

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR MARCH 8, 2016

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, MARCH 8, 2016

TIME: 7:00 PM [or thereafter]

NOTICE OF

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. FEBRUARY 9, REGULAR MEETING
 - b. FEBRUARY 16, BUDGET WORKSHOP
 - c. MARCH 1, BUDGET WORKSHOP
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. PHS PRINCIPAL REPORT
 - b. CTE REPORT
 - c. GRADE 6-12 MATH COURSE ALIGNMENT
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. POLICY COMMITTEE MINUTES, FEBRUARY 11
 - ii. FEBRUARY CO UPDATE
 - iii. FUTURES NEWSLETTER
 - iv. PMS POST
 - b. CORRESPONDENCE
 - i. BUSINESS/COMMERCE PROGRAM APPROVAL
 - ii. INVITATION FROM THE CLIPPER FOUNDATION
- IX. **OLD BUSINESS**
- X. **NEW BUSINESS**
 - a. CONSIDERATION AND APPROVAL OF THE FY 17 BUDGET
 - b. CONSIDERATION AND APPROVAL OF JUNE 10, 2016 GRADUATION DATE
 - c. CONSIDERATION AND APPROVAL OF POLICIES (REAFFIRMED)
 - i. GRADUATION REQUIREMENTS- IKF

- ii. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)- JRA
- d. CONSIDERATION AND APPROVAL OF POLICIES (REVISED)
 - i. INSTRUCTIONAL NEEDS OF STUDENTS WITH DIFFERENT TALENTS- IFA
 - ii. ADMISSION OF HOMELESS STUDENTS- JFABD
 - iii. CHILD FIND POLICY- IHBAC
- e. CONSIDERATION AND APPROVAL OF POLICIES (FIRST READING)
 - i. PROGRAMS FOR PUPILS WITH DISABILITIES- IHBA

XI. COMMITTEE UPDATES

- a. JBC
- b.

XII. FUTURE AGENDA ITEMS

- a. ELECTRONIC TEXT BOOK POLICY
- b. STEM

XIII. ADJOURNMENT

V.a.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR FEBRUARY 9, 2016- DRAFT

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, FEBRUARY 9, 2016

TIME: 7:00 PM [or thereafter]

NOTICE OF NON- MEETING WITH COUNSEL: THE SCHOOL BOARD WILL HOLD A NON-MEETING WITH COUNSEL AT 6:15 P.M., IN ACCORDANCE WITH RSA 91-A: 2, IN THE SCHOOL BOARD CONFERENCE ROOM

- I. **CALL TO ORDER**-School Board Chair Leslie Stevens called the meeting to order at 7:11 p.m.
- II. **ROLL CALL**- Chair Leslie Stevens, Lennie Mullaney, Gary Epler, Ann Walker, Nancy Clayburgh, Patrick Ellis, Roseann Vozella Clark, SAU50 Representative Ann Mayer, Superintendent Stephen Zdravec, Assistant Superintendent George Shea, Business Administrator Steve Bartlett, Student Representative Julia Adler
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**- Chair Stevens led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
 - a. **JANUARY 26, REGULAR MEETING**

MOTION: Motion to accept the public minutes of January 26, 2016 by Mr. Epler

SECOND: Ms. Mullaney

DISCUSSION:

VOTE: Unanimously accepted
 - b. **FEBRUARY 2, BUDGET WORKSHOP**

MOTION: Motion to accept the public minutes of February 2, 2016 by Mr. Epler

SECOND: Ms. Mullaney

DISCUSSION:

VOTE: Unanimously accepted
- VI. **PUBLIC COMMENT**- Mark Brighton (285 Union Street, Portsmouth) spoke in regards to non-meeting disclosure.
- VII. **PUBLIC HEARING ON FY17 BUDGET**

Superintendent Zdravec gave an updated PowerPoint budget presentation and an overview on the work to date which included a review of the budget process, enrollment headlines and impacts on the FY17 budget (decline in outside funding, ESOL, technology, maintenance). The retirement incentive offered has brought us closer to the 3% . At the February 16 workshop there will be further discussion of some needs outside of the status quo budget: ESOL, Speech, Wellness/Substance Abuse Counselor, support to the Business Office and data reporting.

Questions/Discussions: None

PUBLIC HEARING COMMENT: Mark Brighton (285 Union Street, Portsmouth) spoke in regards to the FY17 Budget.

VIII. SPECIAL PRESENTATIONS

- a. **ELEMENTARY SCHOOL PRINCIPALS REPORT-** Elementary Principals Kate Callahan, Charlie Grossman and Joanne Simons presented a PowerPoint focusing on mathematical thinking that takes place in K-5 classrooms. The presentation included an overview in the standards- shift in thinking, the progression for learning, an overview of the geometry learning trajectory, partnering with parents and keys to success. Everyday Math provides parent home and study links, selected answers, vocabulary and tutorials. NF hosted a family math night with 118 participants (students and parents). All three elementary schools are all talking about the same learning but are at slightly different stages.

Questions/Discussion followed: EDM is the main program but it is not everything. EDM does provide a greater depth. The importance of continued support to the teachers and providing parental support was discussed. There is no longer afterschool math enrichment but teachers have incorporated it into the daily routine. Mr. Shea reported there has been an increase in math test scores.

IX. SUPERINTENDENT'S REPORT

- a. **ITEMS OF INFORMATION**
 - i. **FIELD TRIP- PINKERTON ACADEMY**
 - ii. **BOARD & ADMINISTRATOR**

- b. **CORRESPONDENCE**

- c. **ADMINISTRATOR REPORT**

- i. **FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT-** Business Administrator Mr. Bartlett provided an overview on the December and January month end financial reports.

Questions/Discussions followed: None

X. OLD BUSINESS

- a. **CONSIDERATION AND APPROVAL OF POLICIES (SECOND READING)**

- i. **TRANSGENDER AND GENDER NON CONFORMING STUDENTS-JBAB**

MOTION: Motion to approve JBAB by Ms. Walker

SECOND: Mr. Ellis-

DISCUSSION:

VOTE: Unanimously accepted

- b. **CONSIDERATION AND APPROVAL OF 2016-2017 SCHOOL CALENDAR**

MOTION: Motion to approve the 2016-2017 school calendar by Ms. Walker

SECOND: Ms. Clayburgh

DISCUSSION: Superintendent Zadavec stated the calendar mirrors this year's school calendar except for one change (November 8, no school K-8). In regards to the teachers request to shift the

April vacation, it was important to align with SAU 50 calendar. Steve will follow up with Sal Petralia to determine their calendar approval timeline is for next year.

VOTE: Unanimously accepted

XI. NEW BUSINESS

a. CONSIDERATION AND APPROVAL OF HEALTHTRUST AUTHORIZING RESOLUTION

MOTION: Motion to approve HealthTrust Resolution and appoint Mr. Bartlett as authorizing agent by Ms. Clayburgh

SECOND: Mr. Ellis

DISCUSSION: Mr. Bartlett explained that HealthTrust is one of the insurance pools we participate in. The certificate of authorizing resolution is a formality related to the HealthTrust bylaws.

VOTE: Unanimously accepted

b. CONSIDERATION AND APPROVAL OF LEAVES OF ABSENCES

MOTION: Motion to approve leave of absences by Ms. Mullaney

SECOND: Mr. Ellis-

DISCUSSION:

VOTE: Unanimously accepted

XII. COMMITTEE UPDATES

a. JBC- update on punch list and monitoring school

XIII. FUTURE AGENDA ITEMS

a. ELECTRONIC TEXT BOOK POLICY

b. STEM

OTHER: Ms. Clayburgh asked for an update on the New Castle tuition vote, an update on the PHS Advisory Meeting and for the Board to follow up with Mr. Brighton's remarks regarding non-meeting protocol.

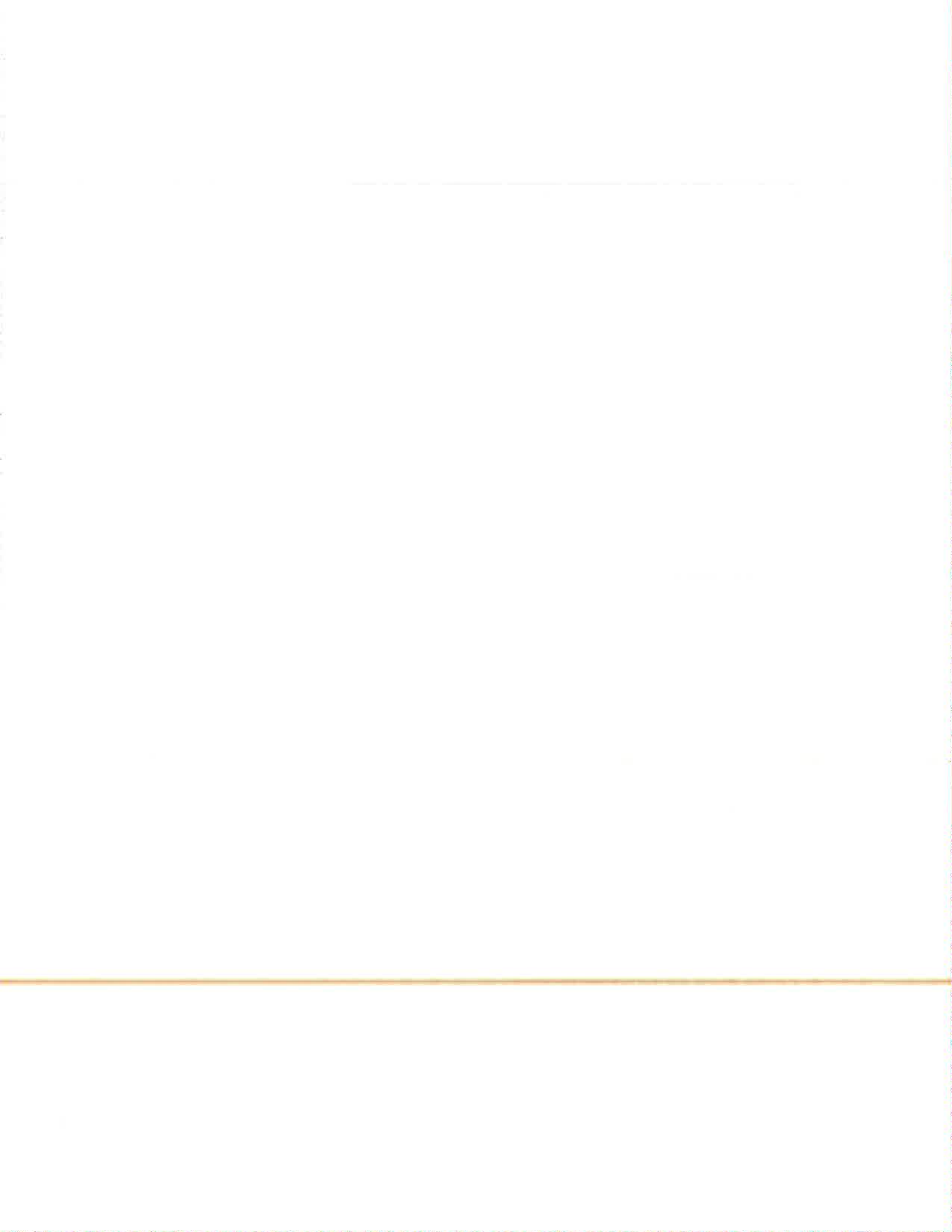
XIV. ADJOURNMENT

MOTION: Motion to adjourn the meeting by Ms. Mullaney at 8:28 p.m.

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously accepted



V. b.

**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES WORKSHOP SESSION #4 FOR
FEBRUARY 16, 2016-DRAFT**

PORTSMOUTH MIDDLE SCHOOL LIBRARY

PORTSMOUTH, NH

DATE: TUESDAY, FEBRUARY 16, 2016

TIME: 6:30 [or thereafter]

-
- I. **CALL TO ORDER-** School Board Chair Leslie Stevens called the meeting to order at 6:34 p.m.
 - II. **ROLL CALL-** Chair Leslie Stevens, Jeff Landry, Gary Epler, Ann Walker, Nancy Clayburgh, Patrick Ellis, Roseann Vozella Clark, SAU50 Representative Ann Mayer, Superintendent Stephen Zdravec, Assistant Superintendent George Shea, Business Administrator Steve Bartlett
 - III. **INVOCATION**
 - IV. **PLEDGE OF ALLEGIANCE-** Chair Stevens led the Board in the Pledge of Allegiance
 - V. **PUBLIC COMMENT-** None
 - VI. **WORKSHOP SESSION ON FY 2017 BUDGET-**

Superintendent Steve Zdravec provided an updated FY17 Budget summary sheet. There was a favorable response to the retirement incentive (5 teachers) that differential helped incorporate into the budget the PHS Substance Abuse Counselor and the PMS Wellness Coordinator positions.

The budget will be presented to the city at 3% with a separate rationale for requested additions/needs.

Transportation- There are two primary transportation contracts both of which are coming to end this year. There was a 4% increase in the status quo budget for transportation. He would like to propose a one year extension to the current contract which would allow a budget reduction and additional time to address some future unknowns.

 - i. **TRANSPORTATION-** Business Administrator Steve Bartlett provided additional information about transportation and current transportation contracts.

Questions/Discussions followed:

There was Board consensus to extend the bus transportation contracts for one year.
 - ii. **TECHNOLOGY: INFRASTRUCTURE, 1:1, STAFFING (DATA)-** Network Administrator Tom Lotz and Assistant Superintendent George Shea gave an overview of the FY17 Technology Budget.
 - Increase internet bandwidth from 100 Mbps to 1 Gbps

- Tech plan for new equipment: 3 PHS labs (graphic design lab, architecture lab, administrative offices), district wide mobile device deployment
- Increase in network maintenance and software licensing
- Increase in database (Infinite Campus, Blackboard Connect) costs
- Additional staff position: assistant to the database manager

Questions/ Discussions followed:

Increased bandwidth will improve accessibility.

RJLA is part of the high school's device inventory.

Career Tech equipment comes out the technology budget.

There have been some concerns in regards to Infinite Campus and Blackboard Connect issues. The issues of the emergency phone calls has been primarily been on the Blackboard Connect end.

OTHER: The next meeting is March 1, 2016.

VII. ADJOURNMENT

MOTION: Motion to adjourn at 7:35 p.m. by Mr. Ellis

SECOND: Mr. Epler

DISCUSSION:

VOTE: Unanimously accepted

V.C.

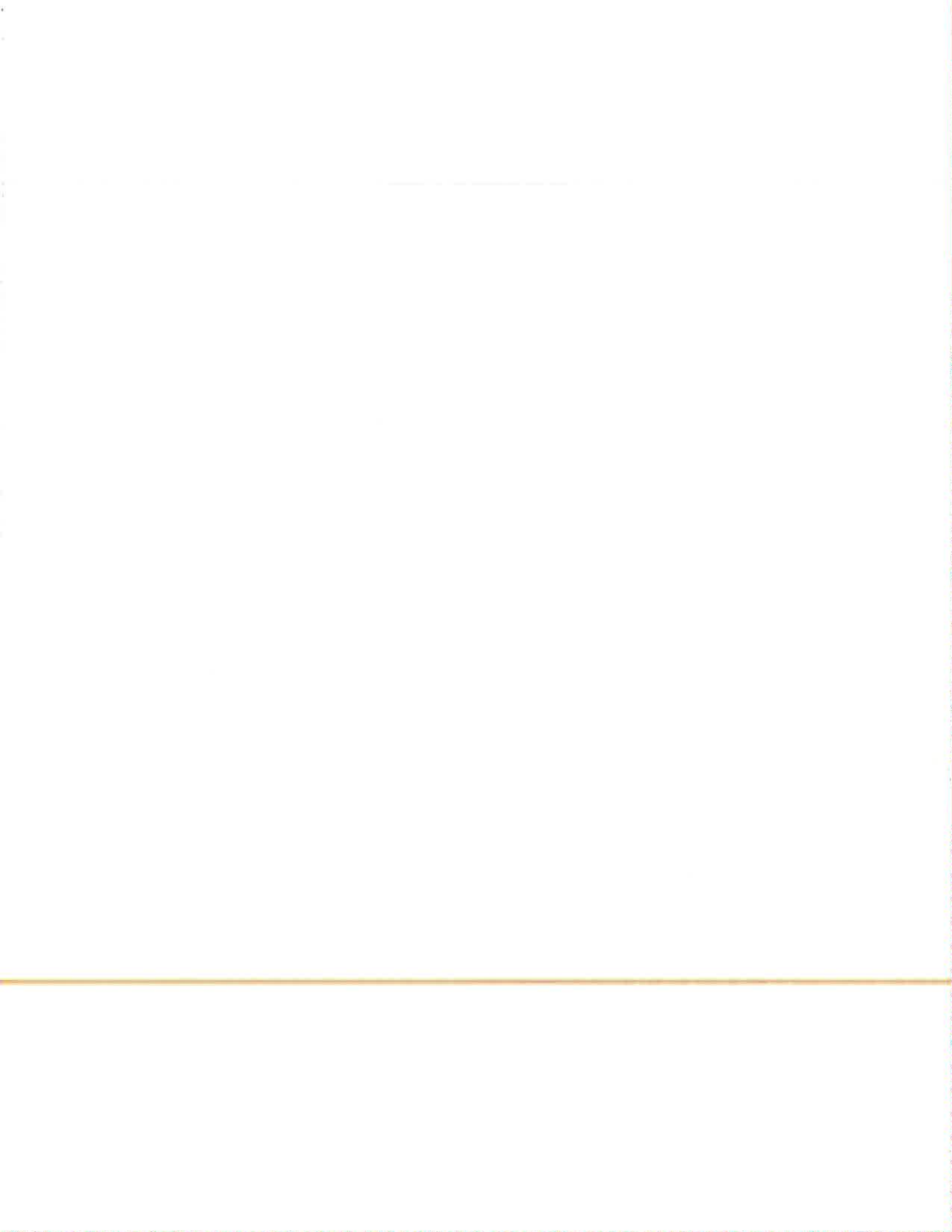
**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING WORKSHOP SESSION #5
FOR MARCH 1, 2016**

CITY HALL, EILEEN DONDERO FOLEY COUNCIL CHAMBERS PORTSMOUTH, NH

DATE: TUESDAY, MARCH 1, 2016

TIME: 7:00 [or thereafter]

-
- 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, Gary Epler, Ann Walker, Nancy Clayburgh, Patrick Ellis, Lennie Mullaney, Tom Martin, Roseann Vozella Clark, SAU50 Representative Ann Mayer, Olin Johannesen, Superintendent Stephen Zadavec, Assistant Superintendent George Shea, Business Administrator Steve Bartlett
 - III. **INVOCATION**
 - IV. **PLEDGE OF ALLEGIANCE** Chair Stevens led the Board in the Pledge of Allegiance.
 - V. **PUBLIC HEARING ON PROPOSED FY17 BUDGET** – Chair Stevens reopened the public hearing on the FY 17 budget. Mark Brighton (285 Union Street, Portsmouth) spoke in regards to the FY17 Budget.
 - VI. **BUDGET WORK SESSION** – Superintendent Zadavec presented a memo to the board summarizing the budget deliberations to date and presenting an operating budget of \$44,684,084 for FY 17. This budget reflects an increase on 3.0% and meets the guidelines set by the Joint Building Committee. Superintendent Zadavec explained that through savings in energy and the retirement incentive, this budget also reflects additional support in the areas of Speech, English as a Second Language (ESOL), and the Business Office. The board spoke in favor of the budget as presented.
 - VII. **ADJOURNMENT MOTION:** Motion to adjourn the meeting by Mr. Martin at 7:35 p.m.
SECOND: Mr. Epler
DISCUSSION:
VOTE: Unanimously accepted



Portsmouth High School News

National Merit Finalists

This year, Portsmouth High School is proud to announce that we have three finalists in the 2016 Competition for National Merit Scholarships. Congratulations to Robert Freeman, Isabelle Halle, and Matt Harrison for their distinguished recognition!

Continuing Education Update

- 82% of seniors have applied to college for a total of 1,189 applications. Currently seniors are updating their decisions and applying for local scholarships. The senior class is estimated to get \$200,000 in scholarships from the local community. Final numbers will be available the week of graduation.
- Planning is already beginning for next year's senior class. We have had college planning appointments with 10% of the junior class. College lunch meetings will begin in March. Programming for next year is in progress and a full calendar of events will be available in June. A new Portsmouth High School College Admission Handbook to help educate families on the college admission process is available through the PHS Guidance Department.

Young Artists and Writers Award

Congratulations to Julia Taylor on winning a Gold Key in Drawing and Illustration from the Alliance for Young Artists and Writers Scholastic Art & Writing Awards. Julia, along with other PHS artists, will be showcasing their work during the 9th anniversary of SPLASH at the Portsmouth Public Library. The exhibit begins with a reception for the artists on Sunday, March 13 at 1:00 and runs through April 13th.

Poetry Out Loud

Portsmouth High School has been promoting the Poetry Out Loud program for several years but this year the competition was the best ever. Poetry Out Loud is a national poetry recitation competition sponsored by the National Poetry Foundation and the National Endowment for the Arts.

PHS had 15 fantastic contestants from all four classes compete in the school competition held last Wednesday night. The evening of poetry was hosted by English teacher Kyle Harrison and judged by the Portsmouth Poet Laureate Kate Leigh, Librarian Kate Brunelle, and English teachers Brendan Harrington, and Kate Fitzpatrick. English Department head Lisa McAllister and English teacher Sherry Fawcett were scorers and runners respectively.

The competition was amazing with incredible recitation performances by all contestants. Out of the poetry fray came a great champion and runner up who will both be participating in the state semifinals at SNHU on Monday evening. Lily Layman is the runner up and will calibrate the semifinal competition and Amelia Sheesley is the PHS POL champion; she will proudly represent PHS Monday night.

Penguin Plunge

A group of 21 students and 13 staff members took part in the 8th Annual Special Olympics NH Penguin Plunge on Saturday, February 6th at Hampton Beach. Everyone had a great time. Thirty-seven high schools participated. PHS was named Division 2 champions for raising the most money, over \$12,000!

Step Up Day

PHS Guidance Department has successfully implemented the first Step up Day for all incoming 8th graders from Portsmouth Middle School, Rye Junior High School, Greenland Central School as well as all other area private

schools. On three separate dates PHS hosted approximately 100 8th graders. All 8th graders shadowed a PHS classroom, participated in a tour and a Q & A with PHS students. The 8th graders also attended lunch in the PHS cafeteria. Each day was a success due to the collaborative efforts of the PHS teachers, PHS student volunteer mentors, PHS cafeteria staff, and the custodial staff. The 8th grade students completed a survey about the event and overall feedback was extremely positive.

Youth Behavior Risk Survey

Students participated in the YRBS national survey last spring as required by the state of New Hampshire to qualify for funding specifically related to student health, wellness, and drug and alcohol intervention prevention services. The survey measures whether or not there is a change in behavior or attitudes related to student life styles. Survey results were received later than expected. Preliminary reports indicate trends moving in a positive direction. A work group of stakeholders has been established to evaluate current programs, procedures and messaging related to our community values and reinforcing healthy decision-making. In addition, plans are underway to review and develop a strategy for public release of the YRBS survey results.

March 2 SAT

All juniors participated in SAT testing on March 2. The New Hampshire Department of Education received approval to replace the 11th grade Smarter Balance statewide assessment with the College Board's SAT in the spring of 2016. Students were tested in English language arts (reading, writing) and mathematics. Scores are expected to be out mid-May. Many NH schools cancelled school in order to implement the assessment for juniors. Our smooth inaugural administration while maintaining a normal class schedule for freshman, sophomores and seniors was made possible only by the detailed work up front by test coordinators Andy Korman and Shanyn Grenier. Kudos to teachers for their flexibility and to the junior class for all their hard work!

Highlights from Mexico

Nine students from PHS travelled to Merida, Mexico during February vacation. The trip included community service, cultural excursions, and homestays. Community service activities included one day at a local elementary school where PHS students engaged the local students in English-learning activities, and three days at a girl's orphanage where painting of their community dining room and a dormitory room which housed 20 girls was completed. Students and staff toured the ancient Mayan cities of Uxmal and Chitzen Itza, explored caves and cenotes (underground swimming holes), visited markets and even had a cooking lesson. Our PHS students experienced language immersion and engaged communication skills in Spanish while staying with local families. Overall the trip was a wonderful educational experience in which our students applied skills learned in the classroom to real world situations outside of the classroom.

Portsmouth's Who We Are Project

The goal of this project to use the main entrance way and administrative hallway as a visual demonstration of "Who We Are" as a school community. The spirit of PHS, past and present, will be demonstrated with photographs, memorabilia, documents, and artifacts from 1827 to present. A sub-committee of six students from the Student Council Class of 2018 have taken the lead in creating a design for Phase 1 of the project. Phase 1 focuses on design work that reflects who we are as a school in the present. Students are working with Jay Schadler, a local artist, and Lisa Almand from Infinite Imaging. In addition to partnering with Jay and Lisa, the Class of 1966 is also assisting in the design and funding of a portion of the effort. In particular, they are interested in sponsoring a PHS seal and model clipper ship for the main foyer. The target date for completion of Phase 1 is the end of this school year. PHS Honors American Studies Students have also completed research to help with Phase 2 of the project which is focused on the history of Portsmouth High School. The goal of Phase 2 is to create a visual rendering of different student-picked themes in PHS history including sports milestones, famous alumni, life at the high school during times of change, and the origins of PHS. In addition to historic

archival research, students also conducted oral history interviews with several PHS alumni. Phase 2 is slated to be designed and installed by spring 2018.

Scheduling Committee

The in-house committee continues to meet to examine some of the challenges of our current schedule. As mentioned in our last report, the goal of the committee for this year is to develop a plan for coming up with a schedule that will address those issues moving forward. During our last early release day, we had representatives from Con Val High School speak to the staff about their TASC block. This is the time every day when all students and teachers are available. Con Val uses software to schedule students with specific teachers each week. Scheduling decisions are either student directed or staff directed. After the presentation, it was agreed that the scheduling committee should continue to explore how this block could be implemented into Portsmouth High School's schedule. In addition, the committee is looking at the exam day schedule, AP course schedule, skinny blocks, and athletic dismissal's impact on the schedule. School board representation on the committee is welcome.

Clipper Academy

Clipper Academy Summer Advancement Program is an opportunity for all students at Portsmouth High School and the surrounding middle schools to advance their education during the summer. Working in collaboration with the Virtual Learning Academy, students can take innovative class offerings not typically offered at PHS, as well as college preparatory and credit recovery classes. In addition, to what we offered last summer, we are excited about a number of new programs such as Clipper Adventure and Museum Boot Camp. With an emphasis on team building and fun, these courses are a wonderful way to get better connected to Portsmouth High School. Information about Clipper Academy will be available on the school's website in April.

Points of Interests from the Athletic Department

For the first time ever, PHS participated in the NHIAA Co-Ed Unified Basketball program. Unified sports were started approximately six years ago as a collaboration between the NHIAA and Special Olympics NH. Unified sports give students with disabilities a chance to play a varsity sport with their peers. This year, we had six athletes (students with intellectual or developmental disabilities) and nine partners on the team. Our program focused on the athletes scoring all of the baskets, and the partners helping to facilitate the game by rebounding, passing, and helping to get the players in proper position on defense. We finished with a record of 2-5, and everyone had a great time!

Other Winter Highlights:

- The boys and girls basketball teams both finished the regular season 18-0 for the first time in PHS history and will be ranked 1st going in to the playoffs
- Coach Dan Parr, after coaching basketball for 55 years, reached the milestone of 700 victories in his career
- The boys track team won the state championship for the 2nd consecutive year
- The boys ski team placed 2nd in the state meet for the 2nd consecutive year and the girls ski team placed 3rd this year
- Our men's ice hockey team will be ranked 3rd or 4th going into the upcoming playoffs
- We started a new cross country ski racing team this year and had 23 participants

Performing Arts Department

On February 17th, the Music Department held its annual Chamber Music/Chocolate Festival, which featured numerous outstanding student performances.

Upcoming events include:

- March 11&12 - PHS Drama travels to Coe - Brown academy to compete in the NHETG Drama Regional
- March 16 - Music In Our Schools Concert #2 7:00 PM at PHS featuring HS Ensembles
- March 19 - PHS Concert Choir and The Worcester Youth Symphony Collaboration Concert at PHS
- March & April - PHS Percussion Ensemble and Winter Guard compete throughout New England at various competitions.
- April 7-9 - Julia Adler, Spencer Wirth, Luke Choi, Sarah Melanson, Mary Jardine, Victor Tracey, Jake Naimark & Hadley Pope represent PHS at The New Music Educators Allstate Festival in Concord.
- April vacation- PHS Band travels to Disney's Magic Music Days Festival in Florida
- May 5-8 - PHS Spring Play
- May 11&18 - All City Spring Concerts - featuring PHS Ensembles

End of the Year Activities

- Junior Prom – Saturday, May 21
- Senior Prom – Friday, May 27

Pending Board Approval of Graduation Date:

- Proposed Baccalaureate Ceremony is Wednesday, June 8
- Proposed Awards Assembly will be held Thursday, June 9.
- Proposed Date for Graduation is Friday, June 10, at 5:30 PM.

Baccalaureate is a beautiful ceremony and we encourage board members to attend. All are invited to the Awards Assembly and Graduation as well. Parents have planned a great celebration graduation and we look forward to a full night of festivities.

CTE-PLC SMART Goal

(this is the overarching goal for the Career Technical Center from which each teacher or group of teachers has selected a specific competency)

CTE teachers will select a competency from their program competency profile that students have not historically performed well on. Evidence of improvement may be measured by the use of formative and summative assessments, course matrix, Performance Pathway data and the student's ability to accurately answer the essential questions within the program crosswalk.

CTE secondary SMART Goals

Architecture & Engineering SMART Goal – Steve Jones – 100% of students completing the Architecture 101 or Engineering 101 course will attain a competency rating of 3 + PROFICIENT (student regularly demonstrates the knowledge or skill) on the state competency: *Understand the concepts of dimensioning/measurement processes and procedures* as evidenced by the completion of course projects and a summative assessment. Baseline data will be collected from pre-test at the start of Q2.
Midyear progress – Pretest was given early in the year. The first formative assessment was given in December with the results showing students improved substantially on the practical part of the assessment but not so much on the written assessment.

Automotive Technology SMART GOAL – David Lilly – The area of instructional focus is the competency based on student understanding of the procedures and techniques of Electrical/Electronic Systems in order to repair and maintain Electrical/Electronic Systems. Focus is on the math concepts and technical literacy that are involved with electrical training. Second year students are currently using the four new electrical trainers to better understand automotive electricity. The activities have been very successful in relation to the competencies and student feedback had been positive. Results of the pretest are currently being reviewed.
Midyear progress – Students did not fare as well on the written assessment and yet when they had to perform the activity in the lab, they clearly understood the work and could put the learning into action.

Business/Entrepreneurship SMART Goal- Tiffany D'Amour, Vera Haus- Specific: Students will be provided a teacher completed rubric with comments regarding the objective elements shown during the presentation, including: voice control/inflection, body language, awareness of audience, eye contact, Um's/Uh's/Like's, Transitioning/Intro/Conclusion.
Measureable: Students will use one universal presentation rubric used by both Business teachers that clearly define the degrees of success and how to achieve each degree of success. Attainable/Realistic: Students will learn the importance of skills needed for successful presentations and will have the opportunity to learn, implement, watch, observe, and reflect on best practices for successful presentations.
Time bound: Students will be measured at the beginning of the Semester course and once again at the end of the Semester course. We will be creating a universal presentation rubric to use throughout the course to measure the changes/improvements from beginning of semester to the end. Evidence: Teacher rubric assessments and student *reflections*.
Midyear progress – Teachers were disappointed with the progress. There were mixed results, students seemed to improve with their presentations but the rubric was not the most effective tool.

Construction Trades/Welding – Deck Robblee & Bill Schefer– The goal is to have 100% of Construction and Welding students demonstrate improved proficiency in basic construction math. A paper pre-test will be used to determine baseline data with Level I students and imbed appropriate math exercises and tasks and formative assessments through the year. A paper post-test 4th term will determine summative progress. Welding pre-test for baseline data has been collected.
Midyear progress – Math Monday instruction has made the instruction of relevant mathematical concepts a routine part of the curriculum. Test scores have increased by 14 points on average in Welding class. In Construction class, students are showing an ability to transfer math skills to the workplace such as in costing projects and worker hours.

Culinary Arts SMART Goal- Perrin Long- By the end of 2015/2016 academic year, 100% of Culinary Arts (Level I) students will attain a minimum competency rating of 3 + PROFICIENT (student regularly demonstrates the knowledge or skill) on the state competency: *Utilize weights and measure to demonstrate proper scaling and measurement techniques in cooking and baking and Calculate food beverage, and labor cost percentages by demonstrating the math functions used in foodservice operations* evidenced by completion of ProStart coursework and summative assessment (Precision Exam.) Baseline data from Precision Exams has been collected.

Midyear progress – In formative assessments of sight measurements, students have showed significant improvement from the pretest at the start of the year. Only one student did not score within passing range and one student received a score of 100% and four scored 87.5%.

Education & Teacher Training SMART Goal – Carla Frank –Education & Teacher Training students will improve on the following competencies that directly relate to their presentation of lessons, conferences and STAR events within the ETT program: *CIP 131206 #9 apply communication skills with learners, parents, and groups to enhance learning;*, *#34 Demonstrate personal growth, community leadership, democratic principles and personal responsibility by participating in activities/events offered through student organizations and community service projects.* A rubric has been developed and will be used for grading each student's presentation of a lesson plan while teaching in the preschool and will also be used as a source of feedback for the student in order to help them gain a better understanding of what is expected and what they need to work on for improvement.

Midyear progress – There were some challenges with the rubric that was originally created to evaluate student improvement. Closer work around the redevelopment of the rubric with the preschool teacher will make it easier to gather the important assessment information needed. Anecdotal reporting indicates better presentation skills on the part of students and their confidence when presenting a lesson in the preschool.

Program News

Architecture

Students from the Architecture & Engineering Design club competed in Discover Portsmouth's 25th annual Gingerbread House Contest. They won first place in the Youth Group category for their scaled replica of the John Paul Jones House. The club also arranged a meeting with DeStefano Architects; toured the office, discussed the career and educational process to becoming an architect with two of the firms architects and an intern (a former program completer)

Automotive Technology

Two students are preparing for the Skills USA competition on March, 17th. This is an individual competition in which they will complete 12 work stations ranging from Tool Identification to Check Engine Light Diagnostics. PHS Students have placed in the top four for the last three years and we are hoping for another strong showing this year. We are currently pursuing Running Start with Manchester CC.

Business/Entrepreneurship

First and foremost, we have received program approval from the NH Department of Education Career Development Bureau! We are now a recognized two-year program! Running Start numbers are nearly 100% this semester. Last semester, the Marketing & Sales class raised over \$22,000 in gifts for Teacher/Staff Appreciation Week. All 192 teachers/staff in the building received a gift of thanks from the class in acknowledgment of their hard work. Entrepreneurship students are beginning their work in teams to prepare for the BizGen competition hosted at UNH on May 26th.

Construction Trades

Students in the program have been involved in a collaborative project with Star Island, Corp. to refinish the row boats that are available for use by visitors to the island. With Nate Piper of Nate Piper Boatworks and Jack Farrell of Star Island Corp., our students are doing the restoration as well as learning how to work as project managers. The students will be building a shed this spring and have completed the drawings and models as the first part of the project.

Culinary Arts

Competition season is once again upon us. Five students are preparing for the team event, the NH Pro Start State Invitational on March 5th at UNH. They are defending their record as first place finishers for the past two years. Four students will be competing in the individual competition sponsored by Skills USA. Two will be in the Hot Food completion and two in the Baking competition. Culinary II students prepared the High Tea that was served as a WandAid fundraising event hosted by Downton Abbey's Jim Carter.

Education & Teacher Training

Students are preparing for competition at the FCCLA (Family, Careers, Community Leaders of America) Spring Leadership Conference being held in April. Seventeen students are competing in a variety of events. Service projects this year include End 68 Hours of Hunger (they are assisting an Eagle Scout candidate.) Two students will be stepping down from their posts as state president and vice-president at the conference and hopefully our two students running for the same office will become new state officers. This is the first year we will see ETT students compete the new focus on teaching. Eight students are currently serving their internships throughout the district. We are very grateful to the teachers and principals of those schools for welcoming our students.

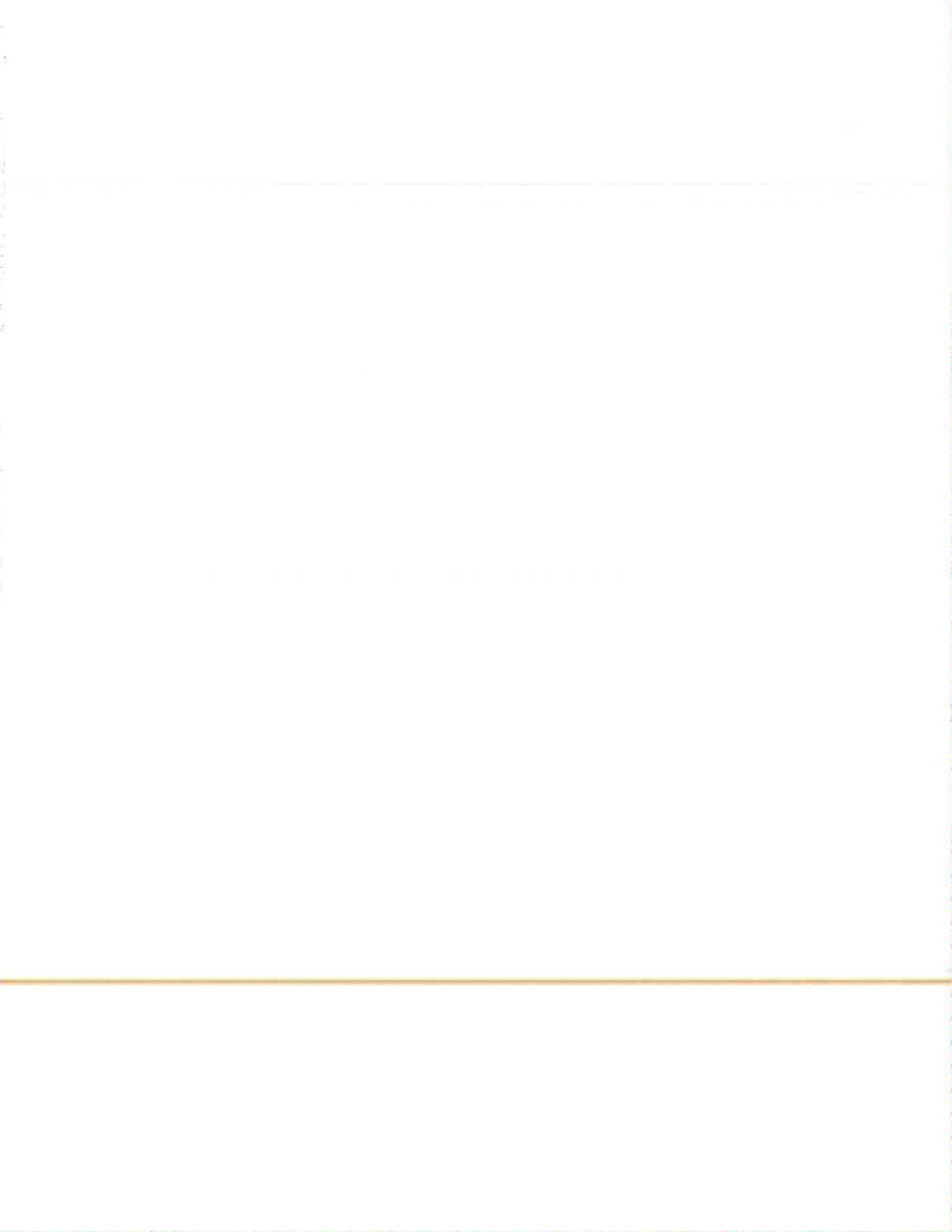
Welding Technology

Welding II students have just completed the OSHA-10 course and will be receiving their certificate cards in the spring. Students have been learning new skills on the recently installed GTAW weld equipment. These skills sets are part of the state competencies as well as the new NCCER curriculum being sued this year. Students visited Manchester Community College's welding program and had a representative from Lincoln Technical School speak with them about post-secondary opportunities. We hope to bring students on a tour of Great Bay Community College's ATAC (Advanced Technology & Academic Center) to learn about careers in composite manufacturing.

Areas of Exploration

Programming – Meg Prescott of Great Bay Community College has been teaching two GBCC courses at the high school: Introduction to Python and Web Development I. We hope to encourage students to consider this course of study and career field. Through collaboration with the community college, our goal is that students will be able to take the first year of the programming program online through VLAC and then attend Great Bay CC for the second year of the program through their Early College initiative. Students will graduate from Portsmouth High School having nearly completed the coursework for the certificate program at Great Bay.

Manufacturing – We are working with Great Bay CC to offer Running Start credit to welding students. Along with that we hope to create a pathway for students to the Advanced Technology & Academic Center (GBCC) providing them a career path in advanced composite manufacturing. Manufacturing is the largest industry in New Hampshire providing great careers with businesses such as Safran Aerospace Composites and Albany Engineered Composites located in Rochester, NH.



VII. C.

PHS Math Sequence of Courses (Current)

(Start Here) Exploring Math – Freshman

Algebra 1 College Prep – Sophomore

Informal Geometry – Junior

Applied Algebra 2 and Algebra 2 – Senior

(Start Here) Algebra 1 College Prep – Freshman (90 Minute)

Informal Geometry and Applied Algebra 2 – Sophomore

Algebra 2 – Junior

Elective (Probability & Statistics or Topics in College Mathematics) – Senior

(Start Here) Algebra 1 Advanced College Prep – Freshman (45 Minute)

Formal Geometry & Algebra 2 – Sophomore

Algebra 3 & Pre-Calculus – Junior

Calculus (regular or AP) or Probability & Statistics (regular or AP) – Senior

(Start Here) Algebra 1 Honors & Formal Geometry – Freshman

Algebra 2 & Algebra 3 – Sophomore

Pre-Calculus & Probability & Statistics (regular or AP) – Junior

Calculus (regular or AP) – Senior

*****This is a suggested sequence of math courses and can be altered for students who choose to take only one math course a year or for students who want to take two math courses every year.**

PHS Math Sequence of Courses (Anticipated by 2018)

(Start Here) Exploring Math – Freshman

Algebra 1 College Prep – Sophomore

Informal Geometry – Junior

Applied Algebra 2 and Algebra 2 – Senior

(Start Here) Algebra 1 College Prep – Freshman (90 Minute)

Informal Geometry and Applied Algebra 2 – Sophomore

Algebra 2 – Junior

Elective (Pre-Calculus, Probability & Statistics or Topics in College Mathematics) – Senior

(Start Here) Algebra 1 Advanced College Prep – Freshman (45 Minute)

Formal Geometry & Algebra 2 – Sophomore

Pre-Calculus – Junior

Calculus (regular or AP) or Probability & Statistics (regular or AP) – Senior

(Start Here) Algebra 1 Honors & Formal Geometry – Freshman

Algebra 2 & Pre-Calculus – Sophomore

Probability & Statistics (regular or AP) – Junior

Calculus (regular or AP) – Senior

*****This is a suggested sequence of math courses and can be altered for students who choose to take only one math course a year or for students who want to take two math courses every year.**

Algebra I Curriculum Topics

I. Connections to Algebra

- a. Variables in Algebra
- b. Exponents and Powers
- c. Order of Operations
- d. Equations and Inequalities
- e. Problem Solving using Models

II. Properties of Real Numbers

- a. The Real number Line
- b. Operations on Real Numbers
- c. Adding and Subtracting Matrices
- d. The Distributive Property

III. Solving Linear Equations

- a. Solving Equations using One Transformation
- b. Solving Equations using 2 or More Transformations
- c. Solving Equations with Variables on Both Sides
- d. Linear Equations and Problem Solving
- e. Solving Decimal Equations
- f. Formulas and Literal Equations

IV. Graphing and Writing Linear Equations and Functions

- a. Coordinates and Scatter Plots
- b. Graphing Linear Equations in 1 & 2 variables
- c. Quick Graphs using Intercepts
- d. Slope of a line
- e. Quick Graphs using Slope – Intercept Form
- f. Solutions and x – intercepts
- g. Graphs of absolute values equations
- h. Solving absolute value equations

V. Writing Linear Equations

- i. Writing Linear Equations in Slope – Intercept Form
- j. Writing Linear Equations given the Slope and a Point
- k. Writing Linear Equation given Two Points
- l. Fitting a Line to Data (interpolate & extrapolate)
- m. Point – Slope Form of a Linear Equation
- n. Standard Form of a Linear Equation
- o. Predicting with Linear Models

VI. Solving and Graphing Linear Inequalities

- a. Solving One – Step Linear Inequalities
- b. Solving Multi – Step Linear Inequalities
- c. Solving Compound Inequalities
- d. Solving Absolute Value Equations and Inequalities
- e. Graphing Linear Inequalities in Two Variables

VII. Systems of Linear Equations and Inequalities

- a. Solving Linear Systems by Graphing
- b. Solving Linear Systems by Substitution
- c. Solving Linear Systems by Linear Combinations (Elimination)
- d. Applications of Linear Systems
- e. Special Types of Linear Systems
- f. Solving Systems of Linear Inequalities
- g. Linear Programming

VIII. Exponents and Exponential Functions

- a. Multiplication Properties of Exponents
- b. Zero and Negative Exponents
- c. Division Properties of Exponents
- d. Scientific Notation
- e. Exponential Growth & Decay Models

IX. Polynomials & Factoring

- a. Square roots & Pythagorean Theorem
- b. Solving Quadratic Equations by square roots
- c. Distance Formula
- d. Simplifying Radicals
- e. Operations with Radicals
- f. Adding/ Subtracting/ Multiplying Polynomials
- g. Factoring
- h. Solving Quadratic Equations by factoring

X. Quadratic Equations

- a. Complete the Square
- b. Solving Radical Equations
- c. Graphs of Quadratics & Quadratic Inequalities
- d. Quadratic Formula
- e. Problem Solving using Discriminant

XI. Proportions and Rational Equations

- a. Ratios & Proportions
- b. Percents
- c. Direct & Inverse Variation
- d. Simplifying Rational Expressions
- e. Operations on Rational Expressions
- f. Solving Rational Expressions

XII. Functions

- a. Functions & Relations
- b. Linear Functions
- c. Quadratic Functions
- d. Exponential Functions
- e. Rational Functions
- f. Box & Whisker Plots
- g. Measures of Central Tendency

ALGEBRA 1

COMPETENCY	Common Core Standard
Students will demonstrate the ability to use and extend properties of real number systems.	N-RN 1, 2, 3
Students will demonstrate the ability to reason quantitatively when analyzing, representing, and solving problems.	N-Q 1, 2, 3
Students will demonstrate the ability to solve problems when applying concepts of polynomials and concepts of rational expressions.	A-APR 1
Students will demonstrate the ability to analyze and use structure in expressions to solve problems.	A-SSE 1a, 3
Students will demonstrate the ability to create and use algebraic models to connect mathematical concepts and properties when solving real-world problems.	A-CED 1, 2, 3, 4 A-REI 1, 2, 4, 5, 6, 7a, 8a, 9
Students will demonstrate the ability to interpret, analyze, and uses functions when applied in a variety of contexts, including real-world phenomena.	F-IF 1, 2, 4, 5, 6, 7a, 8a, 9
Students will demonstrate the ability to build functions that model relationships between two quantities.	F-BF 1a, 1b
Students will demonstrate the ability to distinguish among situations that can be represented with linear, quadratic, and exponential models and provide evidence to support reasoning.	F-LE 1, 2, 3, 5

VIII
a.i.

CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM

DATE: FEBRUARY 11, 2016
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: FEBRUARY 11, 2016 MEETING MINUTES

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

Policies Considered:

Wellness (JLCF)

Steve reported that he and Deb Riso had re-drafted the Wellness Policy taking into consideration the comments from the State of New Hampshire Department of Education and having reviewed the eighteen page guideline document from the DOE.

The Committee members began an initial review of the draft and Leslie indicated that, given the length of the document, members should take it home to read and review. Steve will check with Deb to see if there is a time sensitive element if it does not go to the full Board in March. If time is of the essence, the draft could go to first reading in March and the Committee could make any recommendations when it meets in late March. Kathleen reminded the Committee that, policies that pass first reading have legal effect. The Committee will review again at its March meeting.

Graduation Requirements (IKF)

Kathleen explained that a number of policies need to be updated since their last review in 2011 in order for the School Department to be eligible for the IDEA grant.

The Committee reviewed the graduation requirements and no changes are needed. It was recommended that the Board reaffirm this policy.

Family Educational Rights and Privacy Act (FERPA) (JRA)

This policy protects the confidentiality of student records and the process that is required prior to disclosure. It is based upon Federal Law and the Committee recommended that the Board reaffirm this policy.

Instructional Needs of Students with Different Talents (IFA)

This policy recognizes that there needs to be different methods of instruction for individual students. The Committee recommended that "specialized instruction" be added to the list of alternative learning programs.

Admission of Homeless Students (JFABD)

This policy is required by the McKinney-Vento Homeless Assistance Act to ensure that homeless students are not precluded from school attendance due to their living situations. Changes in the Federal since the adoption of the current policy require that a category of students lacking a fixed, regular and adequate nighttime residence to include children living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings. The Committee recommended addition of this language to the policy and that it be revised and reapproved.

Child Find Policy (IHBAC)

This is a required policy that requires school districts to find students in need of special education. Changes in the law since the policy was last reviewed required a change of the age for transition of young students to School Department programming. Previously it was required to commence at the age of 2.5 and now between the ages of 27 and 29 months. There were a few minor language changes recommended as noted on the policy.

Programs for Pupils with Disabilities (IHBA)

This policy is required for the IDEA grant and insures compliance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Discussion Items:

Extra-Curricular and Co-Curricular Policy

Steve reported that there is an issue regarding students who attend underage drinking parties. It is often impossible to determine if a student has consumed alcohol or has remained at the party, even after knowing that there is underage consumption of alcohol. Students often admit to the police that they were aware that there was alcohol and then deny knowing about the alcohol when before the Disciplinary Committee considering consequences regarding extra-curricular activities. Principal Lyons has requested consideration of how to deal with student knowingly in the presence of alcohol. There is also the underlying issue of students who are not being truthful with the Disciplinary Committee.

The Committee agreed that this issue will need to be addressed before the beginning of the next school year so that any changes to the policy can be in the Student Handbooks. In addition, Principal Lyons will be invited to attend a Policy Committee meeting to discuss proposed changes.

Narcam

Steve reported that there had been some discussion with the school nurses and the Health Officer regarding potential training of students on the use of Narcam. The nurses do have it available at the High School. The concern is for students in living situations that have parent or sibling with significant drug involvement.

The Committee's reaction was that this would be very risky and beyond the scope of the School Department's responsibility. The Committee also had many questions about Narcam and its use. There was also concerns regarding creating an incorrect impression that having Narcam available would make drug use less dangerous. The Committee did agree that students living in at risk situations could be directed to community/health resources. The Committee agreed that the School Department could participate in roundtables that include the Portsmouth Regional Hospital.

Recommended Board Action on March 8, 2016:

Reaffirm:

IKF Graduation Requirements
JRA Family Educational Rights and Privacy Act (FERPA)

Revise and Reapprove:

IFA Instructional Needs of Students with Different Talents
(include reference to specialized instruction)

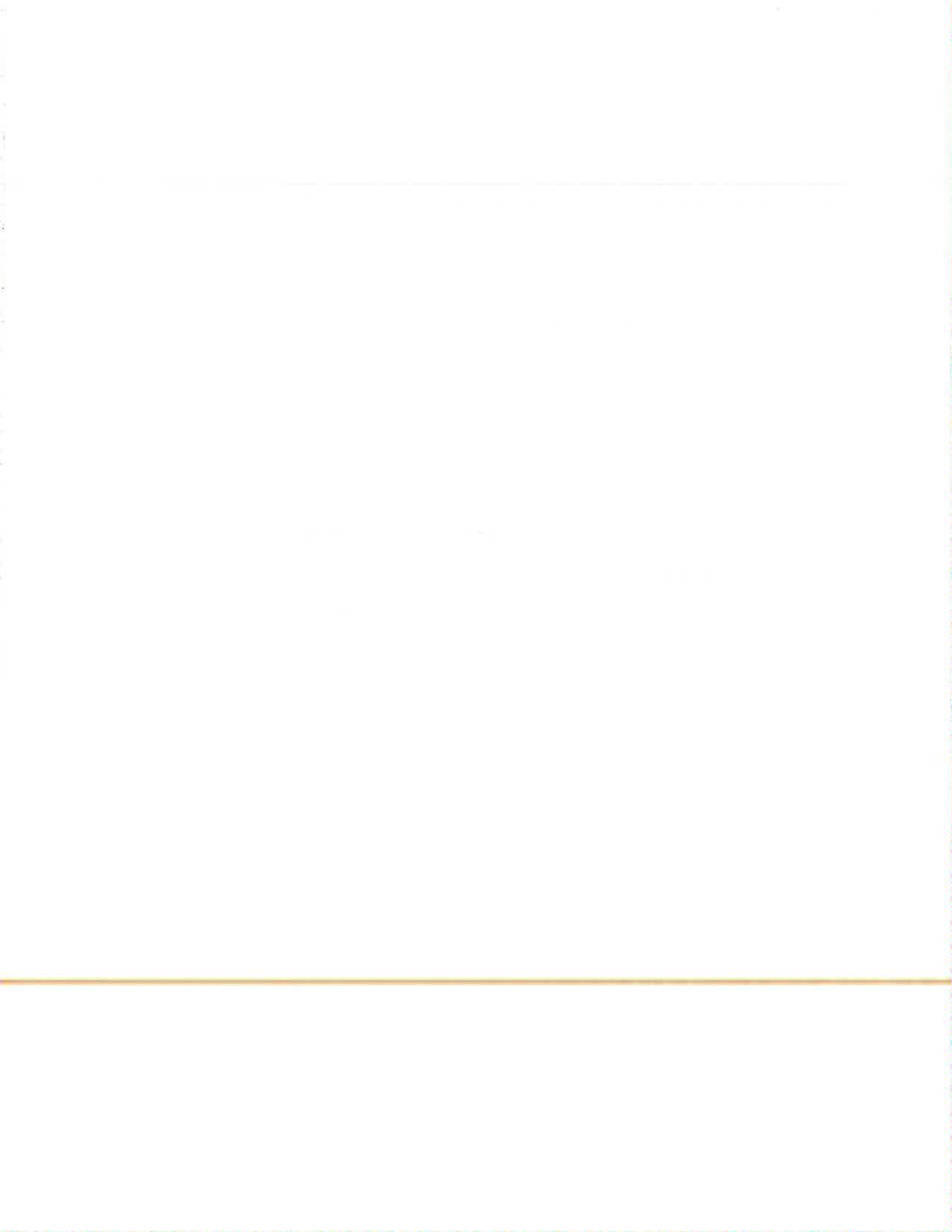
JFABD Admission of Homeless Students
(include reference to children living in cars, parks, public spaces,
abandoned buildings, substandard housing, transportation stations
or similar settings)

IHBAC Child Find Policy

First Reading:

IHBA Programs for Pupils with Disabilities

Next Meeting: Wednesday, March 23, 2016



PD Course: Engaging Students in Authentic Assessment

The term "assessment" often brings to mind #2 pencils, spreadsheets and a certain degree of tedium, but the best educators consistently use a range of dynamic assessments to guide their instruction and gauge student learning. What if we could design authentic assessments that go beyond recall and ask students to demonstrate and apply their learning?

This in-house course will focus on refining student assessment practices to engage students in a variety of assessment strategies, particularly through the use of performance assessment. The course will be driven by the individual needs and interests of participants, with the outcome of creating new performance assessments for existing units of study. Participants will get feedback on their assessments and develop a common understanding of quality performance assessments.

This 2 credit course will run on the following Tuesdays from 3:30 – 5:30 PM in the Central Office School Board Conference Room:
3/22, 3/29, 4/12, 4/19, 5/10, 5/24

We will also use Google Classroom for sharing assessments.
Instructors: George Shea and Steve Zadravec

To sign up go to:
Engaging Students in Authentic Assessment

VIII a. ii.

**PD Course
Mindful Teaching: Stress Reduction for Educators**

Studies are showing an increase in stress for both students and teachers. Research shows that Mindfulness training for teachers reduces stress in the classroom. It increases optimism, compassion and academic performance while decreasing disruptive behaviors. It helps prevent burnout and enlivens teaching overall.

Throughout this course, participants learn how to reduce stress in their classroom and in their own lives. Classes include mindful teaching tools for the classroom, group discussions, informative sessions and an experiential time (such as gentle yoga, mindful eating, guided body scan, etc). Participants should come dressed in comfortable clothing and bring a yoga mat if they have one.

Class expectations include weekly written assignments, home practice of stress reduction techniques and a final project of how one has incorporated mindfulness into their classroom or school.

Class time: (9) 1.5 hour classes on Thursdays (April 7th through June 2nd, excluding the Thursday of April vacation week) from 3:30-5:00pm.

Location: Music Room at Little Harbour School
Credits: 2

Maximum number of participants: 23
To register email Jill Capobianco at:
jillcappo@yahoo.com

Portsmouth School Department

February 2016



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

Central Office Update

Spotlight on Danielson

In each CO Update for the remainder of the year we will highlight one component from one Domain in Danielson's Framework for Teaching. This month we are highlighting component 4D, which speaks to our professional responsibility as members of a professional community. Our work in Professional Learning Communities (PLCs) is deepened when we focus on our individual and collective growth in this particular component.

Participating in the Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or



Danielson Continued

engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Critical attributes:

Unsatifactory Level 1:

- The teacher's relationships with colleagues are characterized by negativity or combativeness.

Danielson Continued

- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

Basic Level 2:

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

Proficient Level 3:

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

Distinguished Level 4:

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes and leads significant district and community projects.

VIII.
A. iii.

PORTSMOUTH
SCHOOL
DEPARTMENT

Futures Newsletter

Volume 1, Issue 3

February 2016

Winter Issue

- College Information Sessions
- SAT Test March 2
- Futures College Scholars Interview
- College Visitation Questions
- Discover UNH Day for Freshman and Sophomores

Inside this issue:

Scholar Profile: Sabina Gessay	2
High School Scheduling	3
Juniors: the College Visit	3
Discover UNH Day	4

Newly Revised SAT Test to be Administered March 2, 2016

Wednesday, March 2nd, the newly revised SAT test will be administered to all juniors at Portsmouth High School. Students are already registered for this test and it will take place during the school day, from 7:30-1:00.

It is a long test and students will not have an opportunity to eat lunch until after the test, so make sure you are prepared for the day.

Things to remember:

- Bring a drink and a healthy snack;
- Two #2 pencils with eraser;
- A calculator;
- Leave your cell phone in your car or at home or it will be collected;
- After the test, you can either go to the cafeteria to eat lunch OR you can be dismissed.

If you have already done some test preparation, good for you! If not, take your results from this test and do some targeted studying in your weaker areas.

If you are interested in participating in SAT test preparation, please see Mrs. Grenier or Mrs. Brnger.

Upcoming Dates for High School Futures Students

Testing

3/2: SAT Test-Juniors

Futures Group Meetings (NOTE new dates and location!):

3/8 Seniors Futures Meeting- college room, Guidance

3/15 Sophomores Futures Meeting, College Room, Guidance

3/22 Juniors Futures Meeting, College Room, Guidance

3/29 Freshman Futures Meeting,

College Room, Guidance

Juniors-Lunch Series, Little Theater

3/17: The Right Fit!

3/24: The College Visit

3/31: The Write Stuff

4/7: Show Me the Money

Seniors-Lunch Series, Little Theater

4/5: You Are In; Now What?

4/13: How To Survive and Thrive Your First Year

4/7 Senior Parent Evening Presentation: Understanding Your Award Letter. Little Theater

Sophomores and Freshman Discover UNH Day (field trip), Wednesday, April 13

Final Exams, Quarter Three 4/4, 4/5, 4/6

College Profile: Futures Scholar Sabina Gessay Interviewed by Darien D'Amour, PHS Futures Sophomore

Sabina Gessay is a past Futures student from Portsmouth High School. Now she is a current senior at the University of Massachusetts Amherst pursuing a Bachelor of Science in Geology.

When searching for schools, Sabina said that she wanted to stay within New England and wanted to be in a marching band. Marching band was a huge part of her high school experience and she wanted to continue that experience in college. The University of Massachusetts' drum line is known to be one of the best in the country and that's what caught Sabina's eye. "It

sounds kind of silly to choose a school just for band, but it's become such a huge part of what I do and I'm so glad I did it" she later explained.

Sabina went to college with her major declared, but now wishes that she had taken more time to discover what she truly wanted to do or had greater interest in. "I've had a lot of fun and learned a lot being a geo major, but I don't think I'll be pursuing a career in geology" Sabina said.

Sabina says that in preparing for college, she thinks that students should learn how to take coherent notes at a fast pace and learn how to study on their own without a review session.

Those alone are vital skills. She also said that students should find their preferred method of keeping a planner/calendar to keep organized. "if you plan your day out hour by hour, it can maximize your time." Last, she suggests not to be afraid to talk with teachers/professors. They'll be the ones who will write your letters of recommendation or can help you get into a class. "I think Portsmouth sets up kids really, really well for college." Her last piece of advice: "Course-wise, try to challenge yourself. You'll be able to do more than you think."

"Course-wise, try to challenge yourself. You'll be able to do more than you think."

Sabina Gessay, Futures Scholar and Senior at University of Massachusetts, Amherst



High School Scheduling for 2016-17

Scheduling courses for next year is upon us. For those students who have not yet selected courses, come to the guidance office and get a course selection sheet from your school counselor. If you are interested in applying for honors classes, talk to your current teacher about this. Honors applications are also located in guidance.

Juniors: The College Visit

Are you preparing to visit colleges this spring? If you do, and the college is within visiting distance for you and your family, plan to take an official college tour so that you can learn about the school from a current student's perspective.

Some questions to ask:

- What is a typical day like?
- What is the largest class size on campus? What is the class?
- Once your major is declared, what is the average class size?
- Why did your tour guide decide to attend the school?

While you are on the tour, don't be afraid to say "I haven't decided" if your tour guide asks

about your intended major and you have no idea what you would like to study. You're not alone. It's fine to be curious about all the school has to offer without having concrete intentions about the future.

Another piece of advice: do ask questions! Don't wait for someone else to ask the question or remain quiet because you feel awkward. This is your time and your questions have meaning.

After the tour (and maybe an interview) is complete, do you think your work is done? No! Make sure to take your tour guide and interviewer's business cards. When you get home, write them



(handwritten, not email) a letter of thanks. Let them know you appreciated their time and you enjoyed learning about the campus. If you have a genuine follow up question, don't be afraid to ask. Writing a thank you letter is a skill learned by practicing. Given our electronic world, filled with emails and text messages, the power of a handwritten note is incalculable. Even if you ultimately decide not to apply, you have left a great impression.

By the way, if you have not scheduled a junior college appointment with Mrs. Grenier or Mrs. Garneau, call the guidance office today and make one.

PORTSMOUTH
SCHOOL
DEPARTMENT

Portsmouth High School
50 Andrew Jarvis Lane
Portsmouth, NH 03801

Phone: 603.436.7100x2924
Fax: 603.427.2320

E-mail:
abrnger@portsmouth.k12.nh.us

Futures News

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.

For information or questions about Futures, contact:

Amy Brnger, coordinator

abrnger@portsmouth.k12.nh.us

436-7100 x 2924

****Do you know of an alumni who might like to reconnect with Futures? Please pass this newsletter on and let them know we would love to hear what they are doing.**

Discover UNH Day for Freshmen and Sophomores

On Wednesday, **April 13th**, Futures freshmen and sophomores will visit the University of New Hampshire to "Discover UNH". This full day program is offered to select high schools and students, including multi-cultural and first generation college bound students, who might not be able to visit a college campus on their own. The visit is not to highlight UNH but, rather, to get students excited about higher education and show them what they need to do to be competitive applicants.

Transportation and lunch will be provided.

Schedule for the Day:

9:00 Program Introduction

9:15-10:15 Campus Tour

10:15-11:15 Workshop

11:20-12:00 Lunch in Dining Hall

12:10-12:50 Why College presentation by Richard Haynes

12:50-1:00 Bus Dismissal



**University of
New Hampshire**

Mrs. Brnger, Mrs. Donovan and Mrs. Wolff will chaperone.

More information will follow after February vacation.

VIII.
a. iv

PMS POST

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

COLLECTOR'S
EDITION! FOURTH
ISSUE!!!

TABLE OF CONTENTS

Page 1: This is page one, duh!

Page 2: An article about a club that might just start up at PMS!

Page 3: Horoscopes, by Tucker Lloyd

Page 4: Yes or no? Having influential people speak at school.

Page 5: Jewelry of the month, and how to make Congo bars!

Page 6: An anonymous interview, and the first chapter of THE ADVENTURES OF ALTER-EGO MAN!

Page 7: A wonderful book review, and a fiction piece.

Page 8: A teacher interview, and an article about anime.

Page 9: A double dear!

Page 10: A fiction peice, and something about... Pizza?!?!?!?

Page 11: An article from, well, before the Superbowl.

Page 12: Crossword!

**Special Challenge
from the Sr. Editor,
Austin Phan**

**How Many Ferrari
related Pictures can
you find?**

CHILD WHO MAKES ART... CRITIQUES ART!!!

BY: THE CHILD WHO
MAKES ART, NICK DALY

I walk by Nahcotta, a small art gallery in downtown Portsmouth about once a week. For the longest time they have had this abstract piece hung up in the storefront. I love it. So I finally went in and inquired about the painting. The artist, Rose Umerlik, has four oil and graphite paintings hung up in the Nahcotta gallery. I will write about my two favorites- one of which is the painting in the window (see picture on right).

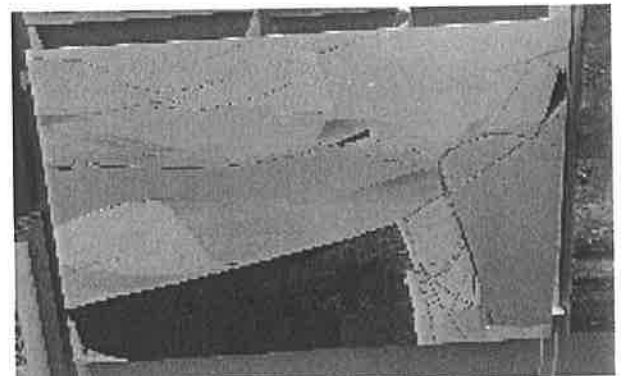
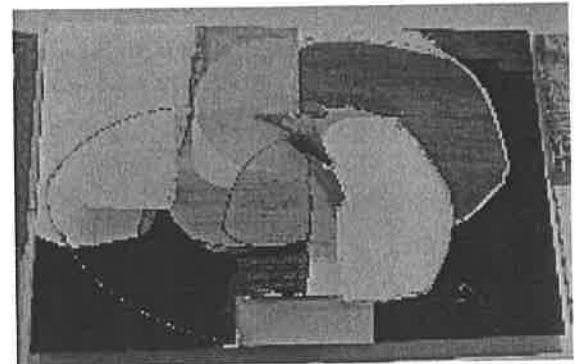
I love this painting because of its colors. The blue, grey, white, and black really contrast each other well. The blue and white remind me of a river rapid, and the grey is reminiscent of the pebbles that are slowly eroding. I think the way that two of the blue bubbles have a richer blue with less opacity on one side is interesting, and adds depth.

My second favorite is the following painting

This painting makes me think of a desert with the different shades of tan being dunes. The painting contains a little bit of cubism, a style of art popular in the earlier 20th century involving abstract renditions broken up by lines, and color shifts. What I do not like about this painting is the black shape in the bottom middle and left. I think it takes away from the beauty of the artwork because it distracts the eye...but maybe you might see something different?

I urge you to take ten minutes to look at Miss Umerlick's work in Nahcotta and see for yourself the beauty of modern art in the way that she interprets it.

Written by Nicholas Daly



Collège to College Society

The meaning behind CCS: "Collège" means "middle school" in French

"Collège to College Society" is a well-educated group made up of elite students yearning for more information about their bright future. The Collège to College Society is built on the principles of integrity, intellect, and determination, the very pillars which the most venerated universities seek in their applicants. The goal of our society is to exploit the unalloyed scholar in each of our members through a mutual support system. We will be composing a letter that will be sent to universities/colleges requesting for information.

If you're interested in being a part of this fascinating group of students, send applications to locker:

1123

(First Floor)

or

ccsportsmouthmiddleschool@gmail.com

Application requirements

8th grade

Name, date and homeroom teacher



**Massachusetts
Institute of
Technology**

**All the swans in England
are property of the Queen.**

**Cuba is the only island in the
Caribbean to have a railroad.**

**THERE ARE 293 WAYS TO MAKE
CHANGE FOR A DOLLAR.**

**An ostrich's eye is
bigger than its
brain!**

Starfish have no brains.



Horoscopes!

By: Tucker Lloyd

Aries (March 21st-April 19th): You might begin to trust your friends more, resulting in more fun in your life. Your grades might have looked a little shabby, but this term is looking much better. Your workload will be getting lesser the closer you get to vacation as you are learning how to balance your responsibilities.

Taurus (April 20th to May 20th): Your mood will be shifting into a more positive optimistic state along with the positive feelings that are brought in by the seasons false change. Your least favorite subject will start to become easier as you're beginning to understand the subject in a new light.

Gemini (May 21st to June 20th): Your crush may be seeming more reachable and desirable. You may feel as you should make a move but don't rush anything or feel pressured to do so. Your teachers are starting to ease off because of how hard you've been working. Take this as a treat and a present.

Cancer (June 21st to July 22nd): You're looking good and your luck is looking good too. Your grades are up and your life is good. Your grades were good last term and it seems hard to keep up with all the work, but if you power through the reward will be well worth it.

Leo (July 23rd to August 22nd): Your friends may seem a little distant but they will turn around. Remember it's always good to take a break from friends. That said, it's good to take a break from school and reward yourself for good work.

Virgo (August 23rd to September 22nd): As the new term begins, your class' units are changing too. The new challenges brought on by these units seem unachievable. Remember that if you try your best you can never lose.

Libra (September 23rd to October 22nd): It's been hard for you to find a balance between school and home the last term. You're beginning to find out how and are learning certain ways to make your life seamlessly easier. These tricks will pay off and your scale will be easier to balance.

Scorpio (October 23rd to November 21st): Your ruling planet is entering the house of fortune. This change will help bring your luck to a peaking high. Use it wisely and remember to follow your gut as there is an upcoming decision going your way.

Sagittarius (November 22nd to December 21st): The spring will be bringing many hard trials and tribulations. The new coming season will also be a start to a new chapter or large decision in your life. Keep your head up along with your chin.

Capricorn (December 22nd to January 19th): Your grades are good and you're being able to eat all the food that's been put on your plate. It may seem that there is too much food and not enough time, but if you work hard enough everything will turn out alright.

Aquarius (January 20th to February 18th): School's work is picking up and your free time is dwindling down. It's hard to work hard and you're wishing you were still in 5th grade. If you give all your effort and try your best it will all turn out. The storm is almost over.

Pisces (February 19th to March 20th): You're a fish out of water as the term and their focuses is changing, and the work load is picking up slowly but surely. Your skills of multitasking will come in handy and you'll be able to keep your head above water. Keep marching on!

YES OR NO? HAVING INFLUENTIAL PEOPLE SPEAK AT SCHOOL.

YAY!!!!!!

BY: LUCY GILCHRIST

Many teenagers lack a source of inspiration in their daily lives. They may find themselves repeating monotonous, daily activities aimlessly. Adolescents may need a voice of guidance to wrench them out of their repetitive daily lives, or a reason to keep pursuing their dreams. Listening to a powerful speaker can leave one feeling changed, renewed, and with a new sense of purpose. This is the very tonic middle schoolers need to cure their tedious, hard working days. The chance to hear an influential public speaker can inspire students to seize their opportunities, and enrich their lives for many years to come.

At a time when teens are becoming adults, they are often influenced by their peers, fads, and social media as a whole. Their opinions are malleable, and it is of the utmost importance that adolescents enter adulthood with a strong moral identity and sense of self. This can be augmented by encouraging or inspirational words from a renowned public speaker, such as a presidential candidate, community figure, or author.

Sometimes a daily routine can become tedious with constant repetition. A speaker can inspire and influence students to shoot for a goal they may have previously thought unattainable. A moving speech can add color and texture to life. The once in a lifetime experience of hearing an accomplished orator can leave a lasting impact on a young person's life. This is a chance that the school system can try to procure, and should for its profound impact on adolescents.

NAY!!!!!!

BY: EUGENIA PRUNELLE

As a senior citizen and highly respected member of this community, I feel it is my duty to shoot this ludicrous idea down immediately. I have heard many public orators in my day, and I am happy to report that none made me feel anything more than if I were poked on the part of my foot with nerve damage.

I admit that a speech may leave teenagers with a renewed sense of purpose and self esteem. However, these effects have been known to wear off almost immediately. Soon, the pupils will once again be reduced to sniveling, groveling fools, jockeying for my attention and approval. I will sadly not always be around for the consultation of such nincompoops; at the end of this year I plan to retire to the white beaches of Florida. Therefore, I wish to save my successor pain and eliminate any causes of tears among students, like faulty praise from public speakers.

I have been present on this Earth for 20 presidential elections, the next one will be much of the same. The candidates will run, most will lose, one will win, life will go on. Besides this, I deeply mistrust anyone who promises to make anything great, instead of course my favorite mincemeat pie with sweetbreads.

With this I close, a reminder that this laughable rag is lucky to have me. I'm off to search for a bathing suit flattering to my figure for spring break.

I have better things to do,

Eugenia Prunelle, Severely Underappreciated Senior and Delegate of Grouchiness

*Ms. Prunelle's views are unique to her and not endorsed by the PMS Post. Please note that Eugenia is not a staff member at PMS nor is she an actual human being.

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

Jewelry of the Month- Alex and Ani bracelets

This month's jewelry item is Alex and Ani bracelets. These bracelets are trendy and beautiful! The company is quoted as stating, "we create meaningful, eco-conscious jewelry and accessories to empower the light in you. We share a passion for the well-being of our planet, our communities and our individual paths." There are many different kinds of fashionable bracelets including: The bangle bar; enlighten, enchant, empower. Crystal infusion; light, vibrant, energy. Retro glam; spirit, radiance, memories. Kindred cord; personal, timeless, distinctive. Charity by design; empowerment, love, community. The Guardian Collection; direction, divine, aid, and more!!!!

The C.E.O., founder and chief creative officer Carolyn Rafaelian is very talented as is her staff. Alex and Ani website states, "cutting edge techniques to create sustainable products to enhance the lives of consumers." The Alex and Ani corporation focuses on spreading positive energy! There is an Alex and Ani store in downtown Portsmouth. Enjoy these fun, fashionable and recycled bracelets!

How To make Congo Bars!

By: Mariah Cherry

¾ cup cream

3 eggs

1+ baking powder

1 pkg choc chips

1 pkg brown sugar (2 cups)

2 ½ cup flour

½ + salt

1 cup shredded coconut

Cream sugar and eggs

Mix in cream then the rest of the ingredients. Spread in a baking dish

Bake 375 degrees Fahrenheit 23-24 minutes use a 9x13 pan



THE ANONYMOUS INTERVIEW!

The Adventures of Alter-Ego Man, BY: JACK KRAUS *Chapter one: Underwear on the outside*

What is your favorite...

Color: Orange

Food: Dumplings!!!

Sport: Skating.

Subject: Art.

Season: Spring!

Animal: Parrot

Ice cream: Turtle

Movie: STAR WARS!

Store: Petco

If you could...

Go somewhere: Tokyo

Doing something: Skydiving

If you could change one thing about PMS:
The start time.

Who are some of your friends: Elly, Emma, Allison, Lucy, and Austin.

What is your school goal that you have for this week based on last week: To read my English book.

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

Where in the world have you gone?
Florida, Canada, Vermont, Maine, and Virginia.

What is one thing you want most right now? To give hugs while watching a movie.

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



I hopped off of my bike and ran into my house. As I ran up the stairs, the Rocky theme played in my head, pushing me up each step. From inside, I heard my mom yelling at me from the window of our apartment. I remember seeing her arms flailing about like one of those things you would find at a gas station. The house was owned by us and two other families, and it was white with a red roof and shutters. When I walked inside, I noticed the smell of a TV-dinner cooking in the microwave. My mom took it out and pushed me into my chair.

"So, how was work today Steve," she asked while setting the two chicken meals onto the circular wooden table.

"It was fine, I guess," I replied, stuffing a piece into my mouth.

"Please chew your food dear," my mom scolded.

"I'm thirty years old, mom!" I scoffed.

My mom reached into her purse and a surprised look widened across her face, as she looked around a bit frantically. After that she gave a sigh and continued to eat.

"The cashier gave me the wrong amount of change for the chicken," She said through a full mouth, "he gave me three dollars instead of eight."

My eyes widened at this comment, and I sprang up from my chair, pushing it onto the ground.

"I will avenge you Mother!" I yelled at the top of my lungs.

My mom has a look on her face that said "I'm used to your antics."

"Mom," I whined, "I'm serious!"

Before she could retort I ran up to my room, tripping at least five times on the stairs. After slamming the door, I realized I forgot the sewing machine, so I ran out to the hallway and then slammed the door to my room for the final time, and jumped on my bed. From then on my dream could be realized. From then I could defeat the scum of New York City like him. From then on I shall be known as Alter-Ego Man!

By morning I had made my costume. It had a red star on the front, with the yellow letters "A.E.M." sewed on messy, but good enough. My red winter gloves and rain boots complimented the red star, I think, quite nicely. A cape hung from my back. I couldn't wait to see it flowing in the wind. And finally, I used my old red underwear from the attic to finish the look. I put on the costume, first layer first, gloves and boot second, cape third, and finally slipping the underwear over it all.

And now, since my mom was still asleep, it was time for me to look over New York City. But first, I needed to get revenge. I ran as fast as I could to the convenience store with my hands behind my back, the wind blew against my sides. The street lights glow like a small version of a supernova. The stores looked like robots powered down, some of them closed- kinda freaked me out. The skyscrapers around me looked beautiful tonight, it reminded me of Spiderman, swinging around, avenging his dead uncle, like I am! I wish I could get that high, see the stars twinkle in the night close up. When I finally reached the convenience store I shoved open the door, and barged in, rushing to the cash register.

"Have you recently served this woman?" I screamed, spitting in his face while showing him a picture of my mom.

"Calm down sir," he timidly answered, "and yes, I have."

"Well why didn't you give her the correct change, ?!" I yelled at the top of my lungs.

"Sir, am I hearing you correctly?" he said with an inquiring tone.

I paced around in circle with my hands on my head, frustrated, then continued.

"YOU CHEATED HER OUT OF FIVE DOLLARS!!!" I said, grabbing his shirt and lifting a fist.

"Sir, I meant no harm," the cashier whimpered, handing me a five, "Here, take it."

In the ruckus I noticed how his name card said "Jeffrey."

"I won't accept your bribes, Jeffrey," I said, dropping him onto the ground.

"It's not a bri--"

"You don't get to talk," I belted, slamming my fist on the counter, "Say you're sorry!"

"Sorry," he squeaked.

"Now give me the five."

"But you sa--",

"I doesn't matter what I said, justice is justice," I said, walking away into the night.

"What's with the costume?" he asked, "and who are you?"

"I'm Alter-ego man," I proclaimed loudly, "and I'm a superhero."

Life's most persistent and urgent question is, 'What are you doing for others?'
Martin Luther King Jr.

REVIEWS

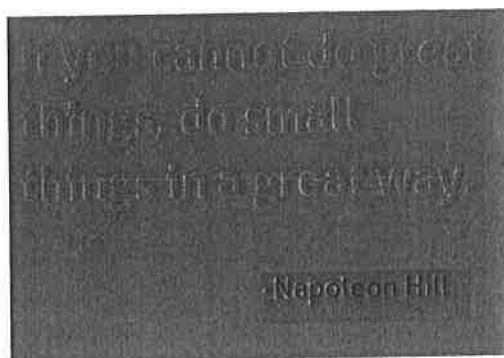
BOOK REVIEW: LITTLE ROBOT. By Ben Hatke

This graphic novel is about a lonely girl who finds a robot in a box on her daily adventures. You follow them on an exciting journey involving even more robots, a special connection and a new friendship. This is probably looking a little plot-lacking right now, but it has enough events, conflicts and solutions to leave you wanting even more.

Picture book readers: This book takes place mostly in pictures, so this is sure to please the word-haters out there.

Friendship/sappy readers: If you're not afraid to love sappy friendship stories, then this is sure to please your reader's palette.

Action readers, yet again: This book hosts a couple of fighting scenes that are perfect for the action type of reader.



FICTION PIECES

SURVIVAL: TOKELAU EPISODE 3: THE DOUBLE ELIMINATION by Francis Powell

Everyone was very annoyed on team Niue. They thought they had cornered Val but she found the token. Because she found the token, everyone was completely shocked when she pulled it out and caused chaos among Niue. Everyone was annoyed at Val and wanted her to be pulled from the game. Fortunately, they found the fishing gear and Pete was a really good fisherman. That was what they lived on mostly.

Meanwhile, on the Cook team. Matt was still Mr. Popularity. Ben, Elissa, and Tracy still wanted him out. They thought if the other team ever interacted, they could tell him. Then, they would target Matt for his strength.

Two days later, they had a challenge for immunity. But this was not for the team. It was for the players on each team individually. Both teams competed. They had to balance a jug of water by holding onto a rope. When they let go, both they and the water would fly into the ocean.

Harold, Tamika and Nathaniel fell off almost immediately for Niue. Tracy and LaQuan fell off early for Cook. Within 40 minutes, Ben had won for Cook and Pete and Val were the final two for Niue. Then, Pete let go and Val ended up winning for Niue. Then, they had a reward challenge and Cook won because Val was messing up Niue's pieces. What happened was that Cook would have their elimination meeting first and during Niue's meeting, they would have rewards and watch their elimination meeting.

Before Cook's meeting, Tracy tried to convince Reuben, LaQuan and Kelsey that Matt should go home. Unfortunately, they were Matt's closest allies. Matt "accused Tracy of treason."

Niue thought to strategize now that Val couldn't be out. Val wanted Pete to leave. They split in groups. One group was Pete, Hanna, Larry, and Joan. The other was Harold, Tamika, Nathaniel, and Max. Val just wanted Pete to leave.

At Cook's meeting, the votes were read. "First vote, Matt. Second vote, Tracy. Third vote, Matt. Fourth vote, Tracy. Fifth vote, Matt. Sixth vote, Tracy. Seventh vote, Tracy. Eighth vote, Tracy. 5 votes Tracy, 3 votes Matt, 2 votes left." Then, Jeremy announced, "The third person voted out is ... Tracy."

At Niue's meeting, Cook was there. They were each eating lamb chops. However, Ben did not like the lamb chops. Then, the votes were read. "First vote, Larry. Second vote, Max. Third vote, Pete. Fourth vote, Max. Fifth vote, Larry. Sixth vote, Max. Seventh vote, Larry. Eighth vote, Max. Ninth vote, ... Larry." Niue was going to have a re-vote. Max and Larry couldn't vote. Everyone else could only vote for Max or Larry. "First vote, Max. Second vote, Larry. Third vote, Max. Fourth vote, Larry. Fifth vote, Max. Sixth vote, Larry. The fourth person voted out ... Larry." Val voted for Larry because Pete voted for Max.

20th- Dan 19th- Felicia 18th- Tracy 17th- Larry

Every once and again it's nice to get to know your teachers for who they are outside of our PMS halls. In this issue we visited with 8th grade ELA teacher Ms. Amy Langton. If there's a staff member you'd like to get the inside scoop on, let the PMS Post know. We're happy to get the scoop!

INTERVIEW WITH THE ONE, THE ONLY.....MRS. SHEA!!!!

Grew up in Tasmania (left in 6th grade and moved here).

Has always wanted to be a teacher.

Went to college at UNH.

Lord of the Rings fan.

Loves old 80s music.

Bad dancer.

Loves to garden and recently grew too many jalapenos in garden.

Has one daughter in 7th grade and two dogs; one black dog and one white dog.

Favorite food is mayonnaise.

Favorite candy is Kit Kat.

Favorite meal is Chicken Marsala and Spanakopita.

Pulled ASL while skiing (used to love to ski).

Loves to knit.

NCIS brother collects info (spy) reports, works for the government.

Loves the smell of new colored pencils.

Used to have two pet goats.

Grandparents were from Ireland.

Likes to run in free time.

Has no tattoos.

Once accidentally shaved off one of her eyebrows!

AWESOME ANIME BY JAYA ORUGANTI

Heyo, my beautiful, fellow dear students from PMS. Yesh, I'm a student too. ANYWAYS, LETS GET STARTED PEOPLE!!! WE SHALL START WITH:

Hunter x Hunter

Hunter x Hunter is one of the BEST ANIMES EVER. It has action, friendship, skill and comedy! It's about a 12 year old boy named Gon Freecss. He is determined to find his dad, who's a hunter, and to find out why his dad would rather be a hunter than to take care of his own son. He has many adventures with his friends, Killua *fangirl moment* Ahem, sorry for the interruption, and Kurapika, and Leorio. Gon has most adventures with Killua though and they get tougher and tougher. Ooh, there are 2 movies, too! ARIGATOU!!!

I hope you try and see the animes I recommend! A= Anime is Awesome!!!

SAYONONARA!!!



Double Dear: ONE PROBLEM, TWO SOLUTIONS

DOUBLE DEAR

Dear Scar and Ladybug,

I was at the Winter Dance and this boy kept asking me to dance with him. I like him, but only as a friend. What should I do? I don't want to lose him as a friend.

From,

Calliope

Dear Calliope

Here's my advice:

I think that you should definitely tell him that you only like him as a friend, because you could be leading him on if he doesn't know that.

Make sure he knows that you still want to be friends, and he should understand.

I wish you the best of luck and I hope this helps!

From,

Ladybug

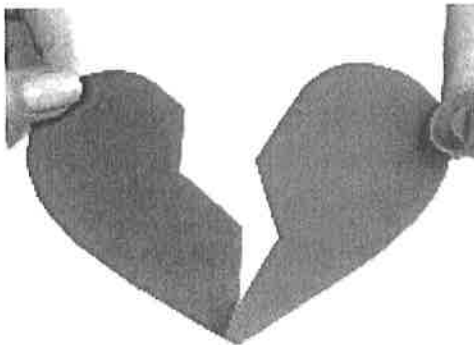
Dear Calliope

Here's my advice:

Just tell him why you don't want to dance with him and just tell him you still want to be friends and if he is a true friend he will understand.

From,

Scar



Dear Scar and Ladybug,

My mom keeps texting me in class. My phone has already been taken once and I told her not to do it but she keeps texting me. What do I do?

From,

Brutus

Dear Brutus

Does your mom know that your phone is getting taken away because of it? If she doesn't, make her aware of this because that is the first step in making sure she doesn't text you during class.

If she is still aware of this or hasn't stopped by the time you have told her it is getting taken away? I suggest ignoring the texts when they come in, or if you have a text tone for her, then turn your phone on silent.

A good way of completely avoiding trouble, is to leave your phone in your locker and not even carry it around with you. I know this sounds crazy to some people, but there is no reason for you to carry your phone around with you everywhere.

If all else fails, then you can let your teacher know of your situation and hope for the best.

I hope this helps!

From,

Ladybug

Dear Brutus,

Here's my advice:

I have the same answer as ladybug but here are some other solutions: Don't take your phone into class

Turn your phone off or Tell her why not to text you.

From,

Scar



HAVE A PROBLEM THAT NEEDS SOLVING?
DROP A NOTE OFF ON THE TABLE IN THE MAIN OFFICE!
RIGHT ACROSS FROM THE LOVELY MRS. DUBE SITS A WHITE PAPER BOX WAITING FOR YOUR NOTE!
NO PROBLEM IS TOO BIG FOR THE DOUBLE DEARS TO SOLVE!

THE SOCIETY

CHAPTER 2

BY SOPHIE LAZENBY

Okay, so, that just happened! Well, nothing has happened yet, but I just wanted to make you think something big and important actually happened, though it hasn't, and I'll just stop, I got an internship at The Society!!!

Oh right, sorry, explanations first, squealing later. Right now it is the year 2030, and instead of a government we have a company called The Society of Diplomatic Control, or The Society for short. Yeah, yeah, no president, nothing like that, but I think we manage okay. Damien Abigar is the head of our town's Society, but every town has their own and they all meet once a month to keep the country running.

THE COMPANY - WHAT OFFICERS, AGENTS AND THOSE ON THE INSIDE CALL THE CIA.

I think that's about all you need to know, so now it's back to squealing and nervousness. I'm excited, because, even if you are an adult, it is extremely difficult to even get an interview at The

Society, since it is our country's government, and you have to be qualified to work there.

Once you've gotten the interview, you have to make it through long questions, explanations, and staredowns, all whilst the interviewer is staring menacingly down at you and jotting on their clipboard. Then you give them your phone number and wait for them to call you-and that in itself doesn't happen for about another 2 weeks.

Before I get on to nervousness, you must have a question. A very big question that you want me to answer so badly that you are typing 'the society' into Google right now to see what comes up.

Well, too bad for you, because they don't have a website, and if they did, I guarantee you it would be confidential, and you would need a code to even access the tiniest bit of information about them.

So, since I am such a nice person, I will tell you how I know that these things happen in an interview at The Society:

I was there.



THANKS FOR EATING PIZZA!

The PMS library held a benefit night at Flatbread Pizza in Portsmouth on Feb 16th. For every pizza sold that evening the library received a portion of the money to buy shiny new books! Some PMS students will be assisting the librarians in spending some of that cash at Stairway to Heaven Comics to expand our graphic novel collection.

Winners of the night's raffle prizes were our very own Ms. Curtin and Kevin Mickela. Congratulations and huge thanks to all of the hungry folk who ate on our behalf!



SUPER BOWL 50

By Michael Schoff

Super Bowl 50 will be the Cam versus Peyton show. With four hundred eighty six passing yards, seventy percent pass completion, and three touchdowns in the playoffs, Cam Newton is likely to lead the Carolina Panthers to victory in Super Bowl fifty.

Peyton Manning who in the playoffs has three hundred ninety eight passing yards, fifty one point one percent pass completion, two touchdowns and a big forehead has a two out of seven chance of winning.

Our PMS poll results are in, and with a whopping seventy seven percent of the one hundred ninety nine votes, one hundred fifty three people want the Carolina Panthers to win the Super Bowl. The Broncos only receiving twenty three percent.

Even though our New England Patriots will not be competing in the Super Bowl you should still tune in this year because of the great commercials. This year, 41 brands paid to have a five million dollar thirty second ad.

Best Super Bowl Foods:

Chips and Guacamole

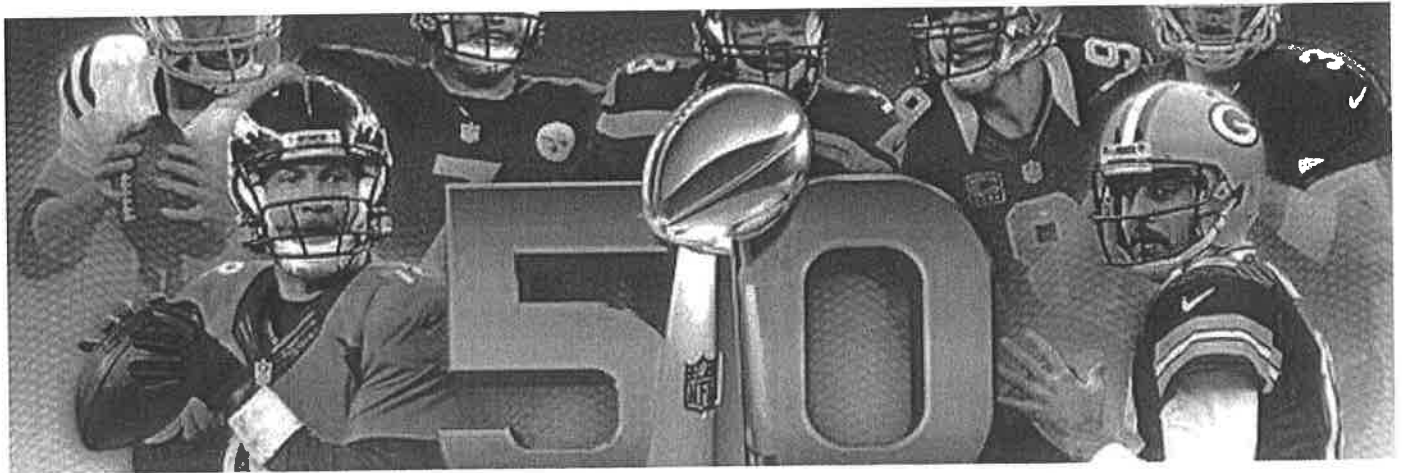
Moe's italian sandwiches

Bacon wrapped scallops

Buffalo chicken wings

Soft pretzels

Mini hot dogs



Upcoming Events.....

Feb. 22-26: VACATION WEEK!!!:)

March 9th: PMS Concert 7pm at PHS

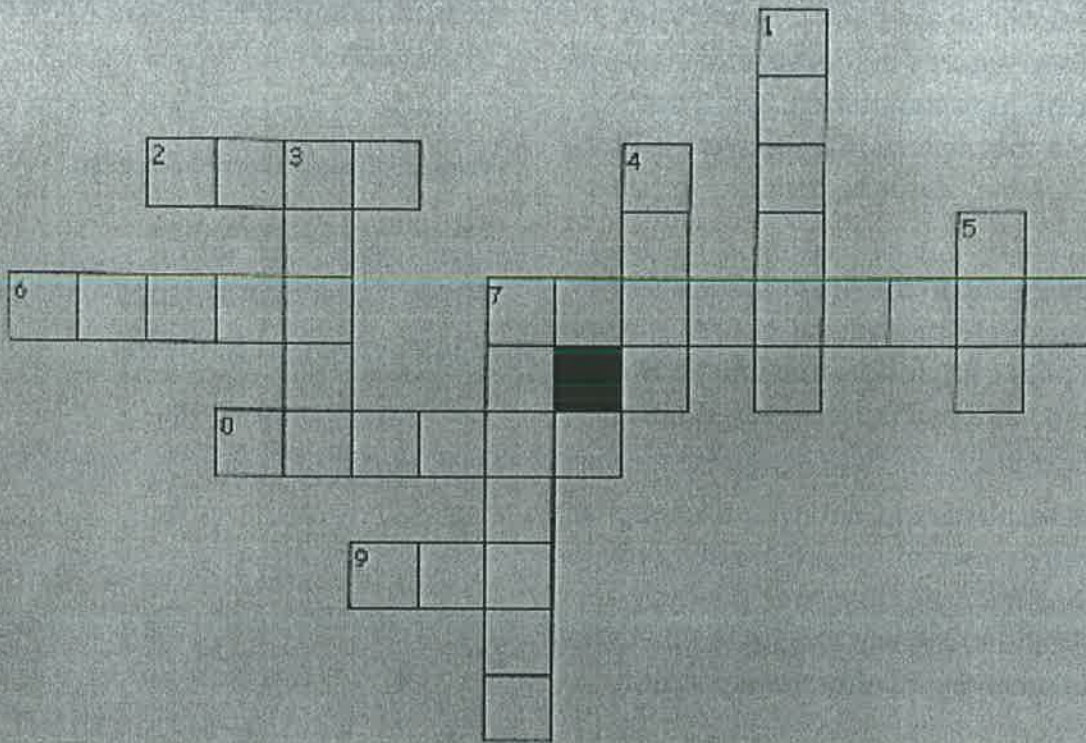
Did you Know?????.....

The main office was actually a cafeteria, since nearly every student walked home for lunch there was no need for a large eating space.

The school was actually part of the South Mill Pond, the builders had to push back the pond back in order to make the school.

There are 280 girls and 244 boys in the middle school throughout all the three grades.

ANIMAL CROSSWORD PUZZLE By: Sophie Lazenby



Across

2. a small animal that has gills and lives in water
6. a small, medium or large animal that slithers and sometimes bites
7. a small reptile that can change colors
8. a small, medium or large arachnid that is sometimes poisonous
9. small fuzzy animal that says meow

Down

1. a medium to large sized animal with a tail that says ooh ooh ah ah
3. a medium sized furry animal that says baa
4. a large black or brown fuzzy animal with claws
5. a small, medium or large animal that barks
7. a very large cat that is the fastest there is

THANKS FOR READING!

VIII
b.
i.



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

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

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
DIVISION OF CAREER TECHNOLOGY AND ADULT LEARNING
BUREAU OF CAREER DEVELOPMENT
21 South Fruit St., Suite 20
Concord, NH 03301
FAX 603-271-4079
Citizens Services Line 1-800-339-9900

February 17, 2016

Diane Canada, Director
Portsmouth Career and Technical Education Center
50 Andrew Jarvis Drive
Portsmouth, NH 03801

RE: New Program: Business/Commerce, General CIP #520101

Dear Diane:

Congratulations, your application for the Business/Commerce Program has been approved. This program is eligible to receive Perkins support and will be added to the list of state-approved programs beginning with School Year 2016-2017.

Congratulations!!

A handwritten signature in cursive script, appearing to read "Eric Feldborg".

Eric Feldborg, EdD
Director of Career and Technical Education &
Administrator, Career Development Bureau
NH Department of Education

cc:

Stephen Zdravec, Superintendent
Melissa Ritchings, Program Assistant
File

1000



VIII.
b. ii.

Stephen Zadravec

From: Stu Levenson <stu.levenson@comcast.net>
Sent: Thursday, March 03, 2016 4:32 PM
To: Jean Frisbee
Cc: Stephen Zadravec
Subject: Invitation to Portsmouth School Board Members

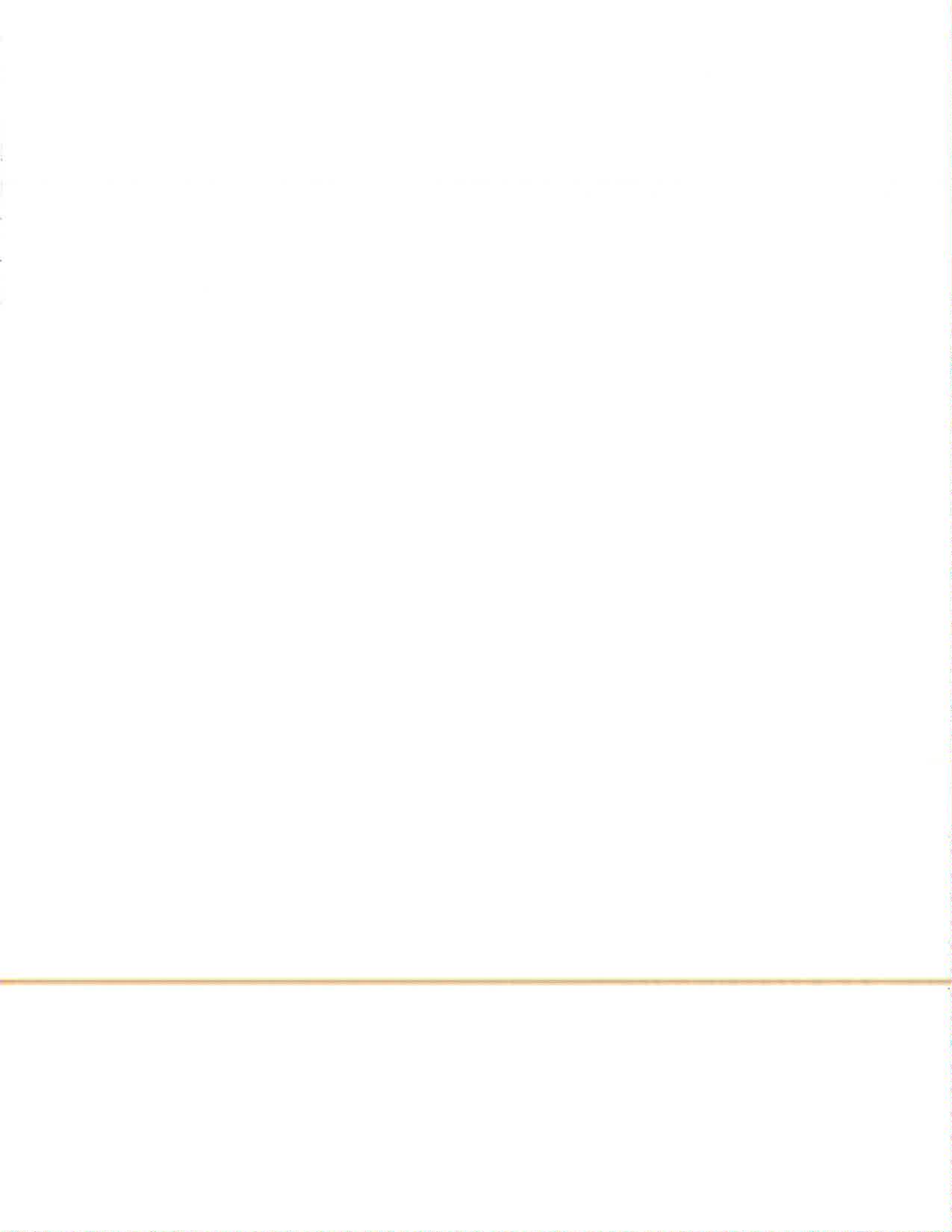
Hi Jean,

The board of directors of The Clipper Foundation would like to invite all School Board members to a reception celebrating next year's grant recipients. The event will be held on Wednesday, March 23rd, 5:30 pm at Service Credit Union Headquarters (3003 Lafayette Rd in Portsmouth) and should last no more than one hour.

In total, we will be distributing \$29,000 for seven grants to teachers from five schools between SAU 50 and 52.

I would appreciate you passing this invitation along. I'll send a more formal invitation to your attention next week. If there are any questions, please don't hesitate to contact me.

Thank you,
Stu Levenson
President, The Clipper Foundation
www.clipperfoundation.org



PORTSMOUTH SCHOOL DEPARTMENT
GENERAL FUND DETAIL COMPARISON AND INDEX

2/29/2016 DRAFT		2015/16					2016/17				
Cost Center - Budget	Total Budget	Salaries	Benefits	Operating	Positions FTE	Total Proposed Budget	Salaries	Benefits	Operating	Positions FTE	
Benefits Budgets	7,462,841		7,462,841	0	0.00	7,912,490		7,912,490	0	0.00	
School Instruction & Operations											
102 DONDERO	1,863,491	1,508,513	312,783	42,195	26.26	2,039,848	1,652,028	344,725	43,095	28.26	
104 LITTLE HARBOUR	3,184,889	2,592,492	592,529	68,868	39.17	3,114,495	2,474,394	580,021	60,080	36.74	
105 NEW FRANKLIN	2,119,791	1,713,265	389,296	37,230	26.93	2,185,957	1,769,989	381,222	34,745	26.93	
108 MIDDLE SCHOOL	3,545,125	2,817,444	624,720	102,961	40.64	3,506,822	2,783,916	619,286	93,621	40.64	
109 SENIOR HIGH	7,541,091	6,035,421	1,332,135	173,535	83.04	7,553,080	6,042,844	1,338,806	171,430	82.19	
Total Schools	18,254,388	14,607,135	3,231,464	415,789	216.03	18,400,202	14,733,171	3,264,060	402,971	214.76	
Other Instruction Budgets											
110 ART	796,602	598,576	139,588	58,438	7.80	815,253	613,505	143,070	58,677	7.80	
111 MUSIC	581,768	454,023	105,878	21,867	6.40	608,843	473,545	110,431	24,987	6.40	
112 PHYSICAL EDUCATION	814,009	649,009	151,349	13,651	8.84	837,897	666,290	155,845	13,762	8.84	
113 INSTRUMENTAL MUSIC	233,961	147,403	34,374	52,174	1.80	236,736	152,094	35,468	51,174	1.60	
114 TECHNICAL CAREERS	1,188,587	918,551	212,368	57,668	12.74	1,435,050	1,127,578	261,039	46,433	14.74	
115 ATHLETICS	672,505	273,984	61,947	336,574	1.00	666,325	280,351	63,354	352,620	1.00	
116 DRAMA	59,194	33,493	7,811	17,890	0.50	65,017	36,512	8,515	19,990	0.50	
117 K-12 COMPUTER	316,611	237,869	54,242	24,500	4.00	284,121	211,543	48,078	24,500	4.00	
119 HEALTH INSTRUCTION	253,728	202,462	47,214	4,062	2.82	337,458	270,360	63,048	4,060	3.53	
Total Other Instruction	4,916,955	3,515,370	814,771	586,814	45.70	5,318,699	3,833,779	888,847	596,073	48.41	
Instruction Support Budgets											
130 ENRICHMENT	11,099	9,000	2,099	0	0.00	11,099	9,000	2,099	0	0.00	
131 DISTRICT-WIDE ASSESSMENT	19,435	0	0	19,435	0.00	19,435	0	0	19,435	0.00	
132 MATHEMATICS ELEMENTARY	61,505	0	0	61,505	0.00	61,505	0	0	61,505	0.00	
134 HEALTH	545,143	435,826	101,518	8,299	5.60	564,338	450,890	105,148	8,300	5.60	
135 LIBRARY ELEMENTARY	402,040	305,221	68,228	28,591	5.43	410,704	313,388	68,725	28,591	5.43	
136 MEDIA SERVICES	89,289	59,450	11,188	18,651	1.00	90,740	60,670	11,418	18,651	1.00	
137 SYSTEM - WIDE PSYCHOLOGIST	109,340	80,413	18,752	10,175	1.00	116,755	82,371	19,209	15,175	1.00	
138 INTERDISCIPLINARY CURRICULUM	19,909	0	0	19,909	0.00	19,909	0	0	19,909	0.00	
139 READING	920,328	716,624	163,825	39,879	10.45	801,529	630,124	142,919	28,486	8.82	
145 PUPIL ENTITLEMENT	3,525	0	0	3,525	0.00	3,525	0	0	3,525	0.00	
Total Instructional Support	2,181,614	1,606,034	365,611	209,969	23.48	2,099,538	1,546,443	349,517	203,577	21.85	
Special Education Budgets											
150 PEPP	344,870	280,692	56,594	7,594	5.09	355,031	289,220	58,197	7,614	5.23	
151 SPED/ ELEMENTARY	1,017,472	841,237	157,047	19,188	20.84	1,013,208	842,502	151,518	18,188	20.63	
152 SPED/ MIDDLE SCHOOL	760,577	620,291	131,078	9,208	10.79	888,750	707,960	151,582	9,208	12.12	

X 6

2/29/2016 DRAFT

PORTSMOUTH SCHOOL DEPARTMENT
GENERAL FUND DETAIL COMPARISON AND INDEX

Cost Center - Budget	2015/16						2016/17					
	Total Budget	Salaries	Benefits	Operating	Positions FTE	Total Proposed Budget	Salaries	Benefits	Operating	Positions FTE		
153 SPED/HIGH SCHOOL	693,572	558,430	124,293	10,849	8.43	645,248	519,377	115,023	10,849	7.76		
156 SPEECH	471,134	378,754	88,325	4,055	5.60	588,762	474,138	110,569	4,055	5.80		
157 OCCUPATIONAL THERAPY	192,970	153,973	35,907	3,090	1.90	159,899	127,156	29,653	3,090	2.05		
159 ESL	183,031	146,895	34,256	1,880	2.60	255,433	205,606	47,947	1,880	3.60		
160 ADAPTIVE SERVICES	10,223	6,500	1,223	2,500	0.00	9,723	6,500	1,223	2,000	0.00		
165 OUT OF DISTRICT TUITION	1,680,580	0	0	1,680,580	0.00	1,705,923	0	0	1,705,923	0.00		
Total Special Instruction	5,354,428	2,986,772	628,712	1,738,944	55.25	5,601,978	3,172,458	665,712	1,763,807	57.19		
System Support Budgets												
170 CENTRAL OFFICE	1,065,257	749,467	141,059	174,731	8.82	1,154,490	815,969	154,384	184,136	9.82		
171 SCHOOL BOARD	30,261	17,000	1,636	11,625	0.00	30,361	17,000	1,636	11,725	0.00		
173 RESEARCH & DEVELOPMENT	0	0	0	0	0.00	0	0	0	0	0.00		
177 TECHNOLOGY PLAN	664,983	334,337	62,922	267,724	5.00	666,093	350,527	65,969	279,597	5.00		
178 DATA PROCESSING	121,026	65,400	12,308	43,318	1.00	129,366	71,072	13,376	44,918	1.00		
179 LARGE EQUIPMENT	63,387	0	0	63,387	0.00	65,921	0	0	65,921	0.00		
180 TRAVEL IN DISTRICT	31,533	0	2,241	29,292	0.00	31,533	0	2,241	29,292	0.00		
182 WELLNESS	2,000	0	0	2,000	0.00	2,000	0	0	2,000	0.00		
183 INSURANCE	125,577	0	0	125,577	0.00	136,789	0	0	136,789	0.00		
184 TELEPHONE	52,123	0	0	52,123	0.00	55,651	0	0	55,651	0.00		
187 ATHLETIC FIELDS	58,480	0	0	58,480	0.00	73,460	0	0	73,460	0.00		
183 MAINTENANCE	739,650	231,618	43,591	464,441	4.00	788,250	238,857	44,953	504,441	4.00		
189 ENERGY	1,397,338	0	0	1,397,339	0.00	1,305,839	0	0	1,305,839	0.00		
195 PUPIL TRANSPORTATION	860,390	0	0	860,390	0.00	881,425	0	0	881,425	0.00		
Total System Support	5,211,985	1,397,822	263,756	3,550,407	18.82	5,351,177	1,493,425	282,558	3,575,194	19.82		
	43,382,210	24,113,133	12,767,155	6,501,923	359.29	44,684,084	24,779,276	13,363,186	6,541,623	362.03		
						1,301,873	666,143	596,030	39,699	2.74		
						3.00%	2.8%	4.7%	0.6%			



PORTSMOUTH SCHOOL DEPARTMENT

PORTSMOUTH HIGH SCHOOL

MARY D. LYONS
PRINCIPAL

SHAWN C. DONOVAN
ASSISTANT PRINCIPAL

ANDREW K. KORMAN
ASSISTANT PRINCIPAL

DIANE A. CANADA
DIRECTOR
CAREER TECHNICAL
EDUCATION

March 1, 2016

Mr. Stephen Zdravec
Superintendent of Schools
Portsmouth School District
1 Junkins Avenue
Portsmouth, New Hampshire 03801

Dear Superintendent Zdravec,

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

With spring fast approaching, the end of the 2015-2016 school year will be upon us in short order. With this in mind, it is necessary for us to consider setting a date for Portsmouth High School's Commencement Ceremony in June.

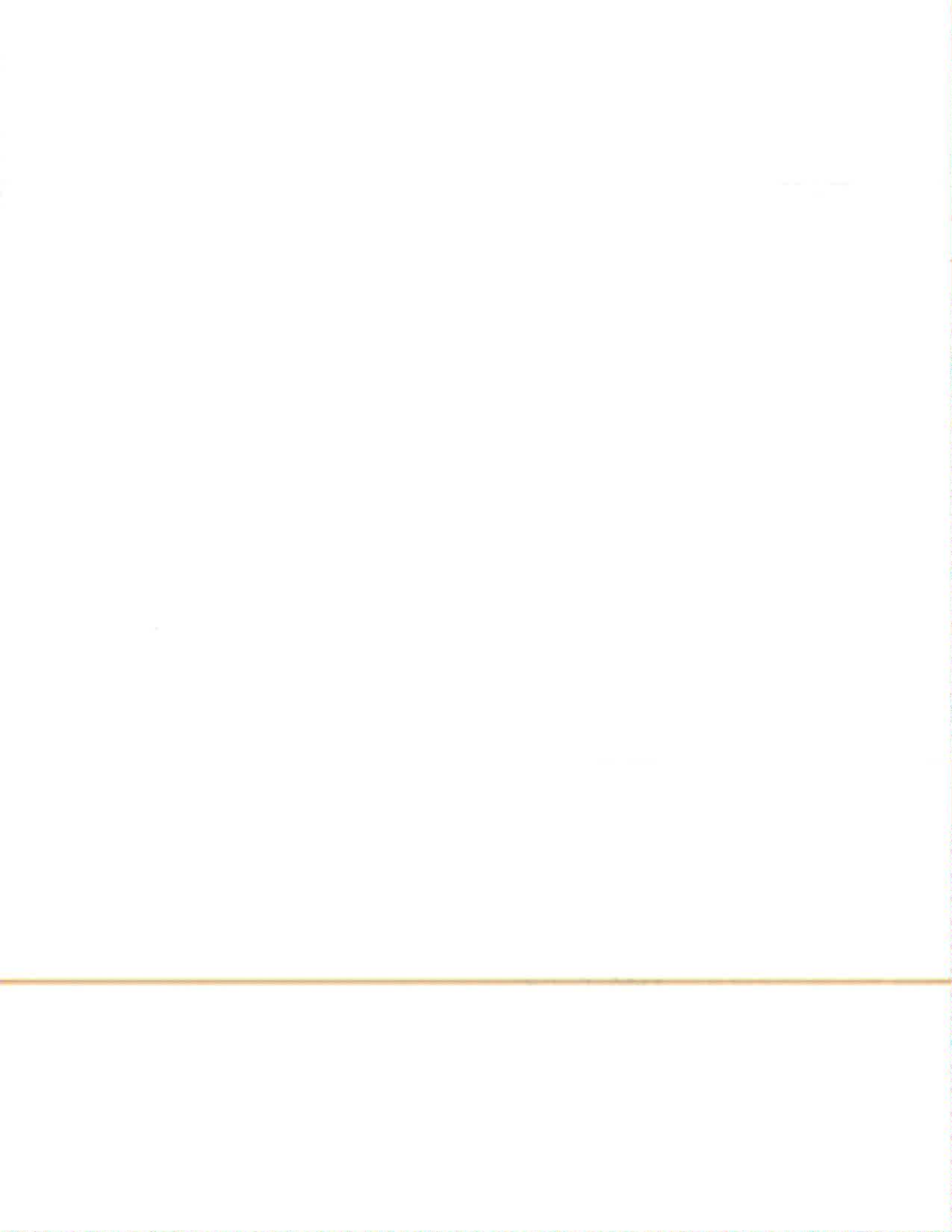
According to state statute Ed 306 306.18.a.(2) "The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time." In addition, the statute mandates that "The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students."

In accordance with the requirements set forth in the statute, I propose that we consider setting a graduation date of June 10, 2016. Based upon our calculations if graduation is held on June 10th, the senior class will have a total of 1021.67 hours of instruction this calendar year (exceeding the minimum standard set forth by 31.67 hours). The graduation date of June 10th will ensure that we are in compliance with requirements outlining the reduction of days/hours for high school seniors.

Please let me know if you need any additional information in support of this proposal.

Respectfully submitted,

Mary D. Lyons
Principal



X.C.I.

Graduation Requirements

Students will receive a Portsmouth High School Diploma upon the completion of the following:

- The completion of the Individual Education Plan and upon the recommendation of the Student's Evaluation/Placement Team, the Principal of the High School and the Student Services Director for those students with an identified disability pursuant to the New Hampshire Rules for the Education of Children with Disabilities.

OR

- Twenty-six (26) credits have been completed in the areas indicated.

ENGLISH		4 CREDITS
SCIENCE Including:		3 CREDITS
1 CREDIT IN	PHYSICAL OR BIOLOGICAL SCIENCES	
SOCIAL STUDIES Including:		3 CREDITS
1 CREDIT IN	US HISTORY AND NH HISTORY	
½ CREDIT IN	US AND NH GOVERNMENT/CIVICS, WORLD HISTORY, GLOBAL STUDIES OR GEOGRAPHY	
MATHEMATICS Including an algebra credit that can be earned through a sequential, integrated or applied program.		3 CREDITS
ECONOMICS		½ CREDIT
PHYSICAL EDUCATION		1 CREDIT
COMPUTER COURSE		½ CREDIT
FINE ARTS EDUCATION (Drama, music, visual arts, architecture, media or dance)		½ CREDIT
HEALTH EDUCATION		½ CREDIT
ELECTIVES		10 CREDITS
MINIMUM CREDITS TO GRADUATE		26 CREDITS

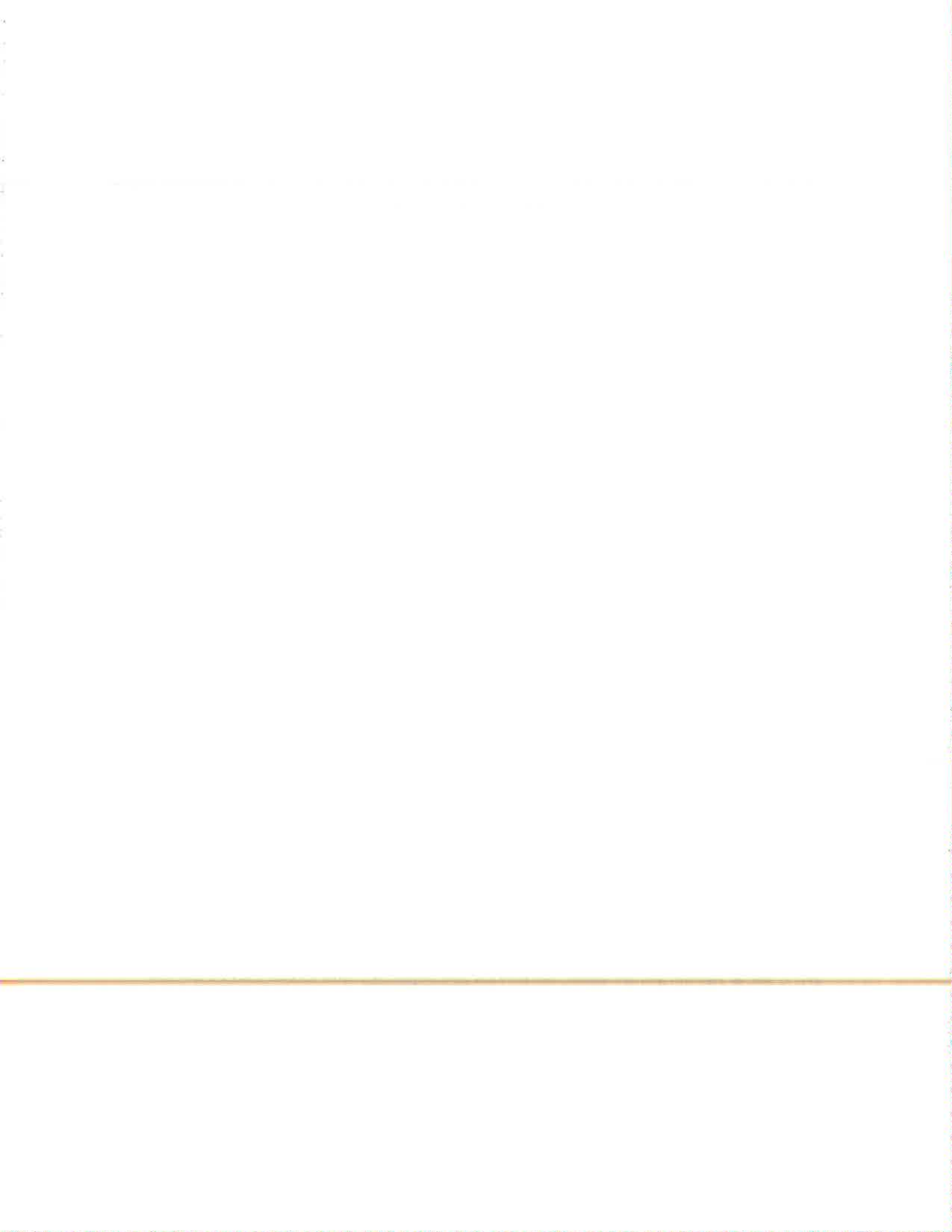
Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(14), How Credit Can Be Earned

N.H. Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit for Required Subjects and Open Electives

N.H. Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

N.H. Code of Administrative Rules, Section Ed 306.27(m), Credits Required for Graduation



X.
C. ii.

JRA

Family Educational Rights and Privacy Act (FERPA)

General Statement: It is the policy of the School Board that all School Department personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all Department personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

Education Record: For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the School Department; or by such other agents as may be acting for the School Department. Such records include, but are not limited to, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche.

Directory Information: For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

- Students' name, address, telephone number, date and place of birth, dates of enrollment
- Parents'/guardians' name and address
- Students' grade level, enrollment status and dates of attendance
- Students' photograph
- Students' participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Students' diplomas, certificates, awards and honors received

The School Department may release or disclose student directory information without prior consent of the student's parents/eligible students. Parents will be provided the opportunity to give notice to the School of their refusal to permit the disclosure of any or all directory information items. Written notice from a parent/eligible student that any or all direction information shall not be released will only be valid for that school year and must be re-issued each school year.

Personally Identifiable Information: "Personally identifiable information" is defined as data or information which makes the subject of a record known, including a student's name the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name; or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or information requested by a person who the School Department reasonably believes knows the identity of the student to whom the education record relates.

Annual Notification/Rights of Parents and Eligible Students: At the beginning of each school year the School Department shall provide parents/guardians and eligible students notice of their rights under State and Federal law and this policy regarding the disclosure or student records. Student handbooks sent home will include a notice listing these rights and will include:

Portsmouth School Board Approved:
Portsmouth School Board Reaffirmed:

January 10, 2012

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the School Department to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the School Department decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the School Department violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

Procedure To Inspect Education Records: Upon written request, parents or eligible students may inspect and review education records which they are entitled. The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected no later than 30 days after the principal's receipt of the request for access.

If for any valid reason such as working hours, distance between record location sites or health, a parent or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

Procedures To Seek To Correction of Education Records: The Superintendent shall develop procedures for parents of students or eligible students to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights, including an appeal process to the Superintendent of Schools and the School Board. Any change of the school record as a result of request for the change or as a result of the appeals process, the parent of a student or an eligible student and a representative of the School Department shall sign and date when the change.

Disclosure of Student Records and Student Information: In addition to directory information, the School Department may disclose student records and student information without consent to the following parties or under the following conditions.

1. School Officials with a Legitimate Educational Interest. School officials with a legitimate educational interest may access student records. "Legitimate educational interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.
2. Other schools into which a student is transferring or enrolling.
3. Officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid.

5. Organizations conducting certain studies for, or on behalf of the School Department. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction.
6. Accrediting organizations.
7. Judicial orders or lawfully issued subpoenas.
8. Health and safety emergencies.

Maintenance of Student Records and Data: The principal of each building is responsible for record maintenance, access and destruction of all student records. All School Department personnel having access to records shall place great emphasis upon privacy rights of students and parents.

The principal will ensure that all records are maintained in accordance with application retention schedules as may be established by law.

Disclosures Made From Education Records: The School Department will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The School Department will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student, requests for access or access granted to officials of the School Department who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

Legal References:

RSA 91-A: 5, III, Exemptions, Pupil Records

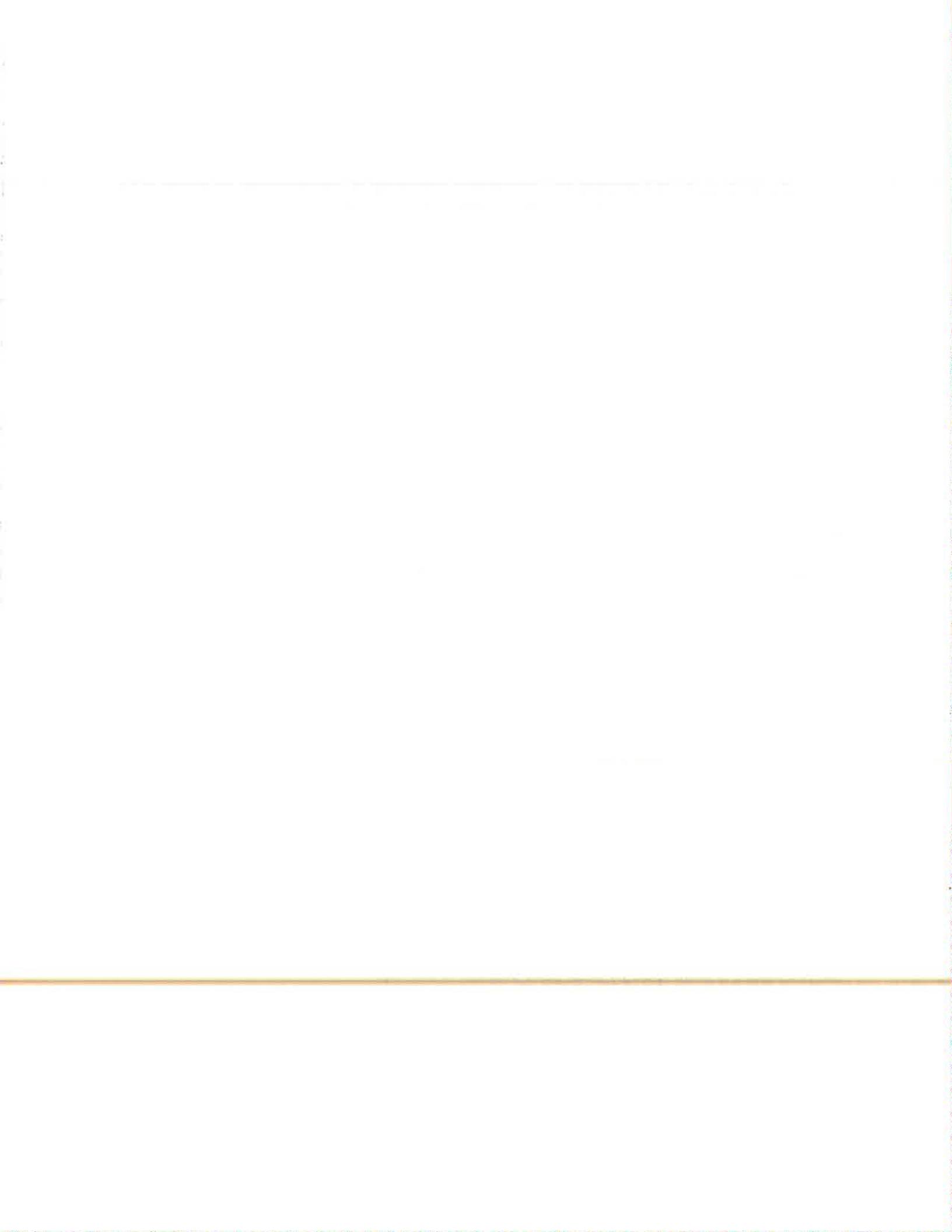
RSA 189:1-e, Directory Information

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

Portsmouth School Board Approved:
Portsmouth School Board Reaffirmed:

January 10, 2012



X. d. i.

IFA

Instructional Needs of Students With Different Talents

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

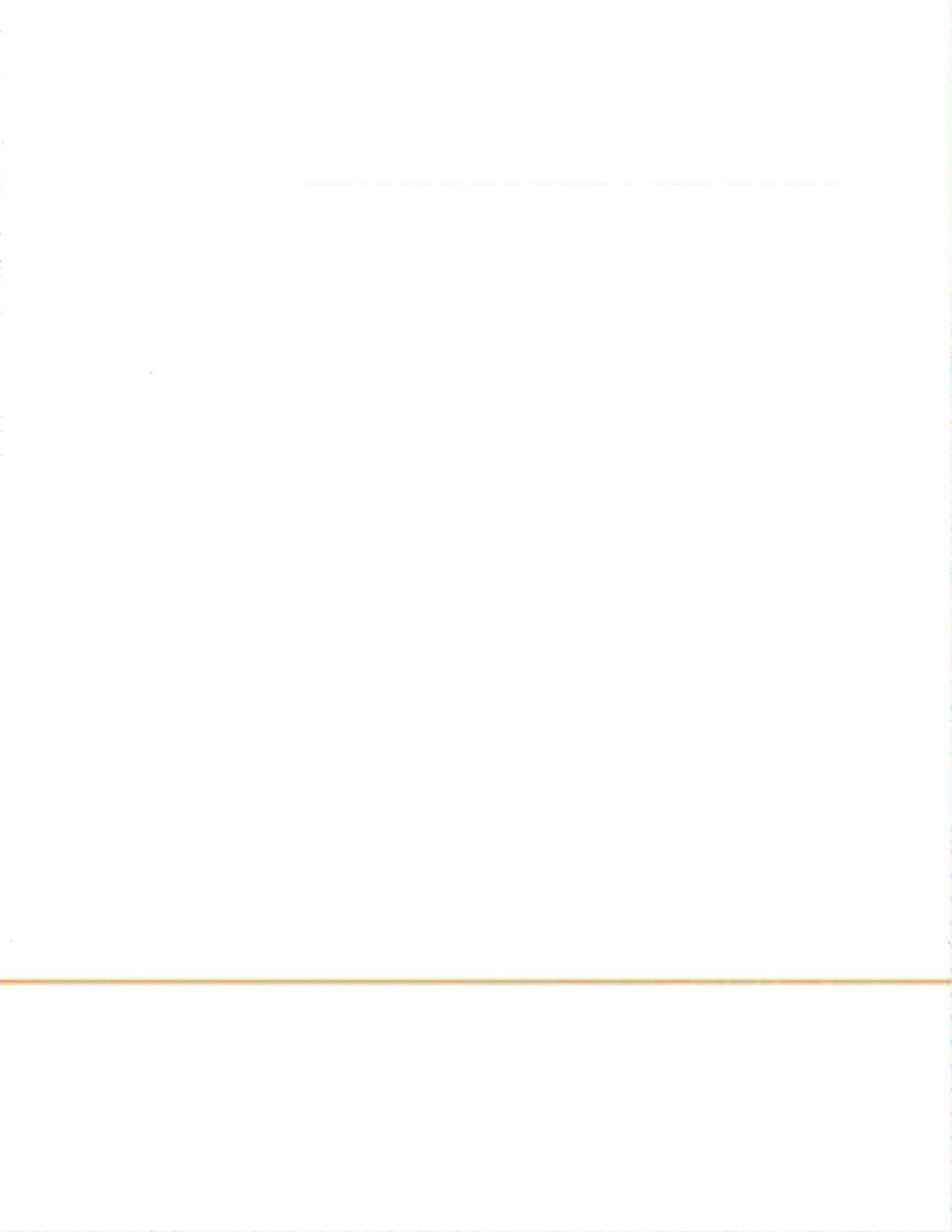
Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, specialized instruction and others.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a) (6), Instructional Needs of Students with Different Talents

NH Code of Administrative Rules, Section Ed 306.04(j), Instructional Needs of Students With Different Talents



Admission of Homeless Students

Students considered homeless are authorized to attend school and will be provided School Department services for which they are eligible.

Pursuant to the McKinney-Vento Homelessness Assistance Act of 2001 – Title X, Part C of the No Child Left Behind Act – Section 725 (NCLB), homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings;
7. Are migratory children living in conditions described above?
8. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings

An unaccompanied youth is homeless youth not in the physical custody of a parent or legal guardian.

The Superintendent of Schools shall designate an appropriate staff person to be the liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing.

Parents or guardians of homeless students may request enrollment in the school in the attendance area the student is actually living,

In the event of an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed, in writing, of the School Department's decision and the right to appeal the decision.

Once the enrollment decision is made, the student shall be immediately enrolled pursuant to School Department policies and procedures. If the student does not have immediate access to immunization or other required records, the student shall be admitted under a personal exception. Upon request, the designated School Department liaison may assist the family in obtaining immunization records. Emergency contact information is required at the time of enrollment consistent with School Department policies and procedures.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district from Portsmouth, or a homeless student is living in another district but will attend his or her school of origin in this district, the School Department will make reasonable efforts to coordinate the transportation services

necessary with the other district. When one or more districts are involved, every effort shall be made to agree upon a method to apportion the cost and responsibility of transportation. A dispute as to transportation shall delay the immediate enrollment of a homeless student.

The School Department Liaison for homeless students and their families shall coordinate with other agencies for the following:

1. Social services provided to homeless children and youths and their families;
2. Other school districts regarding transportation and records transfers;
3. State and local housing agencies responsible for comprehensive housing affordability strategies;
4. Review and recommendations regarding policies that may act as barriers to the enrollment of homeless students.

Child Find Policy

The Portsmouth School Department ensures that a process of identifying, locating and evaluating all children with disabilities, including children attending private schools, and who reside within the Department's jurisdiction, will be developed and implemented in accordance with Federal and New Hampshire state legislation for the education of children with disabilities.

A Child Find Program has been developed for the Portsmouth School Department that ensures all potentially disabled children, including those attending private schools, highly mobile children with disabilities (such as migrant and homeless children) and those who are in need of special education and related services are identified, located, and evaluated.

When a child is suspected of being a child with a disability they will be referred to the Special Education Evaluation Team.

The Child Find Program includes, but is not limited to, the following guidelines:

1. Children ages 0-6 may participate in the Portsmouth School Department on-going screenings and child find activities. Screenings are designed to encourage parents, community day care providers, physicians and the public to be aware of the Department's Special Education Programs, who to contact and how to contact them for children suspected of having a disability.
2. Transitions from early support and service agencies into the Department's programs begin between the ages of 27 and 29 months for children already suspected of having a disability. These children are referred to the Pre-School IEP team for review, evaluation and identification when appropriate.
3. Parents, social services agencies, physicians, and other public agencies are notified annually through correspondence from the Superintendent of Schools, brochures and school newsletters of the Department's Child Find Policy.
4. Screenings include a process where trained professionals are able to identify potential academic, vision hearing, medical or language concerns. Children at-risk will be referred to a more detailed screening and/or a referral to the Department's IEP Team for an annual follow-up screening. All kindergarten children are screened by the School Department and children in grade one are screened using the Developmental Reading Assessment.
5. Students may be referred to the school's IEP Team for the following reasons:
 - (a) Failing to pass a hearing or vision screening.
 - (b) Unsatisfactory performance on a group achievement assessment or other performance measures.
 - (c) Receiving multiple academic or behavioral warnings.
 - (d) Repeatedly failing one or more subjects.
 - (e) Referral from outside agencies, parents, teachers who suspect a child may have a disability.
 - (f) Children who may have been referred to the special education process but may require further intervention.

Portsmouth School Board Approved:

January 11, 2011

Portsmouth School Board Revised:

- (g) Private schools within the School Department's jurisdiction are notified of the Child Find Policy and referral procedures.
- (h) All private school children with disabilities, including children attending religious schools and who reside within the jurisdiction of the Portsmouth School Department, shall be located, identified and evaluated.
- (i) The activities to carry out this responsibility will be in accordance with responsibilities comparable to activities undertaken for children attending public schools.
- (j) The will annually contact representatives of private schools to determine how to undertake these activities.

Portsmouth School Board Approved:

January 11, 2011

Portsmouth School Board Revised:

X.
e. i.

IHBA

Programs for Pupils with Disabilities

See also JICD

The School Department shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the School Department, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

It is the intent of the School Department to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the School Department shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the School Department shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The School Department recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21st birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities
RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

Approved by Portsmouth School Board:

