

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR SEPTEMBER 22, 2015

LITTLE HARBOUR SCHOOL, LIBRARY

PORTSMOUTH, NH

DATE: TUESDAY, SEPTEMBER 22, 2015

TIME: 7:00 PM [or thereafter]

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

NOTICE OF TOUR: AT 6:45 PM, PRINCIPAL GROSSMAN WILL TAKE BOARD MEMBERS ON A TOUR OF LHS SCHOOL IMPROVEMENTS

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. **SEPTEMBER 8, REGULAR MEETING**
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. **OVERVIEW OF LHS IMPROVEMENTS, PRINCIPAL GROSSMAN**
- VIII. **SUPERINTENDENT'S REPORT**
 - a. **ITEMS OF INFORMATION**
 - i. **POLICY COMMITTEE MINUTES, SEPTEMBER 15, 2015**
 - ii. **BOARD AND ADMINISTRATOR, SEPTEMBER, 2015**
 - iii. **CURRENT ENROLLMENT NUMBERS**
 - b. **CORRESPONDENCE**
 - i. **AFRICAN BURYING GROUND COMMITTEE**
 - ii. **NH DEPARTMENT OF EDUCATION SPECIAL EDUCATION DETERMINATION LETTER**
 - c. **ADMINISTRATOR REPORT**
 - i. **FINANCIAL**
- IX. **OLD BUSINESS**
 - a. **CONSIDERATION AND APPROVAL OF POLICIES (2nd READING):**
 - i. **PHYSICAL EXAMINATIONS OF STUDENTS (JLCA)**
- X. **NEW BUSINESS**

- a. CONSIDERATION AND APPROVAL OF WILLIAM AND IRENE MORTIMER SCHOLARSHIP FUND #2

XI. COMMITTEE UPDATES

- a. POLICY
- b. LATE START

XII. FUTURE AGENDA ITEMS

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

XIII. ADJOURNMENT

IV a.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR SEPTEMBER 8, 2015

SCHOOL BOARD CONFERENCE ROOM, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, SEPTEMBER 8, 2015

TIME: 7:00 PM [or thereafter]

-
- I. **CALL TO ORDER** – School Board Chair Stevens called the meeting to order at 7:25 p.m.
- II. **ROLL CALL** LESLIE STEVENS (CHAIR); ANN WALKER, LENNIE MULLANEY, NANCY NOVELLINE-CLAYBURGH, GARY EPLER, JEFF LANDRY, PATRICK ELLIS, STEPHEN ZADRAVEC (SUPERINTENDENT), GEORGE SHEA (ASSISTANT SUPERINTENDENT) AND JULIA ADLER (STUDENT REPRESENTATIVE)
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
- a. AUGUST 11, 2015 BOARD MEETING
- MOTION: Motion to accept the public minutes of August 11, 2015 by Ms. Walker
SECOND: Mr. Ellis
DISCUSSION:
VOTE: Unanimously Approved
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS:**
- a. VDI AND PHS TECH UPDATE
- Mr. Tom Lotz gave a presentation on the Virtual Desk Top which will allow access remotely including from home. Tech department remotely can look at computer of individual who may be having an issue and be able to fix it. Student Services has found that they can share certain applications in multiple locations and schools. Older equipment is able to be used and laptops can be purchased for much less than computers. Labs at PHS and RJLA have been upgraded. Students can use their own devices at PMS and hope to expand that at PHS.
- LHS received updates with the renovations including more areas for wireless.
- b. SMARTER BALANCED – INTRODUCTION TO REPORTING
- Mr. Shea presented to the board the information on what the new reports are going to look like and how best to understand the SBAC results. These results are new so are not compared to previous tests. These results will help teachers decide what they need to work on per student and per grade level. Science will not be included this year but may be in the future.
- VIII. **SUPERINTENDENT’S REPORT**
- a. ITEMS OF INFORMATION
- i. POLICY COMMITTEE MINUTES OF AUGUST 18, 2015
- ii. NEW HAMPSHIRE SCHOOL BOARD CALL FOR RESOLUTIONS
- iii. SCHOOL BOARD MEETING DATES AND WORK CALENDAR

- iv. BOARD AND ADMINISTRATOR, AUGUST 2015
- v. CENTRAL OFFICE UPDATE, SEPTEMBER
- b. CORRESPONDENCE
 - i. THANK YOU NOTE FROM ED MCDONOUGH
 - ii. THANK YOU NOTE FROM AMY NOBLE
- c. ADMINISTRATOR REPORT
 - i. UPDATE ON LITTLE HARBOUR RENOVATIONS

Mr. Bartlett informed the council that Little Harbour received the Conditional Certificate of Residency and the school opened its doors to students today. He thanked Mr. Davey and Ken Linchey and his crew for their hard work in getting the school ready.

The School Board will have a walk through prior to the School Board meeting at Little Harbour on September 22nd.

- ii. SCHOOL OPENING

All went very well with the opening of schools and with the shifts in administration. The freshman coming in the 1st day and upper classmen coming in the next day worked well.

IX. OLD BUSINESS

- a. LATE START COMMITTEE

Mr. Ellis will chair this committee. Mr. Shea and Mr. Zdravec attended the Superintendent's Southeastern meeting recently and found other districts are considering the late start also. Mr. Shea and Mr. Zdravec will send out a notice to see who will be interested in being on the committee. They want to include representatives from areas such as athletics, parents, students, SAU 50, and others who may be interested.

X. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF ADMINISTRATORS TENTATIVE AGREEMENT

MOTION: Motion to accept Administrator's Tentative Agreement by Ms. Clayburgh

SECOND: Mr. Epler

DISCUSSION: Assistant Superintendent and Business Manager are not part of this union.

VOTE: Unanimously Approved

- b. CONSIDERATION AND APPROVAL OF CUSTODIAL SUPERVISORY TENTATIVE AGREEMENT

MOTION: Motion to accept Custodial Supervisory Tentative Agreement by Ms. Walker

SECOND: Mr. Landry

DISCUSSION:

VOTE: Unanimously Approved

- c. CONSIDERATION AND APPROVAL OF EMPLOYMENT

- i. RACHEL BRATTER, PMS SPECIAL ED CASE MANAGER

- ii. ANN DINTINO, LHS .4 COUNSELOR

- iii. LATASHA SMITH, DO GRADE 1 TEACHER

MOTION: Motion to accept nominations by Mr. Ellis

SECOND: Ms. Clayburgh
DISCUSSION:
VOTE: Unanimously Approved

XI. COMMITTEE UPDATES

a. POLICY

Ms. Walker said the next policy meeting will be next week.

b. JBC

Mr. Bartlett said there will be a non-meeting on the 15th and a regular JBC meeting on the 23rd at 6:00.

XII. FUTURE AGENDA ITEMS

a. ELECTRONIC TEXT BOOK POLICY

b. LATER START

XIII. ADJOURNMENT

MOTION: made the motion to adjourn at 8:45 by Mr. Ellis

SECOND: Mr. Landry

DISCUSSION:

VOTE: Unanimously approved

VIII
a.i.

**CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM**

DATE: September 15, 2015
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: SEPTEMBER 15, 2015 MEETING MINUTES

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

Others Present: Rus Wilson

Policies Considered:

Physical Examination of Students

Rus Wilson was invited to speak with the Committee regarding the requirement that students have physical exams prior to participation in sports. Currently, students who participate in team sports at the High School are required to have physical examinations within two years of their participation. He explained that the High School does not have intermural programs and that students who do not play team sports generally participate in Recreation Department programs. Currently students in non-sports co/extra curricular activities are not required to have physicals. He shared that the purpose of requiring physicals is so that coaches and trainers are aware of medical conditions of participants and can appropriately monitor those students.

Rus indicated that he would recommend that students who participate in band should also be required to have physicals as their practices are physical and they practice in the same conditions as sports teams.

Rus also addressed the Middle School practice. Currently middle school athletes are not required to have physicals. His recommendation is to have the same requirements as high school participants. There is the same need for coaches to be aware of medical conditions of students as for high school. In addition, intermural programs are offered at the middle school.

There was discussion regarding the availability and cost of physicals. Rus indicated that the School Department contracts with Access Sports, which would include access for the Middle School, and that physicals are available through them for \$5. Moreover, if the cost of a physical was an impediment for a student's participation, the cost would be covered under those circumstances.

It was recommended revisions to this draft and forward to the School Board for second reading.

Other Items Discussed:

MOU and Information Sharing Protocol

Kathleen and Steve shared with the Committee that the MOU between the Police Department and the School Department dated 2006. It is in need of updating and Kathleen indicated that Captain Schwartz has provided some suggested revisions. Steve also provided the Committee with a copy of the Information Sharing Protocol from 2006 between the various local public safety agencies. It was not clear to the Committee the Town of Greenland was not party to the agreement. Kathleen will look into the history behind these two agreements and will bring back an updated draft of the MOU for the Committee to review. She indicated, that at some point Ed McDonough had worked on updating the MOU and she will find that draft to share with the Committee.

Next Meeting: Monday, October 5, 2015 9:00 a.m.

Board & Administrator

FOR SCHOOL BOARD MEMBERS

September 2015 Vol. 29, No. 5

Editor: Jeff Stratton

Board service requires professionalism

Boards that are not professional often find some reason to fault their superintendent. It may be just one or two members who act unprofessionally, so it falls to the full board to rein them in.

To build and maintain professionalism, work to ensure:

- * Board members realize they have no individual power and can only make decisions as a member of the full board when it votes.

- * Board members realize the superintendent takes direction from the full board and doesn't take orders from individual members.

- * Board members realize they are policymakers, but do not implement policy.

- * Board members refer the problems of constituents to the lowest possible level of administration.

- * Board members realize that ethical dealings

are vital to their relationship with board colleagues, the superintendent, and the community.

- * Board members practice open, honest communication with their superintendent.

- * Board members maintain confidentiality, especially of the closed session and on all personnel matters.

- * Board members don't pursue hidden agendas.

There are many ways to formally commit to professional behavior as a board, such as:

- * Through the policies the board approves.

- * By developing a set of operating principles at a board and superintendent retreat.

- * Through attendance at your state school boards association meetings.

- * By developing a set of rules to govern the board and superintendent relationship. ■

Board's leadership sets tone on 'who does what'

The board sets policy, and the superintendent implements policy. That's the board and superintendent relationship in its simplest terms.

While this may be perfectly simple in theory, in practice, on issues such as hiring and leave for staff, among others, it is not always so clear-cut.

That's why when a dilemma about "who does what" arises, the leaders on the board team (generally the board's officers) should issue polite reminders to the full board. When they do this, their message should be, "The full board, through its votes, makes decisions on the issues that affect the entire district, while

the superintendent handles matters that affect individuals."

Another way for a board to manage this issue is for the board to agree on a "watchdog" who will remind fellow members when the board is crossing the line into management with its requests or actions. Some superintendents are upfront about saying this; others are not.

When a board member strays from this concept, do not single her out. Instead, politely remind the full board when an individual board member enters into the weeds on an issue. That way, no board member feels "targeted." Just say, "I think this is an area that belongs to the superintendent." ■

Superintendent evaluation schedule

Fill in this timeline so that the board can stay on schedule and perform the superintendent's evaluation on time. Recommended time frames for key evaluation activities the board should undertake are included below.

Activity:	Date:
Job description and superintendent contract reviewed by: <i>If you are modifying either document, this can take several weeks. Be sure to build enough time into your evaluation schedule to accommodate these important steps.</i>	_____
Evaluation form agreed upon: <i>This should be a joint superintendent-board activity.</i>	_____
Evaluation form distributed to board: <i>Do this as soon as the board and superintendent agree upon a form.</i>	_____
Form completed by: <i>Allow one to two weeks for the board to complete the form.</i>	_____
Board should review and compile results from individual board member evaluations by: <i>Allow one week.</i>	_____
Evaluation meeting: <i>This should be scheduled for a closed session with the administrator in attendance as soon as the board has compiled the members' comments.</i>	_____
New goals for the superintendent: <i>Allow two weeks for the process in which the superintendent submits new goals for board approval.</i>	_____
Board evaluation of the evaluation process: <i>Complete this within two weeks of the evaluation meeting. ■</i>	_____

What is the board attorney's role?

Question: Our board is discussing the appointment of a new attorney for the district. There are some disagreements among board members about the "chain of command" here. What should we do?

The Board Doctor's answer: Generally speaking, the board appoints an attorney or law firm to represent the district. The attorney will also give advice to the board as requested.

Here are some things to keep in mind about the attorney-district relationship.

* Many boards request by contract that the attorney (often a partner in a law firm) attend all

regular and special meetings of the board. The superintendent or board president typically also makes a request of the attorney when the board needs a legal opinion on an issue.

* When individual board members have a legal question, they should work through the board's president to make contact with the attorney.

* If the district faces a management issue (a problem with a vendor's work, for instance) on which it needs legal advice, the superintendent should then be designated contact with the attorney. ■

Board self-assessment improves governance

The Michigan Association of School Boards suggests that board self-assessment moves the board toward "governance excellence." Is your board excellent or moving toward excellence?

According to the MASB, board self-assessment benefits the board by:

* "Fostering healthy dialogue."

* "Improving the board's understanding of its roles and responsibilities."

* "Gathering the perceptions of all board members."

* "Identifying next steps for board development."

* "Demonstrating continuous improvement."

For more information, visit <http://masb.org/board-self-assessment.aspx>. ■

VIII a. iii

449 Portsmouth District

Generated on 09/18/2015 08:30:27 AM Page 1 of 2

Student Enrollment Summary Report

Effective Date: 09/18/2015 Enrollment Types: P, S, N

Total Race/Ethnicities: 7 of 7 Total Schools: 6

Race/Ethnicity Source: Federal Male/Female/Total: 1343/1327/2670

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

Dondero School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
01	3/3/6	-	2/6/8	-	-	24/10/34	2/2/4	-	31/21/52
02	2/1/3	-	2/8/10	-	1/0/1	16/25/41	1/0/1	-	22/34/56
03	0/1/1	-	2/2/4	1/0/1	-	23/19/42	0/1/1	-	26/23/49
04	1/2/3	-	2/3/5	2/0/2	-	14/19/33	2/1/3	-	21/25/46
05	3/0/3	-	1/1/2	-	-	18/24/42	-	-	22/25/47
14	2/1/3	-	4/7/11	1/0/1	-	15/19/34	0/2/2	-	22/29/51
All Grades	11/8/19	-	13/27/40	4/0/4	1/0/1	110/116/226	5/6/11	-	144/157/301

Little Harbour School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
01	1/1/2	-	0/3/3	0/1/1	-	32/33/65	2/2/4	-	35/40/75
02	1/1/2	-	4/3/7	1/2/3	-	30/32/62	2/2/4	-	38/40/78
03	2/3/5	-	2/3/5	-	-	42/21/63	2/0/2	-	48/27/75
04	2/3/5	-	2/4/6	-	-	28/25/53	4/3/7	-	36/35/71
05	0/5/5	-	2/5/7	0/1/1	-	44/29/73	4/2/6	-	50/42/92
14	4/0/4	-	2/2/4	1/0/1	-	37/22/59	1/3/4	-	45/27/72
All Grades	10/13/23	-	12/20/32	2/4/6	-	213/162/375	15/12/27	-	252/211/463

New Franklin School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
01	2/2/4	-	2/0/2	-	-	22/12/34	3/1/4	-	29/15/44
02	3/0/3	-	0/1/1	-	-	11/21/32	2/3/5	-	16/25/41
03	5/3/8	-	1/0/1	-	-	14/13/27	6/4/10	-	26/20/46
04	1/0/1	-	1/1/2	-	-	12/17/29	1/3/4	-	15/21/36
05	2/0/2	-	2/0/2	-	-	14/22/36	1/2/3	-	19/24/43
14	5/1/6	-	-	0/1/1	-	11/16/27	4/1/5	-	20/19/39
All Grades	18/6/24	-	6/2/8	0/1/1	-	84/101/185	17/14/31	-	125/124/249

Portsmouth High School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
09	9/11/20	-	4/7/11	1/0/1	-	122/120/242	5/3/8	1/0/1	142/141/283
10	7/8/15	0/1/1	8/7/15	2/2/4	-	111/118/229	6/5/11	-	134/141/275
11	6/5/11	1/0/1	3/4/7	1/1/2	-	103/115/218	7/3/10	-	121/128/249
12	8/4/12	-	5/5/10	3/3/6	-	129/131/260	5/2/7	-	150/145/295
All Grades	30/28/58	1/1/2	20/23/43	7/6/13	-	465/484/949	23/13/36	1/0/1	547/555/1102

Student Enrollment Summary Report cont.

449 Portsmouth District

Effective Date: 09/18/2015 Enrollment Types: P, S, N

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Total Race/Ethnicities: 7 of 7 Total Schools: 6 Race/Ethnicity Source: Federal Male/Female/Total: 1343/1327/2670

Portsmouth Middle School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
06	8/3/11	-	7/5/12	0/2/2	-	70/80/150	5/6/11	-	90/96/186
07	4/7/11	-	2/3/5	-	-	73/57/130	5/4/9	-	84/71/155
08	7/8/15	1/0/1	4/6/10	1/1/2	1/0/1	68/84/152	4/4/8	-	86/103/189
All Grades	19/18/37	1/0/1	13/14/27	1/3/4	1/0/1	211/221/432	14/14/28	-	260/270/530

Robert J. Lister Academy

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Undefined	Total
10	-	-	-	-	-	4/1/5	-	-	4/1/5
11	1/0/1	-	-	1/0/1	-	3/5/8	-	-	5/5/10
12	1/1/2	-	-	-	-	5/3/8	-	-	6/4/10
All Grades	2/1/3	-	-	1/0/1	-	12/9/21	-	-	15/10/25

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
Dondero School	75	24.92%
Little Harbour School	88	19.01%
New Franklin School	64	25.70%
Portsmouth High School	153	13.88%
Portsmouth Middle School	98	18.49%
Robert J. Lister Academy	4	16.00%
Total	482	18.05%



Portsmouth African Burying Ground

IN HONOR OF THOSE FORGOTTEN

September 2, 2015

Vernis Jackson
CHAIRPERSON

Mary Bailey
VICE-CHAIRPERSON

M. Christine Dwyer
COUNCIL REPRESENTATIVE

Valerie Cunningham

Kelvin Edwards

*A Blue Ribbon Committee
Appointed by the
Mayor of Portsmouth*

Superintendent Steve Zdravec
Portsmouth School Department
1 Junkins Ave
Suite 402
Portsmouth, NH 03801

Dear Superintendent Zdravec,

I am writing to thank you and acknowledge the many thoughtful contributions of the Portsmouth School Department to the reburial ceremonies and public celebrations surrounding the completion of the African Burying Ground in May. The staff at Portsmouth Middle School and the longstanding support and involvement of various teachers in the Portsmouth schools have contributed greatly to the African Burying Ground. I have been very proud of the teachers, custodians, facilities staff, and administrators who have, at seemingly every stage in the project, meaningfully lent their support, hands, and time to recognize those buried at Chestnut Street.

The mostly forgotten, built over, and paved over resting place of as many as 200 African and African-descended people has been returned to sacred ground and the long community conversation and resulting activism has yielded much fruit.

The response from the hundreds of people who attended the African Burying Ground Ancestral Vigil, Reburial Ceremony, Public Celebration and related events was overwhelming; it was an emotional completion to the project. Now, with the Memorial in place, the conversation about the site's history and Portsmouth's history will continue in the presence of the works of art set within the sacred and dignified space honoring the many people buried beneath it.

This community endeavor was made richer by your contributions and support. Once again, I thank you.

Sincerely,

Vernis M. Jackson
Chair, African Burying Ground Committee

VIII
b.ii.

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



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

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

August 21, 2015

Edward McDonough
Superintendent / SAU 52 / Portsmouth
1 Junkins Avenue
Portsmouth, NH 03801-5297

Dear Mr. McDonough:

The New Hampshire Department of Education (NHDOE) is issuing determination letters for each school district for the FFY 2013 (2013-2014) reporting period. The determinations, required under the Individuals with Disabilities Education Act 2004, are part of the on-going efforts to improve results for children and youth with disabilities.

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

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

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

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

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

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

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

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

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

Sincerely,



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

VB/eh

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

cc: Joanne Simons, Director Pupil Support and Instruction

DEPARTMENT'S REVIEW AND §616 DETERMINATION CRITERIA

9-14-06

Introduction:

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

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

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

Meets Requirements

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

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

Needs Assistance

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

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

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

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

Needs Intervention

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

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

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

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

Needs Substantial Intervention

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

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

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

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

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

FFY 2013 Determination of NH District Implementation of IDEA August 2015

District Name: Portsmouth

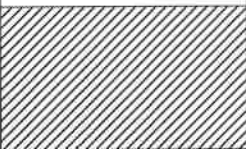
General Supervision – SPP/APR Data: 618 Federal Tables and Monitoring Data				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
<p>Indicator 4B: Suspensions/Expulsions</p> <p>As required by OSEP, data are examined from the year before the reporting year. Therefore, for the FFY 2013 (July 1, 2013-June 30, 2014) reporting year data are examined for July 1, 2012-June 30, 2013.</p> <p>Data are from the federal reports: Table 5 of <i>Information Collection 18200621 (Report of Children with Disabilities subject to Disciplinary Removal)</i> and Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i>.</p>	0	0	0	0
<p>Indicator 9: Disproportionate Representation: All disabilities</p> <p>These data are from the 10/1/13 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/13 Race/Ethnic Enrollment Data for all students.</p>	0	0	0	0
<p>Indicator 10: Disproportionate Representation: By category</p> <p>These data are from the 10/1/13 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/13 Race/Ethnic Enrollment Data for all students.</p>	0	0	0	0
<p>Indicator 11: Initial Evaluations</p> <p>These data are from a desk audit for initial evaluations initiated between September 1, 2013-November 30, 2013, inclusive.</p>	0	0	0	0
<p>Indicator 12: Early Transitions</p> <p>These data are from a desk audit for early transitions for children referred from ESS who turned 3 between July 1, 2013 and October 31, 2013, inclusive.</p>	0	0	0	0
<p>Indicator 13: Secondary Transitions</p> <p>These data are from onsite reviews of selected student IEP files, aged 16 and above, that occurred from July 1, 2013 through June 30, 2014.</p>	0	0	0	0

District Name: Portsmouth

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

APR Indicator	Data Submitted Timely	Data Valid and Reliable	Total
Indicator 7: Preschool Outcome Measurement System These data are from the 07/1/13 - 6/30/2014 report period. Data are entered by districts into the assessment tool publisher's online system. Districts are required to provide data through a desk audit to ensure the validity and reliability of the data.	0	0	0
Federal Tables Coordinated Early Intervening Services (CEIS): These data are for federal Table 8. Based on students who benefited from CEIS in school years 2011-2012, 2012-2013 or 2013-2014 and who subsequently received special education in 2013-2014.	0	0	0
Fiscal Audit This information is provided by the NHDOE, Commissioner's Office, Audit Manager for the time period of 7/1/13-6/30/14.	0	0	0
IDEA Grant Management This is based on district reporting (final report) for federal IDEA funds for 2013-2014. All grants must be closed within 90 days of the project end date.	0	0	0
Fiscal Maintenance of Effort (MOE): These data are for federal Table 8. MOE based on FFY 2013 funding to maintain MOE during school year 2013-2014.	0	0	0
Federal Assurances IDEA Grant Management The district submits required documentation regarding federal assurances in the online grant system for state FY 13.	0	0	0
	Assurances Submitted Timely	Assurances Complete	Total

District Name: Portsmouth

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

Explanation of Rubric Scoring

General Supervision – SPP/APR Data: 618 Federal Tables and Monitoring Data.				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
<p>Indicator 4B: Suspensions/Expulsions</p> <p>As required by OSEP, data are examined from the year before the reporting year. Therefore, for the FFY 2013 (July 1, 2013-June 30, 2014) reporting year data are examined for July 1, 2012-June 30, 2013.</p>	<p>Score 0 = District did not have a significant discrepancy in the rates of out of school suspensions/expulsions for students with IEPs OR the NHDOE, based on a review of the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards determined that there was no findings of noncompliance.</p>	<p>Score 0 = District submitted the required data in NHSEIS and desk audit data by the deadline established by the NHDOE.</p> <p>Score 1 = District submitted data after the deadline.</p> <p>Score 2 = District did not submit required data.</p>	<p>Score 0 = District data were provided in NHSEIS.</p> <p>Score 1 = District data were not provided in NHSEIS.</p>	
<p>Data are from the federal reports: Table 5 of <i>Information Collection 18200621 (Report of Children with Disabilities subject to Disciplinary Removal)</i> and Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i>.</p> <p>Indicator 9: Disproportionate Representation: All disabilities</p>	<p>Score 1 = District had a significant discrepancy in the rates of out of school suspensions/ expulsions for students with IEPs AND the NHDOE, based on a review of the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards determined that there was a finding of noncompliance.</p>	<p>Score 0 = District submitted required data in NHSEIS and desk audit data by the deadline established by the NHDOE.</p>	<p>Score 0 = District data were provided in NHSEIS.</p> <p>Score 1 = District data were not provided in NHSEIS.</p>	
<p>These data are from the 10/1/13 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/13 Race/Ethnic Enrollment Data for all students.</p> <p>Indicator 10: Disproportionate Representation: By category</p>	<p>Score 0 = The district did not have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.</p> <p>Score 1 = The district had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.</p>	<p>Score 0 = District submitted required data in NHSEIS and desk audit data by the deadline established by the NHDOE.</p> <p>Score 1 = District submitted data after the deadline.</p> <p>Score 2 = District did not submit required data.</p>	<p>Score 0 = District data were provided in NHSEIS.</p> <p>Score 1 = District data were not provided in NHSEIS.</p>	
<p>These data are from the 10/1/13 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE</p>	<p>Score 0 = The district did not have disproportionate representation of racial and ethnic groups in specific disability categories of autism, emotional disturbance, mental retardation, other health impaired, specific learning disability or speech and language impairment that was the result of inappropriate identification.</p>	<p>Score 0 = District submitted required data in NHSEIS and desk audit data by the deadline established by the NHDOE.</p> <p>Score 1 = District submitted data after the deadline.</p>	<p>Score 0 = District data were provided in NHSEIS.</p> <p>Score 1 = District data were not provided in NHSEIS.</p>	

General Supervision – SPP/APR Data: 618 Federal Tables and Monitoring Data				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
<p>10/7/13 Race/Ethnic Enrollment Data for all students.</p>	<p>Score 1 = The district did not have disproportionate representation of racial ethnic groups in specific disability categories of autism, emotional disturbance, mental retardation, other health impaired, specific learning disability or speech and language impairment that was the result of inappropriate identification.</p>	<p>Score 2 = District did not submit required data.</p>		
<p>Indicator 11: Initial Evaluations These data are from a desk audit for initial evaluations initiated between September 1, 2013- November 30, 2013, inclusive.</p>	<p>Score 0 = 95%-100% Compliance with this indicator OR No Initial Evaluations within monitoring period Score 1 = 82%-94% Compliance Score 2 = 70%-81% Compliance Score 3 = 0%-69% Compliance</p>	<p>Score 0 = District submitted required data in NHSEIS and desk audit data by the deadline established by the NHDOE. Score 1 = District submitted data after the deadline. Score 2 = District did not submit required data.</p>	<p>Score 0 = District data were complete and accurate. Score 1 = District data were not complete and accurate.</p>	
<p>Indicator 12: Early Transitions These data are from a desk audit for early transitions for children referred from ESS who turned 3 between July 1, 2013 and October 31, 2013, inclusive.</p>	<p>Score 0 = 95%-100% Compliance with this indicator OR No transitions within monitoring period OR Not Applicable Score 1 = 82%-94% Compliance Score 2 = 70%-81% Compliance Score 3 = 0%-69% Compliance</p>	<p>Score 0 = District submitted required data in NHSEIS and desk audit data by the deadline established by the NHDOE. Score 1 = District submitted data within one month after the deadline. Score 2 = District submitted data more than one month after the deadline. Score 3 = District did not submit required data.</p>	<p>Score 0 = District data were complete and accurate. Score 1 = District data were not complete and accurate.</p>	

General Supervision – SPP/APR Data: 618 Federal Tables and Monitoring Data				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
Indicator 13: Secondary Transitions These data are from onsite reviews of selected student IEP files, aged 16 and above, that occurred from July 1, 2013 through June 30, 2014.	Score 0 = 100% Compliance with this Indicator OR Not Applicable Score 1 = 90% - 99% Compliance Score 2 = 70% - 89% Compliance Score 3 = 0% - 69% Compliance	Score 0 = District provided required data by the date established for the onsite data review. Score 1 = District did not provide the required data by the date established for the onsite review of data and a subsequent date had to be established for data review. Score 2 = District did not provide the required data for review.	Score 0 = District data were complete and accurate. Score 1 = District data were not complete and accurate.	
APR Indicator Indicator 7: Preschool Outcome Measurement System These data are from the 07/1/13-6/30/2014 report period. Data are entered by districts into the assessment tool publisher's online system. Districts are required to provide data through a desk audit to ensure the validity and reliability of the data.	Data Submitted Timely Score 0 = District submitted required data to the NHDOE by the established deadline. Score 1 = District submitted data after the deadline. Score 2 = District did not submit required data.	Data Valid and Reliable Score 0 = District data were complete and accurate. Score 1 = District data were not complete and accurate.		
Federal Tables Coordinated Early Intervening Services (CEIS): These data are for federal Table 8. Based on students who benefited from CEIS in school years 2011-2012, 2012-2013 or 2013-2014 and who subsequently received special education in 2013-2014.	Data Submitted Timely Score 0 = District submitted required data to the NHDOE by the established deadline. Score 1 = District submitted data after the deadline. Score 2 = District did not submit required data.	Data Valid and Reliable Score 0 = District data were complete and accurate. Score 1 = District data were not complete and accurate.		
				Total

General Supervision – SPP/APR Data: 618 Federal Tables and Monitoring Data				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
Fiscal	Timely Fiscal Management			Total
Audit	<p>This information is provided by the NHDOE, Commissioner's Office, Audit Manager for the time period of 7/1/13-6/30/14.</p> <p>Score 0 = The district had no audit exceptions related to IDEA OR the district corrected any audit findings related to IDEA within the State established timeline of 30 days.</p> <p>Score 1 = The district did NOT correct audit findings related to IDEA within the State established timeline of 30 days.</p>			Total
Fiscal	Data Submitted Timely			Total
IDEA Grant Management	<p>Score 0 = The district completed fiscal report within 90 days of end of project.</p> <p>Score 1 = The district completed fiscal report within 91 to 120 days of end of project.</p> <p>Score 2 = Beyond 120 days.</p>			Total
Fiscal	Data Valid and Reliable			Total
IDEA Grant Management	<p>Score 0 = District data were complete and accurate.</p> <p>Score 1 = District data were not complete and accurate.</p>			Total
Fiscal	Data Submitted Timely			Total
Maintenance of Effort (MOE):	<p>Score 0 = District submitted required data to the NHDOE by the established deadline.</p> <p>Score 1 = District submitted data after the deadline.</p>			Total
<p>These data are for federal Table 8. MOE based on FFY 2013 funding to maintain MOE during school year 2013-2014.</p>	Data Valid and Reliable			Total
Federal Assurances	Assurances Complete			Total
IDEA Grant Management	<p>Score 0 = District federal assurances were complete and accurate.</p> <p>Score 1 = District submitted incomplete federal assurances.</p> <p>Score 3 = District did not submit any required federal assurances.</p>			Total
<p>The district submits required documentation regarding federal assurances in the online grant system for state FY 13.</p>	Assurances Submitted Timely			Total
IDEA Grant Management	<p>Score 0 = District submitted required federal assurances in the online grant system in a timely manner.</p> <p>Score 1 = District submitted some assurances timely and other assurances submitted not timely.</p> <p>Score 2 = District submitted all assurances not timely.</p> <p>Score 3 = District did not submit required federal assurances within the grant period.</p>			Total

PORTSMOUTH SCHOOL DEPARTMENT
 PRELIMINARY DRAFT FINANCIAL REPORT
 YEAR END
 JUNE 2015

UNAUDITED

	FY 2015 YTD ACTUAL JUNE	FY 2015 BUDGET ANNUAL	FY 2015 VARIANCE JUNE
GENERAL FUND			
101 ADMINISTRATIVE	1,420,455	1,430,893	10,438
102 TEACHER	17,469,215	17,552,210	82,995
104 TUTOR	35,246	41,746	6,500
105 CLERICAL	928,463	926,392	(2,071)
106 PARAPROFESSIONAL	1,022,239	1,038,809	16,570
107 MONITOR	20,693	18,118	(2,575)
108 TECHNICIAN	465,917	455,401	(10,516)
109 SCHOOL BOARD	12,275	14,000	1,725
110 CUSTODIAL	1,063,991	1,079,352	15,361
111 SECURITY	47,548	45,401	(2,147)
112 MAINTENANCE	234,708	226,090	(8,618)
113 COACHING	216,077	230,735	14,658
114 EXTRA-CURRICULAR	144,613	146,037	1,424
119 UNCLASSIFIED/UNAFFILIATED	48,763	13,538	(35,225)
121 SUBSTITUTES	437,393	342,871	(94,522)
140 SABBATICAL	0	0	0
190 OTHER	207	0	(207)
	23,567,804	23,561,593	(6,211)

Total Salaries

211 HEALTH INSURANCE	5,841,258	5,841,258	0
212 DENTAL INSURANCE	365,042	346,057	(18,985)
213 LIFE INSURANCE	91,527	97,161	5,634
214 DISABILITY INSURANCE	89,304	90,978	1,674
220 FICA	1,742,726	1,846,141	103,415
231 RETIREMENT - STATE	3,006,268	3,123,335	117,067
239 RETIREMENT-SL@T	400,000	400,000	0
240 COURSE REIMBURSEMENT	237,087	250,080	12,993
250 UNEMPLOYMENT COMPENSATION	2,831	10,000	7,169
260 WORKERS COMPENSATION	86,495	100,614	14,119
270 OTHER HEALTH BENEFITS/EAP	2,166	1,500	(666)
280 CONFERENCE ALLOWANCE	10,418	10,418	0
290 ASSOCIATION DUES	2,716	8,540	5,824
	11,877,838	12,126,082	248,244

Total Benefits

TOTAL SALARIES AND BENEFITS	35,445,642	35,687,675	242,033
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PORTSMOUTH SCHOOL DEPARTMENT
PRELIMINARY DRAFT FINANCIAL REPORT
YEAR END
JUNE 2015

UNAUDITED

	FY 2015 YTD ACTUAL JUNE	FY 2015 BUDGET ANNUAL	FY 2015 VARIANCE JUNE
102 DONDERO	35,897	41,195	5,298
104 LITTLE HARBOUR	48,472	59,868	11,396
105 NEW FRANKLIN	36,736	37,230	494
108 MIDDLE SCHOOL	95,750	98,556	2,806
109 SENIOR HIGH	132,804	168,414	35,610
Total Schools	349,659	405,263	55,604
110 ART	53,783	58,076	4,293
111 MUSIC	18,707	19,967	1,260
112 PHYSICAL EDUCATION	10,724	13,067	2,343
113 INSTRUMENTAL MUSIC	39,358	46,184	6,826
114 TECHNICAL CAREERS	52,802	60,718	7,916
115 ATHLETICS	320,239	326,595	6,356
116 DRAMA	9,797	12,890	3,093
117 K-12 COMPUTER	23,545	24,500	955
119 HEALTH INSTRUCTION	3,240	4,052	812
Total Other Instruction	532,195	566,049	33,854
130 ENRICHMENT	0	0	0
131 DISTRICT-WIDE ASSESSMENT	21,237	19,435	(1,802)
132 MATHEMATICS ELEMENTARY	60,269	76,505	16,236
134 HEALTH	4,963	7,759	2,796
135 LIBRARY ELEMENTARY	26,898	33,104	6,206
136 MEDIA SERVICES	18,250	18,651	401
137 SYSTEM - WIDE PSYCHOLOGIST	3,531	10,175	6,644
138 CURRICULUM BOOKS	13,274	19,909	6,635
139 READING	25,828	39,879	14,051
145 PUPIL ENTITLEMENT	3,183	3,525	342
Total Instructional Support	177,433	228,942	51,509

PORTSMOUTH SCHOOL DEPARTMENT
PRELIMINARY DRAFT FINANCIAL REPORT
YEAR END
JUNE 2015

UNAUDITED

	FY 2015 YTD ACTUAL JUNE	FY 2015 BUDGET ANNUAL	FY 2015 VARIANCE JUNE
150 PEEP	6,310	7,594	1,284
151 SPED/ELEMENTARY	9,471	19,888	10,417
152 SPED/MIDDLE SCHOOL	2,289	9,208	6,919
153 SPED/HIGH SCHOOL	7,949	10,849	2,900
156 SPEECH	2,613	4,055	1,442
157 OCCUPATIONAL THERAPY	2,937	3,090	153
159 ESL	0	1,880	1,880
160 DISTRICT-WIDE ADAPTIVE SERVICE	1,364	2,500	1,136
165 OUT OF DISTRICT TUITION	1,756,624	1,623,450	(133,174)
Total Special Instruction	1,789,558	1,682,514	(107,043)

170 CENTRAL OFFICE	282,470	173,416	(109,054)
171 SCHOOL BOARD	6,830	11,450	4,620
173 RESEARCH & DEVELOPMENT	3,823	3,823	0
177 TECHNOLOGY PLAN	278,737	297,785	19,048
178 DATA PROCESSING	33,249	43,318	10,069
179 LARGE EQUIPMENT	68,064	60,399	(7,665)
180 TRAVEL IN DISTRICT	24,764	28,392	3,628
182 WELLNESS	0	2,000	2,000
183 INSURANCE	114,289	116,289	2,000
184 TELEPHONE	52,445	45,549	(6,896)
187 ATHLETIC FIELDS	77,213	56,758	(20,455)
188 MAINTENANCE	658,733	444,118	(214,615)
189 ENERGY	1,059,966	1,106,162	46,196
190 CIP	0	0	0
195 PUPIL TRANSPORTATION	851,610	846,994	(4,616)
197 SPACE RENTAL	0	0	0
198 NON-RECURRING EXPENSES	0	0	0
199 CONTINGENCY	0	0	0
Total System Support	3,512,193	3,236,453	(275,740)
TOTAL OPERATING	6,361,038	6,119,221	(241,813)
TOTAL GENERAL FUND BUDGET	41,806,676	41,806,896	220

PORTSMOUTH SCHOOL DEPARTMENT
PRELIMINARY DRAFT FINANCIAL REPORT
YEAR END
JUNE 2015

UNAUDITED		FY 2015 YTD ACTUAL JUNE	FY 2015 BUDGET ANNUAL	FY 2015 VARIANCE JUNE
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SPECIAL EDUCATION - 207 EXPENSE

102 TEACHER	485,391	424,170	(71,221)
105 CLERICAL	46,308	46,254	(54)
106 PARAPROFESSIONAL	1,042,720	973,364	(69,356)
Total Salaries	1,584,419	1,443,788	(140,631)
220 FICA	110,623	110,450	(173)
231 RETIREMENT	124,949	122,912	(2,037)
Total Benefits	235,572	233,362	(2,210)
Total Operating	131,280	96,100	(35,180)

TOTAL SPED 207 EXPENSE

1,951,271 **1,773,250** **(178,021)**

SPECIAL EDUCATION - 207 REVENUE

1322 TUITION NH LEA	326,971	300,000	26,971
1332 TUITION OTHER LEA	24,755	53,000	(28,245)
1910 GENERAL FUND SUPPORT	563,000	400,000	163,000
3230 CAT AID	229,456	250,000	(20,544)
4580 MEDICAID REIMBURSEMENT	663,842	450,000	213,842

TOTAL SPED 207 REVENUE

1,808,024 **1,453,000** **355,024**

FB 143,247

1,951,271

IX a. i.

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Physical Examination of Students

Each child must have a complete physical examination within one year preceding first entry to school. The Board recommends that physical exams also be completed before entry into middle school and again before high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child.

Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical. Such exam must be completed at least ~~once~~ every two school years. This requirement does ~~not~~ apply to students participating in intramural athletics and applies to both high school and middle school students participating on school athletic teams. The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider. In addition, this policy applies to students participating in the marching band at the high school.

No child shall be excused from regular physical education except on the written notice of a duly licensed health care provider or on the written request of the parents, subject to the Superintendent's approval, in which case an alternative program shall be provided. The physical education teacher, school nurse, or principal, upon the request of the parents, may grant temporary excuses on a day-to-day basis.

Legal References:

RSA 141-C:20-c, Exemptions

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students

No Child Left Behind, Title II, Sec 1061

Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98

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WILLIAM and IRENE MORTIMER SCHOLARSHIP FUND II

This Trust Agreement is made this _____ day of _____, 2015 by and between the Portsmouth School Department, with a principal place of business at 1 Junkins Avenue, Portsmouth, County of Rockingham, State of New Hampshire and the Trustees of Trust Funds of the City of Portsmouth with a principal place of business at the Sheafe Warehouse, P.O. 1103, Portsmouth, County of Rockingham and State of New Hampshire.

The terms and conditions of this Trust Agreement are as follows:

1. A Scholarship Fund hereby created is to be known as the William and Irene Mortimer Scholarship Fund #2.
2. The initial corpus of the scholarship is \$25,000.00 received from William Mortimer. Thereafter, the principal of the Fund shall be determined from time to time for any necessary purpose by the total return method of accounting.
3. The purpose of this Scholarship will be to fund an annual scholarship to be awarded to a student who a graduating senior from, or who has graduated from Portsmouth High School and, who shall have been accepted to, or who is attending, an accredited institution of higher learning studying for a four-year degree in the minimum amount of \$1,000, provided the Trustees of the Trust Funds determine there is sufficient income to make the award. This scholarship is renewable and a student is eligible to receive this scholarship for a total of four years.
4. The scholarship recipients shall be named annually at the Portsmouth High School Scholarship Awards Presentation (or such presentation method as the Portsmouth High School may from time to time designate should the Scholarship Awards Presentation no longer be in existence). The check shall be made payable jointly to the student and the institution in which the student is enrolled for post-secondary education.
5. Eligible applicants shall submit their name for consideration through the Guidance Office at Portsmouth High School no later than May 1 of each year. Applicants shall submit a letter with their application stating why they believe that they deserve the scholarship.
6. The selection of the recipients of this scholarship shall be made by the Portsmouth High School Principal in consultation with the Guidance Department.
7. The Trustees may hold such funds, together with all additions thereto, either in savings or special notice accounts or in such investments as allowed by the laws of the State of New Hampshire.
8. The funds in the Trust shall be held by the Trustees of the Trust Funds of the City of Portsmouth to be invested and reinvested by the Trustees without restriction against pooling the assets of this Scholarship with any other trust funds held by the Trustees of the City for investment purposes, so long as the funds are subject to separate accounting.

9. On the request of the Principal of Portsmouth High School the Trustees shall annually notify the Principal of the amount of income that the fund has generated and the amount that will be made available for payment of the award for the year pursuant to the terms of the Scholarship Trust.

10. It is the intention of the Grantor that the scholarship contemplated by this Trust shall be paid each and every year commencing with the year 2016. However, the Trustees shall have the discretion to accumulate funds in the Trust rather than making a scholarship award in any particular year in the event that the funds in the Trust fall below the amount necessary to fund the Trust without depleting its principal.

11. The Trustees shall make payments from the fund on receipt of written certification by the Principal of Portsmouth High School that the payments have been properly authorized pursuant to sections five (5) and seven (6) of this Agreement.

IN WITNESS WHEREOF, the Portsmouth School Board has authorized the creation of this award at its meeting dated September 22, 2015.

PORTSMOUTH SCHOOL DEPARTMENT

 Dated: _____ Stephen Zdravec, Superintendent of Schools

 Dated: _____ William Mortimer

ACCEPTED BY THE TRUSTEES OF THE TRUST FUNDS

 Dated _____ Phyllis Eldridge

 Dated _____ Dana Levenson

 Dated _____ Thomas Watson