 1:15 pm
Delegate Assembly: 1:30 – 2:30 pm
Place: Center At Triangle Park (formerly the LGC)
25 Triangle Park Drive
Concord, NH 03301

You can register online @ www.nhsba.org/calendar.asp

Or complete the registration below and fax it to NHSBA, Attn: Terry by Monday, January 11th, 2016. The fax number is: 603-228-2351.

**Delegate Name:

District:
SAU:

Address:
City/State/Zip:

Phone:

Email:

**Alternate Delegate Name:

Phone:

Email:

The proposed resolutions were mailed to member boards and SAU offices on 12/1/15. We ask that each delegate review the resolutions prior to the Assembly.

Call 603-228-2061 with any questions.

We look forward to seeing you on January 16th!

*In case of weather emergency or cancellation the NHSBA Delegate Assembly will take place on Saturday, January 23, 2016 at the Center At Triangle Park (formerly the LGC).

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

**SCHEDULE FOR THE 2016 NHSBA
DELEGATE ASSEMBLY AND “HOT TOPICS” SESSIONS**

Saturday – January 16, 2016

Center At Triangle Park (formerly the LGC)

Concord, NH

9:45a-10:00a

Welcome/Overview of the Day

John Falconer, NHSBA President
Ted Comstock, NHSBA Executive Director

10:00a – 12:15p

“Hot Topics” Sessions:

Session 1- 10a-10:45a

Recording in Classrooms – Legal and Policy Update

Learn the new legal requirements concerning audio and video recording in classrooms. Included will be a review of the specific requirements of RSA 189:68, an overview of the pertinent NHSBA sample policy, and practical recommendations for implementation of the new law at the local level.

Barrett Christina, Esq., NHSBA Deputy Executive
Director/Staff Attorney

Session 2- 10:45a-11:30a

**The Epic Journey of NH School Funding: What a Long
Strange Trip It's Been**

Gain a historical perspective on how past history has shaped the current state funding of our schools. Topics covered will include the evolution of the State Adequacy Formula, the history of state foundation aid, how the “Augenblick Formula” played an early key role, and a brief revisit of the Claremont court decisions, and how they forever changed the funding “world” in NH.

Your journey will be led by two individuals who were there for virtually every step of the “trip.”

Ted Comstock, Esq., NHSBA Executive Director
Dean Michener, NHSBA Director of Governmental Affairs

Session 3- 11:30a-12:15p

Best Practices In School Board Leadership

The 2015 NHSBA School Board of the Year will share its many accomplishments, including how it initiated innovative new teaching programs, developed a new public charter school, and restructured its school board policies to focus on student achievement. Listen and learn so your board can benefit from Derry's many achievements.

Derry Cooperative School Board (invited)

12:15p - 12:30p

Break

12:30p - 1:00p

Special Recognition/Lunch

Presentation of the NHSBA Lifetime Achievement Award

John Falconer, NHSBA President

Ted Comstock, Esq., NHSBA Executive Director

1:00p - 1:30p

NHSBA Business Meeting

1:30p -2:30p

2016 NHSBA Resolutions Adoption

2:30p

Adjourn

New Hampshire School Boards Association

Proposed Continuing Resolutions for 2016

For consideration by the 2016 NHSBA Delegate Assembly – January 16, 2016

✓ with Recommendation for Action by NHSBA Board of Directors

Education Funding:

1. NHSBA supports the state funding of a percentage of adequacy aid for home education students who attend public schools in New Hampshire. The funding percentage should be prorated based on the percentage of the day that home education students are attending classes in public schools. (2014)
Achieved: by passage of 2015 SB 151, Chapter 251 Laws of 2015
✓ Re-adoption not recommended

Local Control and School District Autonomy:

2. NHSBA supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system's mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)
✓ Re-adoption recommended
3. NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)
✓ Re-adoption recommended
4. NHSBA supports legislation amending RSA 91-A to allow school boards to consider, discuss, strategize and negotiate student tuition contracts confidentially, consistent with applicable provisions of RSA 91-A. (2015)
Achieved: by passage of 2015 HB 142, Chapter 270 Laws of 2015
✓ Re-adoption not recommended
5. NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)
✓ Re-adoption recommended

State Board of Education:

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

Public Pension System:

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

*New Hampshire
School Boards Association*

*Policies, Resolutions
and
Statements of Belief
Manual*

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

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

Overview of Action Taken at the 2006 Delegate Assembly

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

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

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

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

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

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

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

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

II - Education Funding

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

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

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

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

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

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

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

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

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

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

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

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

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

to exceed federal law. (2010)

III - Health Care Funding

III:A • NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

IV – Charter Schools

IV:A • NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B • NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state’s charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

V:A • NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B • NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C • Deleted in 2014.

V:D • NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E • NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F • The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

- V:G**• NHSBA opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. (*First adopted in 2009 – Revised in 2014*)
- V:H**• NHSBA opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)
- V:I**• NHSBA supports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. (*First adopted in 2009 – Revised in 2014*)
- V:J**• NHSBA supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
- V:K**• NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state’s rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
- V:L**• NHSBA supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)
- V:M** NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)

VI - School Safety

- VI:A**• NHSBA supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)
- VI:B**• NHSBA supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

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

VII - Accountability

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

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

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

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

VIII - State Board of Education

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

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

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

IX - Federal Legislation

IDEA

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

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

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

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

No Child Left Behind

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

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

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

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

X – Public Pension System

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

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

New Hampshire School Boards Association

Proposed Resolutions for 2016

For Consideration by the 2016 NHSBA Delegate Assembly – January 16, 2016

Proposed Resolutions Submitted by Member School Boards

**Proposals include NHSBA Board of Directors
Recommendations To the NHSBA Delegate Assembly**

Each proposed resolution submitted by a member school board shows:

- The proposed resolution as submitted by the member school board;
- The rationale as submitted by the member school board;
- A brief description by NHSBA of the current situation;
- A brief statement by NHSBA on the impact of the proposed resolution;
- A brief review and analysis by NHSBA of the proposed resolution;
- A recommendation by the NHSBA Board of Directors. Possible Board of Directors recommendations are: Adopt the proposal as submitted, Not Adopt the proposal, or Adopt Alternative Amended Language as proposed by the NHSBA Board of Directors.

8. **RESOLUTION SUBMITTED BY SAU '56: SOMERSWORTH SCHOOL DISTRICT**

Proposed Resolution:

The NHSBA supports the development of curriculum for use by trained teachers in grades K-12 to educate students in the prevention of sexual abuse, with such curriculum to be developed locally using either a model developed by the New Hampshire Department of Education or by one of the 13 state agencies that already use evidence-based sexual abuse prevention education.

Stated Rationale:

41% of the most recent sexual assaults reported in the NH Violence Against Women survey occurred before the victim's eighteenth birthday, and 83% occurred before the age of twenty-five. 69% of the most recent sexual assaults committed against males in New Hampshire occurred before the victim was eighteen. 51% of men who reported having been sexually assaulted said it occurred when they were age twelve or younger; another 18% said they were assaulted between ages thirteen and seventeen. The NH Violence Against Women Survey results confirm previous findings that sexual violence is largely a crime perpetrated against youth. These findings highlight the need for more support for prevention efforts targeting those in the highest risk age groups. These incidents of assault begin in our most vulnerable population: children. SB348 created a Commission to Study Sexual Abuse Prevention Education. In the Commission's final report, they recommended that K-12 curriculum to provide prevention education be developed by every school district.

NHSBA Response

Current Situation:

Child abuse in general has long been a concern to educators and policy makers in New Hampshire. In 2014, the legislature adopted SB 348, establishing a commission to study sexual abuse prevention education in elementary and secondary schools. NHSBA participated in the study and testified before the commission. Current state law (RSA 193-E:2-a) includes "health education" within the required educational program offered for an adequate education. Health education includes integrating knowledge, health skills practice, critical thinking, problem solving, current developments, and robust experiences in injury prevention, safety curriculum and violence prevention, and in family life, healthy relationships and child abuse prevention, as identified in the national health education standards (see Ed 306.40). Ed 306.401 d (4) specifically references, "Family life, healthy relationships, child abuse prevention." RSA 189:10 states, in part, "The school board shall ensure that all studies prescribed by the state board of education are thoroughly taught, especially physiology, hygiene, and health and physical education as they relate to the effects of alcohol and other drugs, child abuse, ..."

Resolution Impact:

The proposed resolution aligns with current law and NHSBA recommendations concerning local implementation of school district policy. NHSBA offers model policies in the area of child abuse, teaching about self-protection and school guidance and counseling, which may be reviewed and edited locally to meet local needs and expectations.

Review and Analysis:

School boards are responsible for establishing the structure and delivery of instruction in their schools. NHSBA supports locally adopted policies to address statutory requirements and local needs of school districts. NHSBA provides model policies and individual advice as districts develop and implement their policies. Model curricular programs can be useful aids as local districts identify their own specific approach. The proposed resolution identifies a serious problem, state requirements in terms of educational programs, and development and implementation of local policy to address the adoption of curriculum for a district.

✓ Adoption Recommended by NHSBA Board of Directors

9. RESOLUTION SUBMITTED BY SAU '15: HOOKSETT SCHOOL DISTRICT

Proposed Resolution:

NHSBA supports modifying RSA 193:12 to add the following:

“Any person who provides false information for the purpose of establishing residency for school attendance or any person who assists in doing so, may be required to remit full restitution to the school district of the improperly attended school.”

Stated Rationale:

With increased residency requirement violations, school districts in New Hampshire are in need of a change in the residency law that will provide school districts legal recourse for violations of the residency requirement. School districts need to be made financially whole when someone violates residency requirements simply to attend school in the district.

NHSBA Response

Current Situation:

Pupil residency issues have historically been an issue for NH school districts, and they continue today. Current law specifically addresses this problem. RSA 193:15 states: *Penalty for Unauthorized Attendance, etc. – Any pupil who, after notice, attends or visits a school which the pupil has no right to attend, or interrupts or disturbs such school, shall for the first offense be guilty of a violation, and shall for any subsequent offense be guilty of a misdemeanor.* The New Hampshire Judicial Branch offers the following definitions:

- VIOLATION - a violation is an offense which is not "criminal" in nature. In other words, while it may involve conduct which is illegal and may be charged, it is not classified as a "crime" and, for that reason, a person who is charged with a violation cannot go to jail if convicted.
- MISDEMEANOR - a misdemeanor is a crime and a person who is convicted of a misdemeanor may be sentenced to jail depending upon the class of misdemeanor charged.
- CLASS A - a person who is charged with a class A misdemeanor may be sentenced to jail upon conviction. In addition, a fine and probation may be imposed. For this reason, a person who is charged with a class A misdemeanor is entitled to apply for a court appointed lawyer.
- CLASS B - a person who is charged with a class B misdemeanor may not be sentenced to jail upon conviction, although a fine and probation may be imposed. For this reason, a person who is charged with a class B misdemeanor may not apply for a court appointed lawyer.

Resolution Impact:

Current law allows for the prosecution of false residency claims. While monetary damages are not specifically addressed in the statute, they may be pursued as part of the legal action, which may include allegations of fraud. The addition of the proposed language to the statute would clearly indicate the potential for monetary damages to be awarded.

Review and Analysis:

Monetary damages are currently considered by trial court judges when making awards based on the merits of each individual case. The proposed additional language would indicate legislative intent that supports such financial restitution.

✓ Adoption Recommended by NHSBA Board of Directors

10. **RESOLUTION SUBMITTED BY SAU '33: RAYMOND SCHOOL DISTRICT**

Proposed Resolution:

The Raymond School Board proposes a resolution urging New Hampshire lawmakers to adopt the Uniform Photographic Copies of Business and Public Records Act in order to allow for the destruction of originals after the original document is reproduced in some manner. Further, the Raymond School Board asks that lawmakers and the State Board of Education to revise RSA 189:29-a and ED 306.04(h) to reflect current document imaging technologies and backup capabilities.

Stated Rationale:

Until NH law is revised to permit the destruction of original permanent records after they have been reproduced by a document imaging system, school districts must maintain the original of any document required to be kept permanently, even if stored with an imaging system. While a number of documents can be stored electronically, there is no language in New Hampshire law that explicitly allows school districts to destroy original permanent records after they have been stored in a document imaging system. Therefore, the need for storage space for an increasing number of documents is not alleviated by document imaging technologies. Additionally, RSA 189:29-a specifically references storage of documents on microfilm, which is an outdated technology, and requires that a duplicate film be stored in a fireproof container. The use of off-site servers to serve as an emergency backup for electronically stored documents potentially negates the need for storage of a hard copy device in this manner. ED 306.04(h) currently has the same requirement to store a student's attendance and scholarship records in a fire-resistant file, vault, or safe. As such, to comply with ED 306.04(h), school districts must store electronic images in some sort of hard copy format (DVD or memory stick, etc.) without allowing for off-site server storage to serve the same emergency backup function.

NHSBA Response

Current Situation:

The Uniform Photographic Copies of Business and Public Records Act is a uniform act drafted by the National Conference of Commissioners on Uniform State Laws. It provides that a reproduction that accurately reflects the original is as admissible in evidence as the original itself in a judicial or administrative proceeding. The Act has been adopted by 33 states and one territory addressing updated requirements related to microfilm and duplicate copies. New Hampshire has not adopted the act. New Hampshire has specific state requirements for document maintenance stipulated in RSA 189:29-a and Ed 306.04(h), which reference both out-dated technology (microfilm) and required storage in a fire-resistant file, vault, or safe.

Resolution Impact:

The resolution seeks to update NH requirements relative to records retention. Advances in document imaging and cloud storage provide options to districts that would alleviate logistical problems associated with the preservation of "original" documents.

Review and Analysis:

NHSBA supports local districts in their efforts to efficiently manage their records, be it in electronic format or otherwise. The resolution seeks to expand on those local options.

✓ Alternative Adoption Recommended by NHSBA Board of Directors

NHSBA supports New Hampshire's adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities.

Board & Administrator

FOR SCHOOL BOARD MEMBERS

January 2016 Vol. 29, No. 9

Editor: Jeff Stratton

Vision a characteristic of successful districts

In "Eight characteristics of effective school boards: At a glance," the Center for Public Education stresses the need for a board to have a vision for the school district:

"In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. In contrast, in stagnant districts, boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform, leading the board and superintendent to not be in alignment."

What is your board's vision for the district's future?

Discuss this as a board team.

Board's vision discussion points:

- 1.
- 2.
- 3.

For information, <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards#st-hash.YNlp50ko.dpuf>. ■

Focus on goals can prevent micromanagement

Question for The Board Doctor: "Our board has a very difficult time letting go of the decisions being made about academic programs," said a New Jersey board member. "What can we do to fully turn these over to our superintendent?"

Answer: One of the great qualities board members bring to board service is a passion for education, and the desire to see that students receive wonderful academic opportunities. It's really a jolt of positive energy to the board that needs to be properly channeled.

As a board, concentrate on setting clear academic goals for the superintendent and then monitor the administrator's performance on your goals for her.

Think of your board as a corporation. The board sets the strategic performance goals for the corporation — the high-level thinking. The superintendent, as the board's CEO, is responsible for the day-to-day performance of the corporation in meeting the board's strategic goals. The staff, hired by the superintendent, is responsible for producing the product. In this case, delivering instruction. ■

Dealing with board member 'grudges'

When a board member has a grudge against a staff member, the board — led by its president — should be prepared to act so that the board member's single focus doesn't become disruptive to board teamwork. A grudge is just another way of saying "single-issue board member."

Here are two ideas for managing this board problem:

1. Understand the board member's special interest and, if possible, seek to put it to use.

Sometimes, a single-issue agenda can actually be in the school district's best interest. However, firing a teacher, principal, or coach is not a positive single-issue.

The president and superintendent should

hear out the board member and determine whether the board member's interest is a positive for the district. If so, ask her to develop the idea and inform the board.

This can work out well, because raising the board's awareness on an issue is often healthy.

2. Act swiftly if the single agenda is a negative one. When a board member's agenda has the potential to damage the board and district, you need to discuss the issue in the open. Tactfully, you have to say, "What will you do if and after you get your way on this issue? If you can't settle this matter, in the interests of the district, you need to consider why you sought a board seat in the first place." ■

Make that mission matter

In its *Board Officers Handbook*, the Iowa Association of School Boards suggests that boards start each meeting by having a board member read the district's mission statement aloud.

IASB suggests that after this reading, the board member should then identify some agenda items that give good examples of the board and district's concentration on the mission.

For information, www.iasb.org.

Here are two other tips for a school board to emphasize by focusing on its mission statement:

1. Print the mission on the meeting agenda. Over time, it will become a tacit reminder to the board when it is making decisions. The board can also arrange to have the mission statement prominently displayed in the meeting room.

2. Review the mission statement on a regular basis. Ask that the superintendent build in mission statement and vision review on the board's annual calendar. It's an activity that the board doesn't need to perform every year, but should be done every three to four years as factors affecting the schools change. ■

Is that committee truly necessary?

One smart strategy for the board is to make an annual review of each committee to ensure that all are still of use to the board and district. The president, along with the superintendent, should do this every year.

Committees that have outlived their usefulness are a drag on the board's resources and time.

The president can begin by reviewing each committee's purpose and range of activities. This will help the president determine whether the committee is still viable or simply a "paper" committee.

If a committee is no longer necessary, recommend that the board eliminate it. ■

PD Continued

Google Workshop Series, the Sequel (Kate Brunelle, instructor)

Learn about all things Google with a 4-part workshop series in February/March. Take individual workshops or complete the whole series plus two guided work sessions and actively implement Google in your classroom and share with colleagues to earn an additional AU or in-house credit.

February 2nd: Google Drive: the "homebase" of your Google experience. Learn about Google Docs (docs, sheets, slides, drawing, etc.), how to share, collaborate and more!

Drive Registration

February 9th: Google Classroom: virtualizing your class. Learn how to set up the Classroom, assign, return, and grade student work, hold online discussions, and go paperless!

Google Classroom Registration

February 16th: Google Sites: Create a Web site for your class.

Google Sites Registration

February 18th: The Google You Don't Know: Explore other Google apps and how they work in your classroom like Flubaroo and Forms, My Maps, and more!

The Google You Don't Know Registration

PD Continued

March 8th and March 15th: Guided Google project development work sessions. Geared towards individuals pursuing the additional AU/in-house credit option. Credits/AAU's will awarded upon project completion and presentation.

Guided Googling Registration

Making Learning Visible

This is a 13-week program, offered through Harvard University that focuses on the power of a group as a learning environment, and documentation as a way to shape, extend, and make visible how and what we learn. The course will run from 2/8/16 and 5/8/16. Cost \$499/person.

District- or school-based classroom teachers, instructional leaders, teacher leaders, and administrators are strongly encouraged to **enroll as a team of three to six members** in the program.

Invite a few colleagues to take the course as a team (three to six per team). When working in a team, members will collaborate on most of the assignments, including the development of a shared project. Weekly team meetings (face-to-face or virtual) should be planned.

Visit <https://www.gse.harvard.edu/ppp/program/making-learning-visible> for more information and registration materials.

Happy Holidays!!

Portsmouth School Department

December 2015



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

Central Office Update

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ESEA

Reauthorized

On December 10th, President Obama signed into law the Every Student Succeeds Act (ESSA), which will replace the No Child Left Behind Act. This new law outlines greater flexibility to states in regard to assessment and accountability. For example, the law:

- Retains annual testing in grades 3-8 and requires disaggregated reporting of results
- Removes the requirement for schools to make "Adequate Yearly Progress" (AYP) to 100% proficiency
- Gives more flexibility to states to determine the types of assessments at each grade level, opening the door to options such as common performance assessments
- Removes NCLB's "highly qualified teacher" requirement, allowing states to redefine what it means to be an effective educator

Commissioner Barry said the state looks forward to further developing a meaningful comprehensive assessment and accountability model. New Hampshire has been leading the push for less emphasis on standardized testing and a greater emphasis on competency-based learning and assessment. The department will look to expand work being done in pilot districts on common performance assessments as an option for districts at some grade levels. More to come in the coming months!



PD Offerings- Go Google!

Google Tools X 2

Professional Development Trainings 2016 with Rhonda Johnson

Introduction to Google for Education (GAPE)

You have a Google for Education account, but not sure where to begin? This training is an overview of Google Drive (docs, sheets, forms, slides, folders, sharing) and more if time allows.

Thursday, January 14th, 3:45-4:45 in the Technology Center at Portsmouth Middle School

Intro to Google for Education Registration

The Power of Chrome Come learn about several FREE and low cost Google Chrome apps and extensions to support all students, including your struggling learners! Learn how to customize your Chrome browser.

Thursday, January 7th, 2:45-4:15 in the Technology Center at Portsmouth Middle School

Wednesday, January 20th, 3:45-5:15 in the Technology Center at Portsmouth Middle School

The Power of Chrome Registration

PD Continued

Using Creative Commons In & Out of the Classroom

Learn how to find, use, and cite copyright-free, Creative Commons media including images, music, and videos. All students should know how to incorporate Creative Commons into their school projects. We will also discuss the implications of copyright law in schools. Digital citizenship is an important ICT standard. Every teacher should be stressing the importance of Creative Commons in every class.

Tuesday, January 12th, 3:45-4:45 in the Technology Center at Portsmouth Middle School

Thursday, January 28th, 2:45-3:45 in the Technology Center at Portsmouth Middle School

Using Creative Commons In & Out of the Classroom Registration

Google Classroom for Teachers

Why should I use Google Classroom? Join me for this two hour hands-on training to learn the benefits and get started using Google Classroom right away.

Requirements: Bring at least one current class/course roster to the training.

Tuesday, February 2nd, 2:45-4:45 in the Technology Center at Portsmouth Middle School

Wednesday, February 10, 3:15-5:15 in the Technology Center at Portsmouth Middle School

Google Classroom for Teachers Registration

9. VIII
VI.

The New Franklin Gazette

A NEW FRANKLIN PTO PUBLICATION

DID YOU KNOW
THAT YOU'RE ALL
MEMBERS OF THE
NFSPTO? YOU
ARE!

SIMONS SAYS...

Principal's Notebook: Honored Traditions

Joanne Simons

"How do we keep our balance? That I can tell you in one word- Tradition!" With those few key words, the popular musical, Fiddler on the Roof begins and the well-known chorus starts to play, "Tradition, tradition.....tradition!"

This time of year causes me to reflect upon the traditions that I hold dear, and those New Franklin traditions I am learning are so essential to who we are as a school. This week my children, Andrew and Emily, return home from college for Thanksgiving break. Before they head back to campus Sunday, we'll venture as a family over to Walker's Tree Farm in Madbury. We'll spend time wandering around looking for the perfect tree, my husband Bill and Andrew will cut down the tree, and then we'll all enjoy cups of hot apple cider while they shake and wrap the tree for our ride home. It's a tradition that holds a very special place in our family history.

During my first few months as principal of New Franklin I have been immersed in learning, laughter and most of all traditions that unite students, staff and families. I thought I would use my first Gazette article to highlight just some of the many New Franklin traditions that make this such a special school.



Summer Months

While the building may not be as busy as during the school year, there are a number of NF traditions that start us off each year. We welcome our kindergarten families with a series of evening playdates where new and returning families connect and children get their first glimpses of their classmates. The second week in August means that our parents and children rush to mailboxes for their Welcome Back and Class Placement Letters, and the most important of our summer traditions, the Back to School Kick Off Celebration takes place the Thursday before student arrive.

September

The first month of school means that kindergarten and first grade students will be apple picking in area orchards, our kindergarten students and families will have orientation and a practice bus run, teachers prepare for the annual Open House and moss, sticks, feathers and dried flowers begin arriving for a newer tradition... the creation of classroom fairy houses.

October

As the cooler weather arrives, October brings two of our most cherished New Franklin traditions. The annual third grade field trip to Ruggles' Mine takes place as a culminating activity for their rocks and minerals science unit. Another key NF tradition, is the Halloween Parade during which students and teachers weave throughout the neighborhood wishing all a "Happy Halloween".

continued pg. 3

IN THIS ISSUE:

- 1 Principal's Notebook
- 2 Spotlights on K, 1, 2
- 3 Counselor's Corner, Principal's Notebook Continued
- 4 Fifth Grade Happenings
- 5 Community Coverage
- 6 NFS Gardening: Growing Traditions
- 7 Grade 3 and 4 Tales
- 8 Puzzle Page



KINDERGARTEN NOTES

Kindergartners are settled into their new school. In September, we learned about school rules, routines and built a community. We've finished up our Star Student unit, which focused on letters in names and got to know new friends. Kindergartners began the "Foundations" program and observed painted lady caterpillars turn into butterflies! October brought the beginning of Open Circle, apples, pumpkins, bats, spiders, nursery rhymes and all the fun activities that go with them.... rhyming, patterning, letters and sounds, counting, number recognition, life cycles, sorting, graphing, etc. A field trip to Emery Farm finished out October with pumpkin picking, a corn maze, tractor ride and petting zoo. November brings more about pumpkins, harvest and learning about the 1st Thanksgiving. Thank you for taking time out of your busy schedules to meet during parent/teacher conferences. We appreciate all your support!

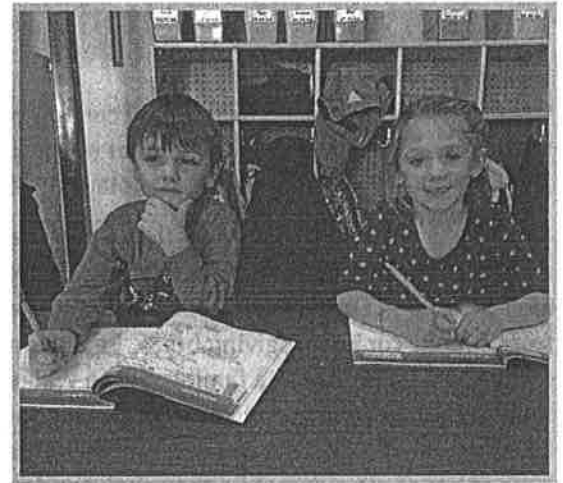
SECOND GRADE LEARNS ABOUT THE COMMUNITY

Library, Police, Fire Station and more... On November 13th NFS 2nd graders were able to tour and explore some of the important parts of our local community. We toured the Library to learn about the fun things the library has to offer and the role of the librarian in our community. We heard about the day in the life of a



firefighter, explored the equipment, and watched them slide down the fire pole. At the Police Station we saw behind the scenes: cells, meeting rooms, and the emergency call and dispatch room. We also were able to see a police robot that drives into buildings to make

sure things look safe. Next we were invited up to the Mayor's office! Second graders were in awe at the view of the city! Mr. Shea even got a visit from us in his new office. He gave us a treat as he cut out pictures of all of us and scattered them in different places in his office. After a lunch we headed to the Piscataqua Bank and RiverRun Bookstore. At Piscataqua Bank we got to see the safety deposit vault, the security cameras, and the Kid's Bank. RiverRun offered a nice time to relax and be entertained by a story. We loved the typewriters we got to use before we left! At the end of the very busy day we felt grateful to live in our community!



FIRST GRADE FUN!

What keeps our enthusiastic first graders engaged throughout the day? We're busy working on narrative writing, sight words, addition facts to 10, and tapping and blending for reading and writing. When we're not at school growing our thinking skills in our classrooms, we can be found outdoors at Applecrest Farm enjoying the informative tour of a real life working apple orchard or at The Music Hall, watching a lively performance of Click, Clack, Moo. With these energetic kids it's easy to have fun wherever we go! So far the year is going swimmingly. Coming up soon, first graders will begin non-fiction writing, close reading with poetry, and fact fluency. If you're looking for a great resource to use with your first grader, check out: RAZ-kids.com.

newfrankofile:
n. one who loves new frankin school with great ardor

COUNSELOR'S CORNER

BULLY AWARENESS AT NFS:

For the 3rd consecutive year, the Portsmouth Elementary School Counselors collaborated with Helaine Wemple and the students in the PHS Service Learning class to deliver bully awareness lessons to all K-5 students. The lessons were developed by the Elementary School Counselors. The K-2 lessons focused on strategies for dealing with unkind behavior and words. In grades 3-5, the lessons highlighted the power of words and how they can impact an individual. All lessons encouraged students to be an upstander! During the month of October, staff and students were inspired to wear something orange on Fridays to bring awareness to bully prevention. NFS students were eager to participate. They made thoughtful posters, which were displayed in the hallways and created weekly announcements during the month of October!



HAVEN VISITS NFS:

NFS counselors coordinated with Haven (formally known as SASS), to deliver Personal Body Safety lessons to the kindergarten, first, third and fifth grade classrooms at NFS. Lessons in the kindergarten through third grades were delivered using puppets to present the material in an entertaining and non-threatening format that encouraged discussion and participation. For students in the fifth grade, the presentation included interactive role-playing, discussion, and written activities. During all presentations, opportunities were provided for students to actively participate in order to integrate the concepts they learned. The lessons that Haven provided to students reinforced identifying a trusted adult to turn to if they feel hurt, confused or scared.



Principal's Notebook Continued from Pg. 1

November

November brings our New Franklin families together during the amazing, Harvest Feast held the week before Thanksgiving break, earlier in the month parents and teachers gather for Parent conferences both at school and over at Gosling Meadows and the first notes of our fifth grade band members float down the hall in preparation for the holiday concert in December.

Our traditions build a strong sense of community and I look forward to a year where we celebrate and honor old traditions and begin to create new ones.

For more information about Haven and the services they provide to the community, please visit their website at:

www.sassnh.org

FIFTH GRADE HAPPENINGS!

WRITING, READING, MATH AND MAPLE SYRUP!

Writing About Reading

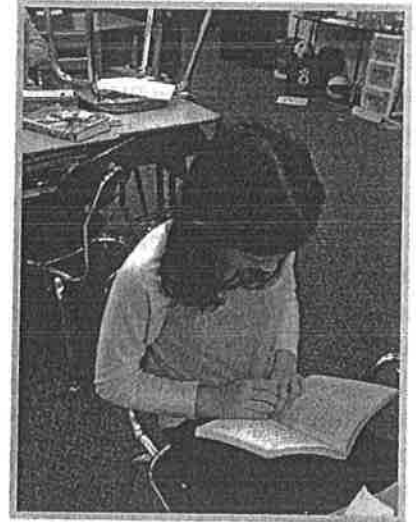
If you popped into a fifth grade classroom during reading workshop you might see students with a pencil in hand, jotting down notes as they read. You may also see some students writing longer entries in their reading journals. They might be making charts or developing character webs or cause and effect diagrams. This exploration of ideas in writing enhances their comprehension of novels with complicated characters and plots. A favorite activity, sharing their thinking with a partner or small group, follows their note taking and extended writing. So, if you want to have a deep conversation about a book, talk to a fifth grader!

Fifth Grade Authors

Heads down, pencils racing across pages, this fall, fifth graders wrote stories of defining moments, of important people and of times that they would never forget. Discussions about how dialog could increase the tension in the story were heard. Other students experimented with varying sentence length. These fifth grade students were using and experimenting with writers' craft in ways that would make any published author sit up and take notice! Readers of their stories could be seen dabbing away tears while others were laughing out loud! If you get a chance, ask a fifth grader to share a story with you – you won't be disappointed!

Volume and Long Division and Exponents... Oh My!

Ever wonder how to arrive at the formula for determining the volume of a cube? Throughout our first unit in EveryDay Mathematics, our students had to find multiple ways to figure out the volume of various prisms. They began by placing centimeter cubes into a prism and counting them, then progressed to finding the base layer and multiplying that by the height, and finally they calculated the volume using the formula $\text{Volume} = \text{Length} \times \text{Width} \times \text{Height}$. By developing the formula on their own, students gained a concrete understanding of the concept of volume. Our second unit had students estimating, multiplying and dividing larger numbers, and working with the powers of



10. Our fifth grade students have shown that they are adept at wrestling with new math concepts to make them their own. **Maple Syrup Project**

The 5th grade launched our Maple Syrup Project this month! The project involves local history, science, math and economics (not to mention, super delicious syrup!). On a Wednesday morning, a few weeks ago, Randy Whisler, the mastermind of the operation, led all three 5th grade classes in a brief overview of the project. He showed examples of different maple tree leaves and he talked about the process of distilling maple syrup from start to finish. All the classes then marched outside to try our new skills at identifying maple leaves on the trees along Franklin Drive.

The next step is for the 5th graders to start gathering folks who are willing to allow us to tap maple trees in their yards and

to harvest the sap this coming spring. If you have any maple trees, or know of a neighbor who might be open to this idea, let us know! Donors receive 30% of the syrup that is produced from their trees. 30% of the profits from selling the syrup goes to a local charity of the 5th graders' choice. And the rest of the proceeds help to pay for the 5th grade Environmental Camp at the Seacoast Science Center in May or June.

Just imagine hot pancakes with NFS-made maple syrup drizzled on top and all those upcoming cold and dark winter days will be made a little more bearable!



ONE GALLON OF
MAPLE SYRUP
WEIGHS ELEVEN
POUNDS!

A TRADITION GROWS IN THE NFS GARDEN!

On a cool spring day earlier this year, Mrs. Shaw and Mrs. Hosser's kindergarteners trudged out to New Franklin School's raised garden beds. The chill of an especially hard winter had finally given way to a gentle thaw and the rich soil of the intended garden bed was ready for planting. A hint of spring warmth was welcomed by the children in the form of unzipped parkas and gloves that were quickly tucked into pockets; dappled sunshine caused early leaves to glow with the iridescence only found at that time of year. Carefully, delicately, eager kids buried their "seeds"--neatly cut potato chunks speckled with "eyes." They planted with pride, knowing that they were establishing an NFS tradition: their crop would be harvested by the newest batch of kindergarteners in the fall, essentially welcoming the next class of NFS students by offering them the opportunity to dig fully grown potatoes and experience the enjoyment of harvesting the earth's bounty for themselves.

Throughout the summer months, while our little gardeners rode waves, jumped from bridges, and hiked, Ms. Patterson and her garden elves tended to the beds, keeping watch over the growing vines. All too soon, sandy towels were laundered and packed away, backpacks were packed with snacks and school supplies, and the NFS bell rang in a new school year. As an early frost threatened, Mrs. Shaw's newest class of kindergarteners armed themselves with trowels and rakes, unearthing the potato harvest with joyful shouts. "Roasted!" "Mashed!" "Chips and Fries!" What a bounty! A vote was taken and mashed reigned as the popular choice. Later that week the kids enjoyed a feast of mashed potatoes; a culmination of the fruits of their labor, originated by their first grade school mates all those months ago.

Editors note: We are thrilled to see our simple raised beds evolve into an outdoor classroom. With the support of teachers and families, this garden can continue to be a place of extended learning for our NFS community...and the more garden elves, the better! If you have a green thumb, or just a willingness to get dirty and have fun, please contact Kim Kumph or Sara Zoe Patterson:

kimkumph@mac.com

spatterson@portsmouth.k12.nh.us



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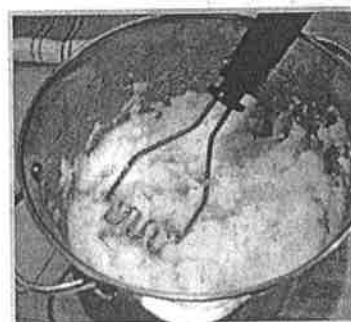
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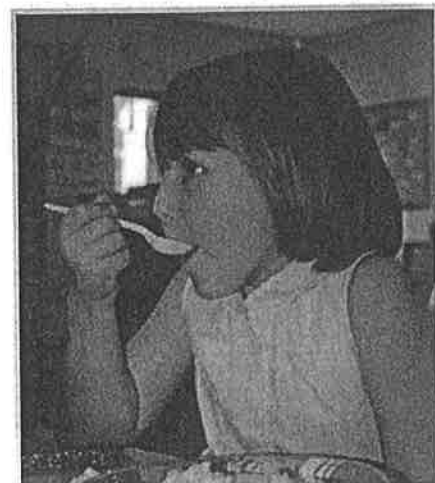
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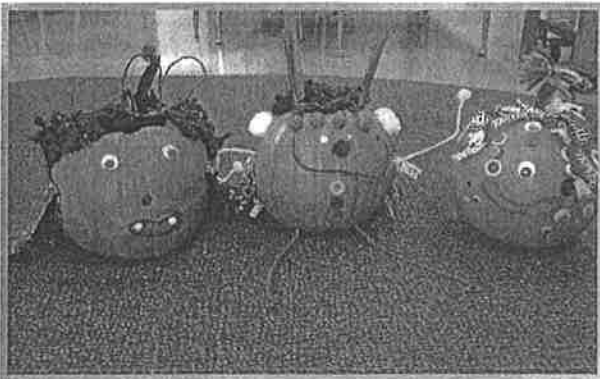
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Have a green thumb and like to wear pointy shoes? Garden elves wanted!
Email: kimkumph@mac.com or spatterson@portsmouth.k12.nh.us

ELECTRIFYING NEWS AT NFS

CAPTURING KINDNESS

New Franklin School is being electrified with Random Acts of Kindness. A bold new Kindness banner has been displayed across from the main office. Students and staff have been recognizing each other when Random Acts of Kindness (RAK) are observed. This RAK initiative helped promote a culture of thoughtful and caring NFS community members. When staff or students observed someone doing a kind act, it



was recorded on a lightning bolt. NFS met the goal of having over 200 Bolts displayed by the end of October! A big shout out to all the 5th grade students who volunteered to deliver daily morning announcements and to make kindness posters.

NFS GETS SOCIAL!

Social Club Happenings at NFS!

NFS Social Club is at it again!

Students in Social Club created fairy houses for the Fairy House Tour. Houses were displayed at Prescott Park on September 26th and 27th. The Social Club also decorated pumpkins to celebrate fall. Pumpkins were placed in the main office for the NFS community to enjoy. These fun and interactive activities focused on

cooperation and working together in small groups. The students were excited to showcase their creations!



NEW FRANKLIN FOLK HAVE ALL KINDS OF NIFTY ITEMS ON THE INTERWEB! CLICK THE LINKS BELOW:

<https://newfranklin.wikispaces.com>

<http://newfranklinschool.blogspot.com>

<http://nfsmusic.weebly.com>

Did you know... volunteering leads to better health! You should probably sign up to help at the next PTO event! Check out NFSPTO.org for info :)

FABULOUS FOURTH GRADE

The fourth grade has started out the school year learning all about New Hampshire geography and our state symbols. Did you know that the state fruit is the pumpkin or that the Connecticut River divides New Hampshire and Vermont?

We love kicking off the year in Science with a hands-on, inquiry-based unit on the skeletal system. The kids will begin the unit by observing and then dissecting a mystery object. This inquiry unit will lead the fourth graders into many discussions about our skeletal system: why we need it, how many bones are in our body, and how it allows our bodies to move. Keep your ears open around the fourth grade wing for clues about the mystery object!

Gaining independence is an important skill we work on in fourth grade and Book Clubs are a great way to practice and instill independence in our fourth graders in a fun and engaging way. All of our kids have been a part of a Book Club that has focused on character. Some titles include "Gooseberry Park", "Shiloh", and "Alvin Ho". In order to participate in the conversation about the reading, the kids are required to get their assignments done ahead of time. This certainly takes some planning and time management to be prepared



for group. Book Clubs are always a great way to encourage rich conversations around books and to help develop original thinking.

So far in math, we have covered topics such as place value, addition and subtraction of whole numbers, and fact fluency. Please remember,

practicing your math facts at home is critical to math success in fourth grade. We have shown the students different ways to practice, but if you need help finding resources, please let us know. Multi-digit multiplication is on the horizon and we have just recently ventured into the oh-so challenging world of fractions!

As always, thank you for your continued support both in and out of school!



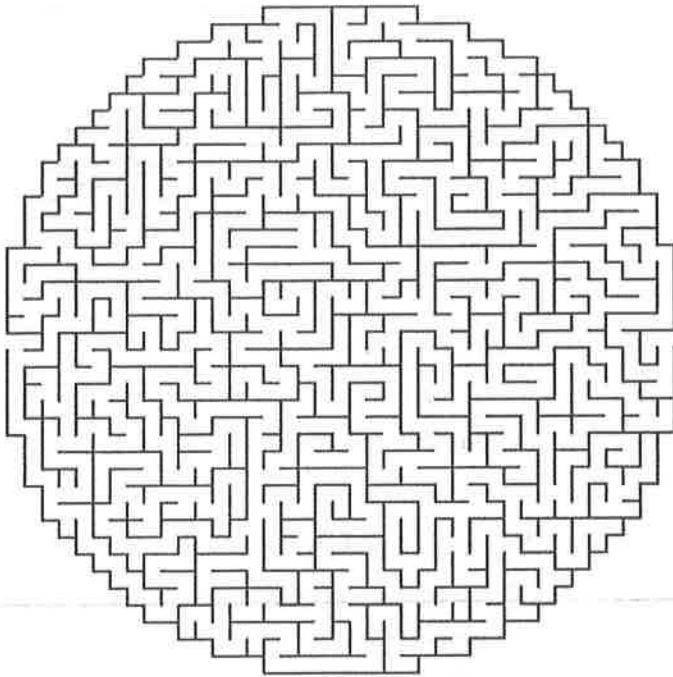
TIME FLIES IN GRADE THREE!

The first trimester of third grade has flown right by! Some highlights include:

- Searching for a diamond in the rough at Ruggles Mine! Sadly, none of us will be retiring anytime soon but the enthusiasm of our miners searching for gems will forever shine!
- Our first book groups are in full swing. The theme of our book groups is related to our study of immigration. We are looking forward to learning about each other's family origins and perhaps tasting the culinary delicacies of our different cultures.
- The stories of 'our lives' (personal narratives) are being typed for publication. We have learned to hook readers with a strong lead sentence, "SHOW not TELL", punctuate dialogue, and to bring out the internal story. Look for them on The New York Times Best Seller list in January.
- We continue to chip away at our NO EXCUSE words. Please have your children practice at home using the Spelling City link found on the New Franklin Website.
- Holiday party celebration information will be forth coming!



PUZZLE PAGE!



DECEMBER

12/15 K, 1, 2 HOLIDAY
CONCERT FRONT ROW
RAFFLE

JANUARY

1/6 PTO MEETING

FEBRUARY

2/3 PTO MEETING
KISSES DELIVERY
MOVIE NIGHT

MARCH

3/2 PTO MEETING

NFS PTO WORD FIND!

H Y K S P F T V T Q
S A T I R A G R A M
P D E C E I L Y L Y
A S R E L R A R E U
G E A C A Y W A N B
H N F R S H N R T E
E D F E E O F B S S
T E L A K U E I H O
T W E M A S T L O L
I V S G B E E D W C

Find these words and phrases:

- | | | | | | |
|----------|---------|------------|------------|-----------|------------|
| CloseBuy | Pies | TalentShow | FairyHouse | Library | Margaritas |
| LawnFete | Raffles | Wednesday | LawnFete | Spaghetti | IceCream |

NFS CRYPTOGRAM!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
																		7							

5
9 25 18 7 20 14 8 18 14 8 18 8

This cryptogram is an **extra** challenging puzzle! You must try to match letters to their corresponding numbers...it's not easy to crack the code!

Here's a clue:

This person is someone who is a great help when you need her, but you hope not to visit with her too often!

PMS POST

Written by various authors. Formatted and edited by Austin Phan. Approved by OCG.

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Page 1: A political article, by Michael Schoff.

Page 2: Continuation of Michael Schoff's article.

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Page 5: Jewelry of the month, by Dilyn Odoardi, Hairstyle of the month, by Emily Batty, a poem by Tucker Lloyd, and some interesting facts by Sage Beresin.

Page 6: An anonymous interview, and an article about how social media impacted #prayforparis.

Page 7: Two Fiction stories, an awesome box review, and a book review.

Page 8: A double dear and a teacher scramble.

Page 9: A New Sports Season, by Tucker Lloyd, and a holiday crossword!!!

Page 10: Cool Things You Can Do With Instagram, by Michael Schoff, and A Talk With Mr. Davis, by Jenifer Sidwha.

Page 11: Well, there is no page 11. heh. heh. heh. don't believe me? Check for yourself! -Head editor Austin Phan

WHO WILL WIN THE PRESIDENTIAL RACE?

BY: MICHAEL SCHOFF

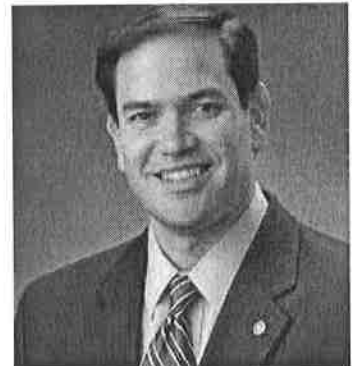
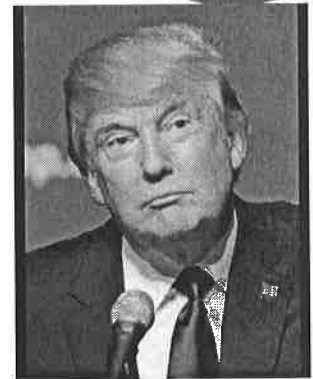
In the 2016 presidential race there are five front runner candidates:

Donald Trump At 23% Donald Trump is second in the Republican polls. With his over the top and extreme ways ("Maybe we should boycott Starbucks," Trump said at his Saturday Night Live appearance) he gained a lot of attention. The billionaire real estate mogul, if president, promises to resolve the US 18 trillion dollar debt with his spectacular business skills, deport all undocumented immigrants, ban climate change reform efforts, and "make America great again."

Marco Rubio Before now Marco Rubio was a little known senator from Florida, now he is the favorite to win the Republican primary. Rubio who attended Tarkio College on a football scholarship also has many disadvantages, many people are not looking to elevate young senators which will deeply wound his campaign for president.

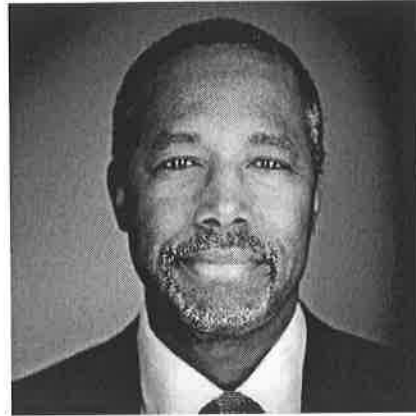
Hillary Clinton Well known former first lady and secretary of state Hillary Clinton is leading the Democratic polls at 56%, 23% over Bernie Sanders. Hillary has 14 years of political experience and attended Yale Law School. If elected, Hillary plans to make a dominant military and create equal rights for women. Hillary created the Clinton health-care plan, a comprehensive proposal that would require employers to provide health coverage to their employees through individual health maintenance organizations. Its opponents quickly named the plan as "Hillarycare", and it faced opposition even from some democrats.

COLLECTOR'S
EDITION! THIRD
ISSUE!!!



**** The PMS post has not endorsed a political party, nor a candidate****

Ben Carson Former neurosurgeon Ben Carson is leading the Republican polls at 24%. He had a huge gain in popularity when he got the spotlight in the media. Carson wants to abandon the personal income tax system for a flat tax which is a constant rate no matter how much money you make. This system would help decrease the 18 Trillion dollar US debt. But increase poverty.



Bernie Sanders Bernie Sanders is the longest-serving independent in U.S Congressional history. Sanders has long been critical of U.S. foreign policy, and was an early and outspoken opponent of the Iraq War. He rose to national prominence following his 2010 filibuster against the proposed extension of the Bush tax cuts. A self-described socialist and democratic socialist, Sanders favors policies similar to those of social democratic parties in Europe, particularly those instituted by the Nordic countries. He is a leading progressive voice on issues such as income inequality, universal health care, parental leave, climate change, LGBT rights, and campaign finance reform. He is also outspoken on civil rights and civil liberties, and has been particularly critical of mass surveillance policies such as the USA PATRIOT Act, the NSA surveillance programs, and racial discrimination in the criminal justice system.



The town of Calma, Chile in the Atacama Desert has never had rain.

During his entire life, Vincent Van Gogh sold exactly one painting, "Red Vineyard at Arles".

THERE ARE NO CLOCKS IN LAS VEGAS GAMBLING CASINOS.

A normal raindrop falls at about 7 miles per hour.

Like fingerprints, everyone's tongue print is different!

A duck's quack doesn't echo, and no one knows why.

USELESS FACTS!!!

STEM CAREERS: WHERE ARE ALL THE GIRLS?

BY: VIRGINIA SCHOFF

In Silicon Valley, women in the working body are vastly outnumbered by men with a ratio of 3:1 men to women employed. In this male dominated industry, we must start to establish a more gender neutral environment that can counter the inflated superficial media image that comes from popular shows like *The Big Bang Theory*. That starts with developing girls here at middle schools.

Surveys have shown that one out of every twenty girls consider a STEM (science,

technology, engineering, and mechanics) career whereas one out of every five boys do. These statistics cannot come as any surprise considering that in this past year, only one out of the eight Nobel Prize

STEM



Science • Technology • Engineering • Math

Laureates in medicine or science was a woman.

When we think of the giants in the tech industry, it's Mark Zuckerberg or Bill Gates. The overwhelming media presence for their success leaves women the obscure underlying figures in the wake of men, preventing CEOs and executives such as Ginni Rometty, Gwynne Shotwell, and Susan Wojcicki from becoming household names. The discomfoting identity women hold in the tech industry is all but seducing to potential female recruits. Actions must be taken now at the middle school level to terminate the repelling nature the tech business has for women. Clubs that are welcoming to girls interested in computer science can be

formed and using programs such as Girl Develop It and Girls Who Code should actively be encouraged by administrators. By diversifying a field stereotypically seen as a ground for white and Asian males, we are expanding our country's future innovation and heightening its position as the leading tech country in the world.



"ONE OUT OF EVERY
TWENTY GIRLS
CONSIDER A STEM
CAREER."

YAY!!!!!!

BY: LUCY GILCHRIST

Many jobs in our modern world require the ability to write and formulate convincing arguments. These skills are not only applicable in careers in the humanities. Scientists and engineers are required to submit reports and thesis statements in order to be considered valid players in their fields. In our STEM (science, technology, engineering, math) focused world, it is easy to forget the importance of communication. However, the ability to communicate through writing is imperative to being a contributing member of society. Students in our school should be exposed to frequent writing contests for this reason.

Competitions tap into the common trait most teens share, the love of competition. The promise of competition entices students to put their best efforts into the production of their arguments. The prize of recognition may be enough for some teens. However, a more sophisticated prize, such as a small award, may lure more teens into competing in a writing contest.

Teens do not know the importance of being able to formulate astute arguments. They view argumentative writing as a task meant to be completed. A series of writing competitions in our school would encourage teens to consider their own voices on issues that are important to them. Writing competitions will show students that if their papers are incisive enough, their voices can be heard.

Adolescents love to argue. However, there are few circumstances that merit respectful and well formulated arguments. By providing writing contests, PMS can harness student's love of arguments for an educational purpose. The powerful opinions of teens can help fuel an intellectual community.

As it can be seen, writing competitions can have a positive effect on adolescents, by enticing them to be competitive and expressive, hence improving the quality of the teens life. With these benefits it is safe to say that incorporating more writing contests in school with only have an efficacious effect on a student's attitude and writing.

NAY!!!!!!

BY: EUGENIA PRUNELLE

Once again, I've been called upon to give my superior opinion for this measly fluff newspaper. Here's the crux of it; writing contests are a disgraceful part of society's attempt to boost the fragile self-esteems of sniveling teenagers. I strongly believe in the first-rate old-fashioned method of rhetoric learning. What better way to pound information into student's brains than list-making and copying a magical 50 times, I ask?

By winning a writing contest, students adopt a false sense of pride. Cash prizes, awards, standing ovations, are petty in the long run. These recognitions inflate the egos of already self-absorbed teens. It is only us superior elders who truly understand that lasting pride that comes from the accomplishments unrecognized by others.

Often, these writing contests do not specifically outline the criteria. This can lead to an essay about pink elephants that was supposed to be written about the fine art of calligraphy. This is confusing to me and anyone over the age of 70.

These contests are often too subjective. I ask you, if a contest is judged by an emotionally unstable teenager, will the best essay be picked?! No! A panel of qualified judges is necessary to properly evaluate a writing contest.

With these last words, of wisdom, I leave you. Writing contests are harmful to students, and I implore whomever runs this sad institute to shoot this idea down immediately.

I have better things to do,

Eugenia Prunelle, Severely Underappreciated Senior and Delegate of Grouchiness

ONE THOUGHT
TWO THOUGHT
...3 THOUGHTS

The PMS Post believes it's important to get multiple points of view. Even if the views are similar, examining issues from varied viewpoints gives us a new way to see things. This column is dedicated to providing differing opinions on issues that are important to our school, our community, our lives.

JEWELRY OF THE MONTH...

BY: DILYN ODOARDI



This month's jewelry of the month is bracelets made out of recycled flip flops. These double high five bracelets are handcrafted by women in Mopti, Mali. This is double high five's source of fair trade, and has been a certified partner with local African artisans who make these beautiful bracelets by melting rubber from discarded flip flops to turn into fashionable, wearable, wonderful bracelets. They are so convenient because you can wear them in the pool, or anywhere else. You can even wash them! These recycled flip flop bracelets are currently sold at Prelude downtown.

HAIRSTYLE OF THE MONTH

BY EMILY BATTYE

This December's hairstyle is a good one for the holidays. Not only is it very pretty and cute, it takes about a minute to do. Here are step by step instructions on how to do it, but you may also look at the picture above.

You need: an elastic, and a bobby pin.

Put your hair into a ponytail

Then put it into a loose bun

Split the bun right down the center

Take a loose piece from the front and wrap it over the middle part you previously split in half in the bun.

Secure with a bobby pin

To jazz it up, you can add a sparkly bobby pin or a clip.



THE COLD

A poem by Tucker Lloyd

The cold unforgiving chill freezes me deep.

I am it's unknowing victim, and it has come to reap.

The frost sinks deep into my bones.

It's an odd sensation that seems to have grown!

The cold, it seems so untouchable.

Yet, why do we treat you like rulers that are lovable?

We fear you and hide away.

Yet we still like to feel the pain?

The bitter whip of yours it's truly unbeatable,

Yet we dress in suit just to follow unthinkable.

The cold.



DID YOU KNOW?

By: Sage Beresin

...that m&M's were created in 1941 so that soldiers could enjoy chocolate without it melting?

...that while sharks kill less than 10 people per year, humans are killing around 100 million sharks per year?

...that Cherophobia is the fear of having fun?

...that bikinis were invented by men?

...that you cannot snore and dream at the same time?

...that it is impossible to sneeze with your eyes open?

...that only 11% of the world is left handed?

...that for each hour you wear headphones, the bacteria in your ear increases by 700 percent?

THE ANONYMOUS INTERVIEW!



#PRAYFORPARIS-HOW SOCIAL MEDIA RESPONDED

BY: Eva Carchidi and Anna Piro

What is your favorite...

Color: Just Plain old red.

Food: Ravioli.

Sport: Swimming

Subject: Science

Season: Fall, or Autumn

Animal: Deer?

Ice cream: Chocolate chip

Book: The Lost Prince

Movie: Divergent

Store: Staples

If you could...

Go somewhere: Hawaii

Doing something: Ride a Jet ski, even though it's winter..

If you could change one thing about PMS: Have free time (recess, whatever.)

Who are some of your friends: Brunda, Lucy, Olivia

What is your school goal that you have for this week based on last week: None.

Who lives in your household? My parents, a sister, and a fish.

Where in the world have you gone? India, London, Canada, Belgium Germany Switzerland, France, and 10 states.

What is one thing you want most right now? To go home.

Send your guess to:
kconnorgunn@apps.portsmouth.k12.nh.us



Social media often has a bad reputation, but on November 13th, users of Instagram, Twitter, and Facebook (and other social medias) grouped together and showed support for the capital of France with the hashtags "prayforparis," "jewisparis," and "peaceforparis." Pictures like the ones below appeared on almost everyone's feed when they checked their social media apps. Renowned world monuments lit up blue, white, and red (the colors of the the French flag) in respect of Paris. Buildings like the Empire State Building in New York, City Hall in San Francisco, the Senate Building in Mexico City, the CN Tower in Canada, the Sydney Opera House in Australia, and the London Eye all glowed for France when the city itself went dark. Celebrities also took to their social media accounts- figures like Kim Kardashian, Taylor Swift, Channing Tatum, Reese Witherspoon, Julianne Moore, Ellie Goulding, LeBron James, Harry Styles, John Legend, and Justin Timberlake all showed their support.

The most iconic picture that spread across the internet was a peace sign that also resembled the Eiffel Tower (see below). It was noted by Buzzfeed as retweeted over 39,000 times since the attacks. Jean Jullien, a professional illustrator, is the artist of the iconic symbol. He quickly sketched the symbol as he heard of the attacks on the radio. Instead of using words like others did to express their sympathy, he did what he did best- he drew. He then posted the drawing on Facebook and went to bed. When making it he didn't expect it to blow up- all he was thinking about was the peace he wished for Paris. He doesn't mind that people shared his artwork, and doesn't worry about taking credit. "I created a symbol for everyone to share. It's not about ownership and pride."

With this event, it shows how social media can bring us together, contrary to what we often see on the news. Social media can be useful in some ways like this. Adolescents are more likely to check their feed on social networks than turning on the tv to watch the news. We need to grasp the realization that social media isn't just for posting something interesting you did or how artsy you can make a picture, but can be used for a positive impact.

Speak softly and carry a big stick; you will go far.
-Theodore Roosevelt

<http://www.brainyquote.com>



REVIEWS

FICTIONPIECES

AWESOME BOX AWARD GOES TO...

By: Ryan Scarlotto

In the awesome box this week there is a book called Saving Zasha. It takes place in Russia right after world war II and the Russians are destroying everything German such as cuckoo clocks and German shepherds. so Zasha a German Shepard get's saved by a family and they try to hide her.

BOOK REVIEW: SCAT

Author: Carl Hiaasen **Age Group:** 10+

Scat is about a boy named Nick, who lives in Florida. His class goes on a field trip to a swamp, and in the midst of it, his teacher, Mrs. Starch, humiliates one of Nick's classmates, Smoke, and he is not too happy about it. The next day, Mrs. Starch disappears, and when there is an investigation made, a small fire starts up, and Smoke is suspected to making it, because he is known for setting fires, per his nickname. But, when the police go to arrest him, he disappears as well. When an oil company does something illegal on the site, and an endangered panther is sighted, Nick and the police are confused as to why these events are connected. Now, this may not seem like the most interesting book, but it is full of lots of different crazy twists and turns that are leaving readers on the edge of their seat.

Types of Readers: **Adventure readers:** there is a lot of exploration in this book **Action readers:** there is some action, but enough to fulfill what these readers like. **Mystery readers:** there is lots of twists and turns to make this story very mysterious.

A creative man is motivated by the desire to achieve, not by the desire to beat others.

-Ayn Rand

Video game review!!!

Undertale

Released on September 15, Undertale is an inventive Indie RPG game throwback to the classics like earthbound and Final Fantasy and is available on Steam for Mac and Windows. In the beginning monsters and humans lived together in mutual peace, until humans overpowered the monsters, and a war broke out among the two races. When humans emerged victorious, monsters were sealed underground, never to be seen again. In the game, you play as a gender-neutral child who has fallen into the underground.

Sequenced in color and also black and white pixelation, this game's graphics are reminiscent of classic Nintendo consoles from the childhoods of older players. Each area of the game presents interesting puzzles and new characters with rich personalities, providing a new experience every time you play. The soundtrack, by game creator Toby "Radiation" Fox includes peaceful piano, Gameboy style music, and numerous J-Pop sequences, adding a stylish atmosphere to your gameplay experience.

But what really is the selling point of the game is the cast of colorful characters. Each new character you encounter has a vastly different personality and brings a specific brand of humor to the game. This game gives a breath of fresh air to RPGs because of it's system where you're not supposed to kill any monsters (this doesn't mean you can't kill them), bringing a unique style of gameplay to the table.

If you haven't checked this game out, it's definitely a must play for all retro gaming fans and casual gamers alike. \$10 is such a small price to pay for such an amazing game; so we've decided, and we think this game deserves 9.5 cinnamon butterscotch pies out of 10.

SURVIVAL: TOKELAU EPISODE 2: THE SECRET TOKEN

by Francis Powell

Matt felt in a state of power. He had voted out Dan and his allies LaQuan, Reuben and Kelsey were making him one of the best contestants. But Elissa, Ben and Tracy were getting really annoyed at Matt. After the elimination meeting, they thought he shouldn't been in power and wanted him out next elimination.

Meanwhile, at the Niue team, Val was targeted for hiding her food while dumping the rest of the food. She wanted to annoy her teammates before spilling the food. She was targeted for being 77, so she showed her true colors. She decided to try to find the hidden token. She hated Pete and Felicia because they ratted her out to the rest of the team. At the first-ever reward challenge, Niue won and Val was really annoyed, as she tried to throw the challenge. Their reward was fishing gear and a hammock. Val managed to hide the fishing gear, though. That made the rest of the team really annoyed with her more, but she didn't care. It was her goal.

Later, at the immunity challenge, Cook won. Val continued her hunt for the token and eventually found it. Then, she picked a fight with Felicia for ratting her out and being on top. Felicia had no idea that Val had the token. That made her a bigger target. Then, they went to the elimination meeting.

At the team elimination meeting, Val played her token before the votes were read. Then, Jeremy, the host, went to read the votes. "First vote, Val. Does not count. Second vote, Val. Does not count." All the votes were for Val and didn't count until Jeremy read the final vote. "Second person voted out, ... Felicia." Felicia was very shocked to go because she went from on the top of the power rankings to being eliminated in the same day.

20th- Dan 19th- Felicia

TEACHER SCRAMBLE!

DATES TO NOTICE

1)sm rcie

2)rsm lepesig

3)msr sash

4)rm cinto

5)smr awdorh

6)sm tulreb

7)sm onasej

8)sm ioechcer

9)rsm cgo

10)rsm aeocnp

11)sm raeonb

12)ms hlocub

13)sm gtrgnaaa

14)mr leur

15)ms lweelsk

December 23rd: Start of Christmas and New Year's break!

January 4th: Back to school! Make sure to get to bed early so you're fresh and ready to hit the books :)

Double Dear

Dear Scar and Ladybug,

My boyfriend and I just celebrated our 6 week anniversary. The problem is that during school he ignores me. We only talk outside of school via text. He won't even sit with me at lunch! Is this normal? What should I do?

From,

Anonymous

Dear Anonymous,

I know this might be hard for you, but you have got to be willing to let him go if he turns out to not be worth it. For example, I suggest you approach him in school, or sit at his table during lunch, and ask him why he doesn't hang out with you in school. If he avoids you for several days, and he ignores you texts that you send him about it, then you need to make the strong decision to break up with him before you get hurt even more. Even more so, if he gives a lame excuse, such as, I don't want to be embarrassed in front of my friends, that's a sign to let him go.

If you ask him about it, and he gives you a solid answer, such as, I didn't want to be late to my class, or something in that realm, you might want to hang on to him for a little longer;

I hope this helps!

From,

Ladybug

Dear Anonymous,

I don't think this is normal because someone would like to you and talk to you, they are probably using you as a trophy (no offense just saying)

but also just talk to him through texting see why this is happening. If he's mean about break up with him.

Sorry about him

From,

Scar



A NEW SPORTS SEASON

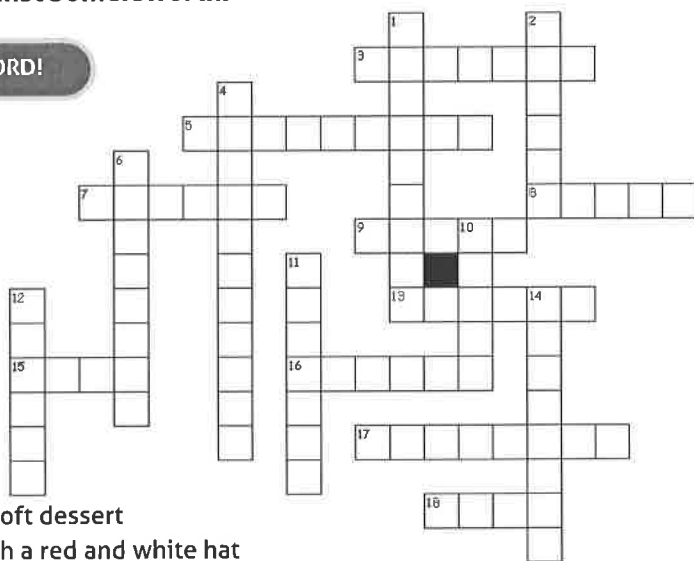
BY: TUCKER LLOYD

With the seasons changing from color changing leaves to color-less trees, the sports are changing in synchronicity. From Football, Cross Country, Soccer, Volleyball, Hockey, Ultimate Frisbee, and many other sports, the decision of what to do next is if tough. As advertised by the school's website, Basketball and Skiing are sports that are offered in the winter on; many other athletes choose sports offered outside of school. An athletic MVP Jack Russo (8th Grade) just recently transitioned from Football to Basketball when asked. Team player Eva Carchidi is playing Basketball also, after participating in Volleyball. Jack describes his schedule starting in Autumn as Football, Basketball, and then Baseball throughout spring and into summer while Eva describes hers as AAU Basketball, school basketball, and track. Many athletes at Portsmouth Middle School follow the same plans as Jack and Eva consistently do year-around. I asked Jack what sports he would do if he was unable to participate in such team-sports. He replied with Track or Cross Country, a sport Eva plays. The sports Mr. Russo and Ms. Carchidi frequent are team sports. Why have they chosen to participate for the majority in team sports over individual sports, like track? When asked to comment Jack explained that he has had more experience with team-sports and has more skill in the above-mentioned sports. Eva says that she enjoys contributing to a team. What stays in my mind when thinking about team-sports is the word *team*. Jack Russo describes the feeling of community in team-sports as it "Feels like it's a family, we always have each others backs day in and day out." Eva says, "I like being

part of the team because everyone works together for something bigger." This sense of community is what drives most athletic student to choose a team-sport (Football, Baseball, Basketball, Volleyball) over an individualized sport such as Track. Cheer to the Football team on your championship win and a good season filled with un-defeat, and to a hopeful Varsity Guys Basketball season started with Victory against Somersworth. Luck to the Girls Varsity Basketball team on their Victory also against Somersworth.



HOLIDAY CROSSWORD!



Across

3. a sweet crunchy soft dessert
8. a big jolly guy with a red and white hat
10. potato pancakes
11. educational gift given to children during kwanzaa
12. a rigid bracelet or anklet, gold ones are worn by women on Diwali
14. a Hindu celebration of the lights
16. a green and red plant that means you have to kiss someone if you are both standing directly under it
17. a spinning top that is played with during hanukkah

Down

1. tree a green or white festive thing that people decorate with ornaments
2. a passion between two people
3. a dark or white sweet treat that is commonly eaten on valentine's day
4. a sacred candelabra with seven or eight branches that is used in Jewish worship
5. an African American holiday that revolves around the number 7
6. a large log that is burned in the fire on Christmas Eve
7. a card that you give to someone to celebrate valentine's day
9. a candle holder that is used to celebrate the holiday of kwanzaa
13. and explosion of light and images with booming sound
15. a decorative mark worn in the middle of the forehead by an Indian woman

COOL THINGS YOU CAN DO WITH INSTAGRAM

BY: MICHAEL SCHOFF



See Your Stats

The Statigram Website generates a satisfying breakdown of your Instagram statistics. Log in to Statigr.am (free) with your Instagram user name and password, then start quantifying. See your most popular images and filters, find out what day of the week you post on the most, view your tags at a glance, and take a peek at your Instagram followers. You can even have your stats e-mailed directly to you if you feel like sharing them on Instagram or just reveling in your own popularity.

Get More Camera Filters

Instagram has a much-beloved set of 15 retro photo filters that you can apply to an image. For iPhone photographers who want more options, the 100 Cameras in 1 app (\$1) has 100 poetically named effects that you can mix and match. The app has also just added Instagram support with its latest update, so you can take a photo, edit it in 100 Cameras in 1, and then export it directly to Instagram.

Create a Custom Cell Phone Case

What better way to show appreciation for your smartphone than to deck it out in a personalized case? After all, your smartphone camera is responsible for all of those wonderful Instagram pictures, right? Casetify's selection for Android phones and iPhones is easy to pick once you select your device from a list.

There are plenty of options to choose from, including whether you're using your own photos or one gleaned from a friend. Know which type of phone your friend uses? Surprise them with a case decorated with their favorite pictures.

Print Your Pics at a party

Instaprint brings the online experience of Instagram into the real world. Once an Instaprint box is set up at your event, party-goers can snap Instagram photos and use a custom hashtag. The box looks for Instagram images with the right hashtag and location information, then prints out the images on Zink paper, with the photographer's icon and name on top of the image and any comments below.

MR. DAVIS EXPLAINS IT ALL: SUNDIAL

By Jenifer Sidwha

Many people question the mysterious object lined against the wall in the courtyard. Mr. Davis has been constantly answering questions about it and wants to set the case clear. This month we asked him a few questions and here is what he said.....

What is it?

"It would be a vertical sundial. It has the ability to accurately tell the time between the hours of 8 and 2. We have to keep moving the chains attached to the numbers to adjust the time dial to the earth positions."

What purpose does it serve in the courtyard/ why was it built?

"We ran short on money and removed the clocks from around the world in the student commons. Instead we put the sundial in the courtyard. It was built just as a piece of sculpture art for our courtyard."

Who's idea was it to build it/who actually build?

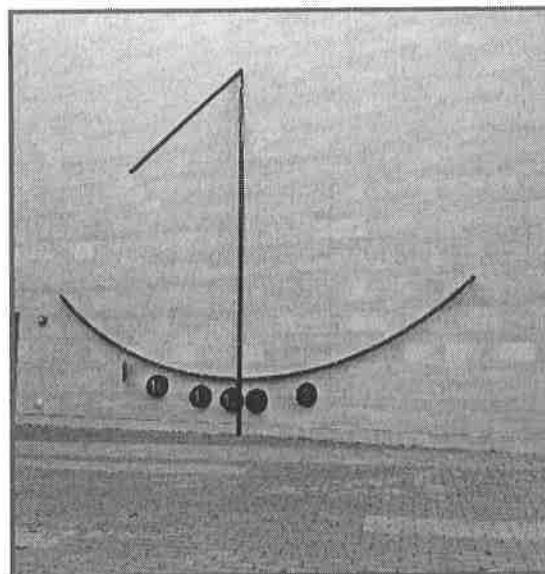
"It was the Joint Building Committees idea to build the sundial in the courtyard. It was officially made by a NH iron works company."

How do you use it?

"There is a bar on the time piece, which casts a shadow on, or between, the numbers. People read the time by seeing where the shadow falls."

Historical Significance:

Even though this piece of art is neglected by many of the PMS students, it has an enormous impact on the history of mankind. It is the earliest type of timekeeping device. When clocks were not invented people would look at the shadow this device casted and would be able to tell the time of the day. Even though people may think that the sundial may not be as accurate as a clock, it actually tells time quite precisely (at most two minutes off).



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John T. O'Leary
50 Nathaniel Drive
Portsmouth, NH 03801
(603) 436-0856

December 3, 2015

Leslie Stevens, Chair
Portsmouth School Board
1 Junkins Avenue
Portsmouth, NH 03801

Dear Leslie,

I have read with interest the various stories concerning the question of changing the starting times for the school day for middle and high school students. I am not writing in support of or in opposition to any specific proposal but want to suggest some possible consequences that I have not seen presented which I believe should be considered before a decision is made.

When contemplating such a change it needs to be recognized that, if delaying the start of the school day will result in students getting out of school later in the day, such a change will have an impact on those students who work after school. Some of these "working" students do so because they recognize that the cost of furthering their education after high school can be very expensive and not being able to work after school or limiting the hours that they can work may put further education beyond their means. These students, in anticipation of these costs, chose to work after school in an attempt to save money to pay these bills and continue their education.

There is also another group that works after school. These are the students who work because the income that they receive is necessary to pay everyday expenses. The moneys that they earn help to pay their family's rent, put cloths on their backs and food on their family's table. We may not like to admit that these situations exist ... but they do.

We need to consider how any change will impact the ability of these students to work after school.

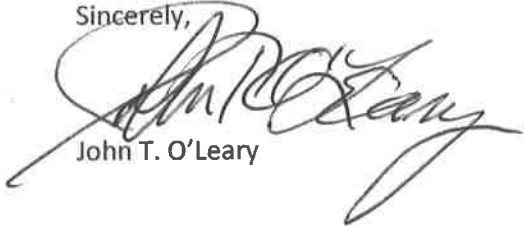
We also need to recognize that some of our middle school and high school students do not participate in afterschool activities such as sports, drama, band, etc. because after school they must go home and be the caregivers for their younger siblings. These situations exist because parents are working second shift or may be working more than one job and are away from home during these hours. These students are there when their younger brothers and/or sisters come home; they prepare meals and help to make a good home for their families. How will any such change impact the ability of these students to be there for their younger siblings and care for them?

I'm sure that there are other possible consequences of any change in the start of the school day but I wanted to mention these because I was concerned that those who might be negatively impacted may not feel comfortable raising these concerns. These are some of our most vulnerable students and we all need to be concerned with the impact on them. I do not believe that it is right to try to deal with one perceived issue by negatively impacting those who most need our support.

During your deliberative process, please think about the impact, such as I have presented, on students in our school district. We need to recognize that students who would be negatively impacted by such a change are as important as those who may benefit, even if they are not as vocal. They are our students and we have an obligation to consider their needs as well as those who feel that such a change would positively impact their personal situations.

Thank you for your consideration and support of all of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "John T. O'Leary". The signature is written in a cursive style with a large, sweeping initial "J".

John T. O'Leary

Professional Learning Communities in Portsmouth Schools

In Portsmouth Schools, we believe all children can learn and that a teacher's primary responsibility is to ensure learning. This responsibility doesn't rest squarely on the shoulders of individual teachers, rather it's the collective duty of interdependent teams-to work collaboratively to ensure student learning.

Under our Professional Learning Community (PLC) process model, teams of educators meet regularly to monitor student attainment of knowledge they've identified as essential. We want kids to learn everything we teach them but through this process, we are able to filter curriculum to focus on essential concepts and skills. Teams discuss students and student work to develop timely responses to address the needs of individual students. Responses may include reteaching, remediation or enrichment.

Teams collaboratively develop, administer and score targeted common assessments to help inform their instruction. Based on the outcomes of these assessments, teams set learning goals and develop strategies and action steps to ensure that students attain mastery of these skills. Through shared ownership and responsibility, individual accountability for students becomes a team accountability.

Through common goal setting, team members are mutually accountable to one another. Students benefit from the collective wisdom, experience and ingenuity of a group of educators; effective practices are shared, new strategies are developed and embedded professional development occurs as educators share their knowledge.

Professional learning teams are guided by four questions:

1. What do we want students to learn?
2. How do we know when they've learned it?
3. How do we respond when some students don't learn?
4. How do we respond when some students already know it?

What Do We Want Children to Learn?

"Powerful, proven structures for improved results already exist. They begin when a group of teachers meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals and then share and create lessons and strategies to improve upon those levels." – Mike Schmoker, 2005

The Professional Learning Community process shifts the focus away from what teachers have taught and focuses in on what students have learned. This occurs as teachers at the same level or content area identify core standards, skills and competencies they deem essential for all students to be able to know and do. While still responsible for addressing all the standards through our curriculum, these core standards are what we target and monitor through the PLC process. By establishing a “guaranteed and viable” curriculum across grade levels and schools and within content areas, we ensure that all students, regardless of teacher or school, attain essential knowledge and skills.

How Do We Know When They’ve Learned It?

“Teachers of the same course or grade level should have absolute common agreement on what they expect all their students to know and be able to do. Therefore, they should have common, collaboratively-scored assessments...The classroom assessments leading up to these assessments might differ. The need to administer the same assessment should not...” – Doug Reeves, 2002

After identifying essential knowledge and skills, teams develop a plan for monitoring student growth in the area they’re targeting. PLC teams develop and employ focused “common formative assessments” to track student learning. It’s worth noting that common formative assessments are not summative tests, rather they are brief, targeted snapshots of student learning intended to inform an appropriate instructional response. Frequent and timely monitoring of student learning is an essential component of effective teaching. Common formative assessment results help identify students who need additional time, support or enrichment and help inform and improve teacher practice.

Common formative assessments can be used throughout a unit of study to allow teams to make strategic instructional adjustments in response to the changing landscape of learners. A common metaphor compares formative assessment to a check up at a physician’s and summative assessment to an autopsy. We want to be able to intervene before it’s too late.

By developing, scoring and analyzing common formative assessments together, teams ensure inter-rater reliability and deepen the understanding that these are “our students.”

Learning teams also use results from these assessments to set Specific, Measurable, Achievable, Realistic and Time-Sensitive (S.M.A.R.T.) learning goals for a group of students. Having a S.M.A.R.T. goal gives teams a yardstick against which they can measure the progress of their students.

How do we respond when some students don't learn?

How do we respond when some students already know it?

"When time and support are the variables, learning is the constant" - Rick Dufour

During PLC meetings, teams develop action plans for responding to student learning needs. Teachers examine student work and determine if they have met their identified standard of proficiency. Teachers plot a course of instruction for children who already are proficient and create strategies for working with those not yet demonstrating proficiency.

In our K-12 district the number of responses and structures for intervention and enrichment are too numerous to list. The work may take place in an intervention block. It may involve re-teaching during direct classroom instruction. It may include strategic re-grouping of students.

The interventions must be supplemental and should not supplant any new classroom instruction.

As they work to ensure essential learning, teams increase time and support for struggling students. In a fluid intervention system, teachers frequently monitor student learning. Students should quickly move out of certain groupings as they attain proficiency. This allows for more concentrated time to provide powerful responses to children who aren't learning.

As teams complete a cycle of intervention, they reflect on what they've learned. They identify what practices were effective and document them to ensure they're hard-wired into their next round of instruction. Teams take note of stumbling blocks the students and teachers experienced and ensure they are avoided in the next go-round. After a period of reflection, that's hopefully accompanied by some celebration, teams turn their focus to the next piece of essential learning.

Teacher Improvement in a PLC

"...successes of individual teachers tend to be born and die with them; beneficial consequences extend only to those pupils who have personal contact with gifted teachers."- John Dewey

Portsmouth educators share a commitment to ongoing improvement in student learning and continuous improvement in our own instructional practice. By continually analyzing our practices through the lens of how they affect student learning outcomes, we can

pinpoint, replicate and retain our most successful techniques. The goal isn't simply for educators to learn something new, but to weave effective strategies into our teaching. Innovation shouldn't be an event, but a routine as teams continue to discover what's effective. When teachers collaborate around a shared problem or goal, years of training and experience form a greater mind that benefits the students and the educators sitting around the table.

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Rebecca L Bellistri, M.Ed.

7 Rowell Road, East Kingston, New Hampshire 03827
603.686.6327 Rtuttle17@yahoo.com

January 1, 2016

Dear Mr. Zdravec,

I am writing to formally request an additional year of maternity leave for the 2016-2017 school year. As stated in the teacher contract, we are permitted two years of maternity leave for each child and I would like to take next school year, using the second year of my maternity leave.

Please contact me if you have any questions or require additional information or documentation.

Sincerely,



Rebecca L Bellistri, M.Ed.

cc George Shea, Phil Davis

December 15, 2015

Dear Mr. Shea,

I have worked in the Portsmouth school system for wonderful 27 years. I took a leave of absence for the school year 2015-2016 because of a change in my husband's employment. I am writing this letter to request a leave of absence for the school year 2016-2017.

My current address is 9396 SE Cornell Road Port Orchard, WA 98366

I look forward to hearing from you.

Sincerely,
Patricia Lee

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Portsmouth School Board Committees – 2015

STANDING COMMITTEES – MINUTES/POSTINGS REQUIRED

FACILITIES	1 TO 2 MEMBERS	MARTIN LANDRY
POLICY	3 MEMBERS	STEVENS WALKER

TEMPORARY/SPECIAL COMMITTEES

TEACHER NEGOTIATIONS	MEMBERS	VACANT WALKER STEVENS
PARAPROFESSIONAL NEGOTIATIONS	1 TO 2 MEMBERS	CLAYBURGH WALKER
CUSTODIAN NEGOTIATIONS	1 TO 2 MEMBERS	CLAYBURGH LANDRY
CAFETERIA NEGOTIATIONS	1 TO 2 MEMBERS	ELLIS MULLANEY
ADMINISTRATOR NEGOTIATIONS	1 TO 2 MEMBERS	ELLIS MARTIN
SAU 50 AREA ADVISORY	SB CHAIR	STEVENS

CITY COMMITTEES

BLUE RIBBON COMMITTEE FOR SUSTAINABLE PRACTICES	1 MEMBER	ELLIS
BLUE RIBBON COMMITTEE FOR SAGAMORE CREEK	1 MEMBER	MULLANEY
LIBRARY BOARD TRUSTEE	1 MEMBER	LANDRY
RECREATION BOARD	1 MEMBER	CLAYBURGH

SCHOOL DISTRICT COMMITTEES

PROFESSIONAL DEVELOPMENT	1 MEMBER	MULLANEY
BUSINESS EDUCATION COLLABORATIVE	1 MEMBER	MULLANEY
FARM TO SCHOOL PLANNING	1 MEMBERS	STEVENS
FUTURES	1 MEMBER	CLAYBURGH
JOINT LOSS COMMITTEE	1 MEMBER	EPLER

**Portsmouth School Board
Portsmouth, New Hampshire**

Description of Committees

Authorized Regional Enrollment Area (AREA) (Board Chair)	The committee meets twice a year with a representative from each of the four boards that sends tuition students to the high school. The meeting is held at the high school. The high school principal updates the committee on high school happenings, and a general discussion is held. The Portsmouth representative brings unresolved issues back to the Portsmouth School Board.
Facilities Committee (one member)	This committee meets with the business administrator and maintenance supervisor no more than once a month. A review of maintenance is often accomplished with the committee visiting the various schools. Recommendations are made to the full Board.
Sustainable Practices Blue Ribbon Committee (one member)	<p>The Committee on Sustainable Practices was established by the Mayor and City Council to help them lead the City toward increased sustainability, a goal of the City's 2005 10 Year Master Plan. The Committee's work focuses on three main areas:</p> <ul style="list-style-type: none"> • Increasing awareness of the importance and value of sustainable practices among Portsmouth residents, business owners, non-resident employees of Portsmouth businesses, visitors to the City, municipal staff, and other stakeholders; • Advising the City Manager and City Council on improving the sustainability of City operations including such aspects as the energy efficiency of City buildings and vehicles, purchasing guidelines, and alternative fuels; and, • Advising the City Council on a sustainable approach to the future growth and redevelopment of Portsmouth.
Library Board Representative (one member)	Board of Library Trustees adopts bylaws, rules and regulations for the conduct of its own business to determine objectives that will result in the continuing growth and improvement of Library services and establishes policies to attain these objectives.
Negotiations Committees (one or two members for each bargaining group)	Administrators Clericals Custodians Paraprofessionals Teachers (3 members)
Policy Committee (3 members)	This committee meets as needed at the call of the superintendent or chairperson of the committee.
Recreation Board Representative (one member)	The Recreation Board assists the Recreation Department in planning a citywide recreation program. The Board advises the City Manager and City Council in regard to recreational needs.

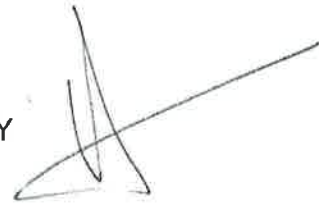
	<p>The School Board recommends a representative to the Mayor with the actual appointment made by the City Council.</p> <p>This member reflects the posture of the School Board. The member should discuss, when applicable, issues with the athletic director, superintendent, and/or the School Board. It is recommended that the member discuss the Recreation Department agenda with the athletic director.</p>
Joint Loss Management Committee (one member)	Members meet at the call of the chairman of the committee or the business administrator. Meetings are held as needed. The committee is likely to meet three to five times a year. Committee makes appropriate recommendations having to do with school insurance to the School Board.
Business Education Collaborative (one member)	The Committee meets monthly at 8:00 a.m. as an advisory committee to the Career/Technology Director, collaborating with the schools, Chamber of Commerce, and local businesses.
Farm to School Planning Committee (one member)	Newly created committee with one member sitting on the steering committee, responsible for planning and implementation of grant.
FUTURES (one member)	Futures' Mission is to provide mentoring, encouragement and financial assistance to selected students who show the ability, desire and motivation to attend college, but lack the necessary resources.
Professional Development (one member)	The Professional Development Committee provides input into the design of in-service days and other time dedicated to professional development. The committee also produces a newsletter quarterly on current professional development courses and initiatives.

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**CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM**

DATE: January 6, 2016
TO: SCHOOL BOARD
FROM: ROBERT P. SULLIVAN, CITY ATTORNEY
RE: BOARD OF ETHICS



At the request of the City Council this memorandum is written to remind the Board concerning its obligation to appoint a member to serve on the City's Board of Ethics. Specifically, ordinance Chapter 1, Article VIII, Section 1.804 A reads as follows:

Section 1.804: BOARD OF ETHICS

- A. There is hereby created and established a method for appointing a Board of Ethics. This Board shall consist of five persons: one member each selected by lot from the City Council, School Board, Police Commission and Fire Commission and the City Attorney (ex officio) or such other legal counsel (ex officio) that the Board should decide. **The Board member shall be drawn at the first meeting of the calendar year of each of the governing bodies.** The members of the Board shall elect a chairperson. They shall adopt such rules for the conduct of their business as they see fit and they shall have the power to draw upon the various City departments for reports and information and stenographic and clerical help. They shall have all subpoena powers as may be available to them under State law.

The person whose name is drawn will be stand-by in the event that there is occasion for the Board of Ethics to be convened.

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TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

I. PURPOSE

District policy requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and district staff to address the needs of transgender and gender nonconforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender nonconforming students, and the needs of each transgender or gender nonconforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender nonconforming student while maximizing the student's social integration and minimizing stigmatization of the student.

II. DEFINITIONS

The definitions provided here are not intended to label students but rather are intended to assist in understanding this policy and the legal obligations of District staff. Students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity is different from their gender assigned at birth.

"Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

"Gender nonconforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

III. GUIDANCE

A. Privacy

The Board recognizes a student's right to keep private one's transgender status or gender nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential information. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

B. Official Records

The District is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

C. Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

D. Gender-Segregated Activities

To the extent possible, schools should limit the practice of segregating students by gender, such as gender specific seating assignments. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their gender identity.

E. Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

F. Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their

gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

G. Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

H. Interscholastic Competitive Sports Teams

Transgender and gender nonconforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity. Interscholastic athletic activities should be addressed through the NHIAA participation policy, Article III, Section 5.

I. Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

J. Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.