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

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

I. CALL TO ORDER

II. ROLL CALL

III. INVOCATION

IV. PLEDGE OF ALLEGIANCE

V. ACCEPTANCE OF MINUTES
   a. MAY 24, REGULAR MEETING

VI. PUBLIC COMMENT

VII. SPECIAL PRESENTATIONS
   a. RECOGNITION OF SCHOOL DEPARTMENT RETIREES & STUDENT REPRESENTATIVE
   b. PHS HISTORY PROJECT
   c. SPECIAL EDUCATION REPORT
   d. TCP UPDATE

VIII. SUPERINTENDENT’S REPORT
   a. ITEMS OF INFORMATION
      i. PARENTING FOR PREVENTION
      ii. POLICY COMMITTEE MINUTES, MAY 31
      iii. OUT OF STATE FIELD TRIP- PENN STATE
      iv. OUT OF STATE FIELD TRIP- WEST FORKS, MAINE
      v. SUPERINTENDENT EVALUATION
      vi. BOARD & ADMINISTRATOR, JUNE 2016
   b. CORRESPONDENCE
      i. CTE DOE LETTER
   c. ADMINISTRATOR REPORT
   d. FINANCIAL, BUSINESS ADMINISTRATOR BARTLETT
IX. NEW BUSINESS
   a. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE
   b. CONSIDERATION AND APPROVAL OF EMPLOYMENT
      i. GRADE 1 TEACHER, DO (REHIRE)
      ii. SPECIAL EDUCATION TEACHERS, PMS
      iii. OPTIONS COUNSELOR, PHS
      iv. LATIN TEACHER, PHS
      v. READING SPECIALIST, NF
      vi. SPECIAL EDUCATION TEACHER, NF
      vii. ENGLISH TEACHERS, PHS
      viii. SOCIAL STUDIES TEACHER, RJLA
     ix. ELEMENTARY TEACHER, DO (HAND CARRY)
    x. GRADE K TEACHER, DO (HAND CARRY)
   xi. .5 LITERACY TEACHER, NF (HAND CARRY)
   c. CONSIDERATION AND APPROVAL AUTHORIZING THE SUPERINTENDENT TO HIRE PROFESSIONAL STAFF DURING THE SUMMER
   d. BOARD RETREAT DATE

X. COMMITTEE UPDATES
   a. POLICY
   b. JBC

XI. FUTURE AGENDA ITEMS
   a. ELECTRONIC TEXT BOOK POLICY
   b. STEM
   c. FUTURE STATE OF ARTS

XII. ADJOURNMENT
I. **CALL TO ORDER**- School Board Chair Stevens called the meeting to order at 7:04 p.m.

II. **ROLL CALL**- Chair Leslie Stevens, Vice Chair Martin (telephone), Lennie Mullaney, Gary Epler, Ann Walker, Patrick Ellis, Roseann Vozella Clark, Superintendent Steve Zadrapec, Assistant Superintendent George Shea, Student Representative Julia Adler

III. **INVOCATION**

IV. **PLEDGE OF ALLEGIANCE**- Chair Stevens led the board in the Pledge of Allegiance.

V. **ACCEPTANCE OF MINUTES**
   a. MAY 10, REGULAR MEETING
      
      MOTION: Motion to accept the public minutes of May 10, 2016 by Ms. Walker
      
      SECOND: Mr. Ellis
      
      DISCUSSION:
      
      VOTE: Unanimously accepted

VI. **PUBLIC COMMENT**- Harold Whitehouse (58 Humphrey Court, Portsmouth), Beth Ricci (181 Aldrich Road, Portsmouth), Arthur Clough (431 Pleasant Street, Portsmouth), Karen Ecker (875 Banfield Road, Portsmouth), David Ecker (875 Banfield Road, Portsmouth).

VII. **SPECIAL PRESENTATIONS**
   a. **PORTSMOUTH- NICHINAN EXCHANGE CLUB**- PHS Principal Mary Lyons introduced some of the students that participated in the recent PHS Japan trip. The students presented a slideshow of over 200 pictures and gave a narrative of their itinerary. Many thanks to Laura Lavallée, Stephanie Seacord and the chaperones.

   QUESTIONS/COMMENTS: The first five days students stayed with host families in Nichinan. After the five days, students stayed in hotels. Most students did not have any Japanese experience prior to the trip and reported the trip was “life changing”. A few students shared the “most adventurous” food they tried. It is exciting to see the effort of the partnership of the Portsmouth -Nichinan Exchange Club.

VIII. **SUPERINTENDENT’S REPORT**
   a. **ITEMS OF INFORMATION**
      i. *BOARD & ADMINISTRATOR, MAY 2016*
      ii. PHS AREA REPORT
      iii. PHS GRADUATION WEEK ACTIVITIES
      iv. CO UPDATE
   b. **CORRESPONDENCE**
   c. **ADMINISTRATOR REPORT**
COMMENTS: There was a reference made during public comment about the mascot changing. Superintendent Zadravec reported that PHS Social Studies Teacher Samuel Tombarelli and students were awarded a Clipper Foundation grant to redo the foyer of PHS. During research, the students discovered a discrepancy in the start date of school. They are looking at redesigning the seal in the foyer which is the survey that was referenced earlier. There will be a presentation at a future school board meeting.

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

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

IX. OLD BUSINESS

a. CONSIDERATION AND APPROVAL OF SCHOOL BOARD MEETING DATES

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

SECOND: Ms. Walker

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

VOTE: Unanimously accepted

b. NEW CASTLE STUDENTS

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

SECOND: Ms Walker

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

VOTE: Unanimously accepted

X. NEW BUSINESS

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

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

SECOND: Mr. Martin

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

VOTE: Unanimously accepted

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

QUESTIONS/COMMENTS: Chair Stevens would like to include students in the survey. Student exit surveys could also be used for potential feedback. Idea: use Portsmouth High School’s core values of Excellence, Community, Commitment and Leadership. This will be discussed further at the retreat.
XI. COMMITTEE UPDATES
   a. BEC- Business Education Collaborative- Ms. Mullaney gave a thorough overview of the BEC final meeting of the year on May 11. Ms. Mullaney shared a very detailed email from Diane Canada outlining CTE program changes.

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

   b. FARM TO SCHOOL- No report

XII. FUTURE AGENDA ITEMS
   a. ELECTRONIC TEXT BOOK POLICY
   b. STEM
   c. FUTURE STATE OF ARTS

Upcoming Events:
May 25- JBC Meeting
May 26- PMS Spring Showcase
May 26- Chasing the Dragon at PHS
June 3- Penn State –Math Team

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

XIII. ADJOURNMENT

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

   SECOND: Mr. Ellis

   DISCUSSION:

   VOTE: Unanimously accepted
<table>
<thead>
<tr>
<th>Name</th>
<th>Hire</th>
<th>Current Position</th>
<th>History</th>
<th># of years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynda Bettcher</td>
<td>1973</td>
<td>Portsmouth High School</td>
<td>English Teacher</td>
<td>Portsmouth High School</td>
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<td>English Teacher</td>
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<td>Barbara Brinkman</td>
<td>2000</td>
<td>Portsmouth High School</td>
<td>Options Counselor</td>
<td>Portsmouth High School</td>
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<td>Robert J Lister Academy</td>
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<td>English Options Counselor</td>
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<td>Lynn DiElsi</td>
<td>1980</td>
<td>PEEP</td>
<td>Occupational Therapist</td>
<td>All Schools</td>
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<td>Occupational Therapist</td>
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<td>Mary Ann Driscoll</td>
<td>2006</td>
<td>New Franklin</td>
<td>Reading Specialist</td>
<td>New Franklin</td>
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<td>Arthur Hilson</td>
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<td>Social Studies</td>
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<td>Name</td>
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<td>School</td>
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<td>Rhonda Johnson</td>
<td>1983</td>
<td>Portsmouth Middle School</td>
<td>Technology Teacher</td>
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<td>Little Harbour</td>
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<td>Wentworth Elementary</td>
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<td>Dondero</td>
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<td>Rhonda also worked from 1978-1983 in areas such as classroom aide, remedial reading, tutor, coach</td>
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<td>Holly Littlefield</td>
<td>1975</td>
<td>Portsmouth Middle School</td>
<td>Social Studies Teacher</td>
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<td>Portsmouth Middle School</td>
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<td>Reading Teacher</td>
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<td>Jeanne Loughan</td>
<td>1987</td>
<td>Portsmouth Middle School</td>
<td>Special Education Teacher</td>
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<td>Portsmouth Middle School</td>
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<td>Special Education Teacher</td>
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<td>Joy Bryan Markley</td>
<td>1996</td>
<td>New Franklin</td>
<td>Special Education</td>
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<td>New Franklin</td>
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<td>Suzanne Spiegle-Hoey</td>
<td>1980</td>
<td>Portsmouth Middle School</td>
<td>Science Teacher</td>
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<td>Julie Woods</td>
<td>1979</td>
<td>Little Harbour</td>
<td>Kindergarten</td>
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<td>Portsmouth Middle School</td>
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<td>Science Teacher</td>
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<td>Special Education KIDS</td>
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<td>Ruth McLean</td>
<td>1989</td>
<td>Paraprofessional</td>
<td>Portsmouth Middle School</td>
<td>27</td>
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<td>Sue Ronchi</td>
<td>1987</td>
<td>Paraprofessional</td>
<td>Portsmouth Middle School</td>
<td>29</td>
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<td>Sheila Prescott</td>
<td>1990</td>
<td>Paraprofessional</td>
<td>Dondero</td>
<td>26</td>
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<tr>
<td>Al Walker</td>
<td>2001</td>
<td>Custodian</td>
<td>High School</td>
<td>15</td>
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<tr>
<td>Donna Sulley</td>
<td>1982</td>
<td>Clerical (1987 - present)</td>
<td>Central Office</td>
<td>34</td>
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<td>Little Harbour</td>
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<td>Portsmouth Middle School</td>
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<td>Paraprofessional (1982 - 1987)</td>
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<td>Portsmouth Middle School</td>
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</table>
Welcome to this opportunity for parental feedback on Portsmouth Special Education services.

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

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

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

Feedback Statements

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

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

<table>
<thead>
<tr>
<th>Strength</th>
<th>Area for Improvement</th>
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</thead>
<tbody>
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</table>

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

   Strength  
   Area for Improvement

Comments:

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

   Strength  
   Area for Improvement

Comments:

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

   Strength  
   Area for Improvement

Comments:

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

   Strength  
   Area for Improvement

Comments:

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

   Strength  
   Area for Improvement

Comments:

8. I feel comfortable asking question during IEP meetings.

   Strength  
   Area for Improvement

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

Strength       Area for Improvement

Comments:

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

Strength       Area for Improvement       N/A

Comments:

Open Responses/ Comments

11. Please provide topic ideas for future parent trainings.

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

13. Any additional feedback you would like to share:

Thank you! Your feedback is greatly appreciated.
ESOL

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

Test Covers language areas: Listening, Speaking, Reading, Writing and gives a Composite Score
Scores range from 1.0-6.0

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

Students Achieving Proficiency:

<table>
<thead>
<tr>
<th>School</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Dondero</td>
<td>12</td>
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<tr>
<td>New Franklin</td>
<td>4</td>
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<tr>
<td>Little Harbour</td>
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<td>PMS</td>
<td>3</td>
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<td>PHS</td>
<td>6</td>
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<td>Total</td>
<td>29</td>
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Teacher Quality Panel
Spring 2016 Update

TQP Tasks

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

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

Additional Achievement Units Menu

- RENEW training
- Google Suite
- Sports Nutrition that Works
- Engaging Students Through Authentic Assessment
Teacher Quality Panel Website

Go to District Page:
http://www.cityofportsmouth.com/school/index.htm

then Employee Information:
http://www.cityofportsmouth.com/school/employee.htm

to the TQP site:
http://wikispaces.com/TQP

Model Teacher

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

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

1. Model Teacher criteria through the lens of Danielson Framework

- Demonstrate “distinguished” practice in a majority of components within domains
- Weighted components
- Priority and Choice
Planning and Preparation Domain
(6 components)

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

Priority Components in Domain 1:
1 Designing Coherent Instruction
2 Setting and Assessing Instructional Outcomes
Plus one Choice component

Domain 2: Classroom Environment
(5 components)

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

Plus one Choice component
Domain 3: Instruction (5 components)

Two Priority
- Engaging Students in Learning
- Communicating with Students

Plus one Choice component

Domain 4 Professional Responsibilities (6 components):

Three Priority
- Reflecting on Teaching
- Showing Professionalism
- Participating in a Professional Community
Model teacher questions
(on tap for summer 2016)

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

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

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

What to do?

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

Be **ALERT** to changes.

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

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

Be **AFFIRMATIVE** and tell them the truth: “I don’t like to think about what life would be like without you.”
I Raised an Addict – What Could I Have Done Differently?

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

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

One Mom’s Personal Reflection on Addiction

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

Physical and health warning signs of substance abuse

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

Behavioral signs of substance abuse

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

Psychological warning signs of substance abuse

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

*National Council on Alcoholism and Drug Dependence
Which Teens are at Risk for Substance Abuse?

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

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

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

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

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

Funding for this newsletter was provided by our District’s Partners for Success Grant through the NH Department of Health and Human Services, Bureau of Drug and Alcohol Services.
Navigating the Teen Years - The Busy Parent’s Checklist

TRY TO DO DAILY:

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

TRY TO DO WEEKLY:

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

TRY TO DO MONTHLY:

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

LOOK at OUR COMMUNITY:

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

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

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

Members Present: Leslie Stevens, Ann Walker and Steve Zadrovac

Others Present: Paulette Rouse

Discussion Items:

Extra and Co-Curricular Activities (IGD)

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

Meal Charging (EFA)

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

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

Policies for review:

IGD Extra and Co-Curricular Activities
KC Participation in Community Life
KCD-R Grants, Gifts and Bequests
KH Public Solicitations in the Schools
KHB Advertising in the Schools
KI School Visits and Loitering
KJ Publications, Radio and Television
Portsmouth School Department
Out of State/Overnight Student Trip Checklist

Destination: Penn State University
Dates of travel: 3rd June - 5th June
Sponsor Group: Stone Academy HS
Lead Advisor/Chaperone: Mike Werner
Date submitted: May 1st, 2018
Date of meeting with Superintendent of Schools:
List of other chaperones: Mike Werner
Mr. A (Main team coach)
Ms. (Main team coach Summersworth)
List of students, home phone numbers, parents' names attached:
Number of Students: 5
Staff to Student Ratio: 5:1
Principal Approval Date: Communicated via email

Supt. Approval Date:
Insurance:
On File?
Do all Students Have Passports? No
Fundraisers students have participated in:
Method of travel to Destination: Travel by 15 passenger bus
Are Home stays involved in this trip? If yes, describe: No
Names of chaperones with first Aid/CPR Training:

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

Cost for each student to participate: $200 already paid

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

Date of parent meeting and location held prior to departure:
Has this trip been taken before by this group? Yes No
SUPPORTING DOCUMENTS:

__Itinerary
__Phone Tree
__Student Permission Slips
__Student Medical Forms- (Knowledge of seizures, food allergies, asthma etc.)
__Educational Goal(s)
__Student Emergency Medical Cards

[ ] Approve

Superintendent’s Signature: ___________________________ Date: 5/23/16

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

You may be invited to appear before the School Board upon return to provide a brief presentation of your trip.
Portsmouth School Department
Out of State/Overnight Student Trip Checklist

Destination: West Follys, ME
Dates of travel: 6-15-16 to 6-14-16
Sponsor Group: AJLA
Lead Advisor/Chaperone: Nancy Roy
Date submitted: 5-24-16
Date of meeting with Superintendent of Schools: 5-23-16
List of other chaperones: Brett Fletcher, Christine Stilwell, Ryan Costa, Emmanuel
List of students, home phone numbers, parents names attached?: on permission forms
Number of Students: 16
Staff to Student Ratio: 3:2:1
Principal Approval Date: 4-11-16

Supt. Approval Date:  
Insurance:  
On File?:  
Do all Students Have Passports?: NA
Fundraisers students have participated in: Robert's Light Yard Sale, Listers Visit Busters
Method of travel to Destination: Bus
Are Home stays involved in this trip? If yes, describe: No

Names of chaperones with first Aid/CPR Training: Brett Fletcher, Christine Stilwell, Nancy Roy, Ryan Costa, Emmanuel

Is there a Phone Tree established with parents?: Yes
(If yes, a copy should be attached)
Cost for each student to participate: $290 per person - all $ was raised through fundraising
Educational Goals for trip: Elimination of fundraising campaign and exposure to adventure, travel and positive risk-taking through activity

Date of parent meeting and location held prior to departure: View phone and written communication

Has this trip been taken before by this group?: Yes

Revised: 10/28/2015
SUPPORTING DOCUMENTS:

- Itinerary
- Phone Tree
- Student Permission Slips
- Student Medical Forms- (Knowledge of seizures, food allergies, asthma etc.)
- Educational Goal(s)
- Student Emergency Medical Cards

☐ Approve

Superintendent's Signature: __________________________  Date: __________________________

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

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

"THE PURPOSE OF THE PORTSMOUTH SCHOOLS IS TO EDUCATE ALL STUDENTS BY CHALLENGING THEM TO BECOME THINKING, RESPONSIBLE, CONTRIBUTING CITIZENS WHO CONTINUE TO LEARN THROUGHOUT THEIR LIVES"
Annual Evaluation for Superintendent: Portsmouth Schools

Name: ___________________ Date: ___________

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

Reports to:
Portsmouth School Board

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

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

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

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

Communication – The ability to communicate clearly with staff, parents, students, and community, both verbally and in writing.
- Keeps the public informed of the status of the schools
- Conducts meetings of administrators, teachers, and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools
- Communicates to all staff members, directly or through delegation, actions of the School Board relating to personnel matters and receives from employees, communications to be made to the School Board
- Confers, as appropriate, with professional and lay groups concerning the school program and transmits suggestions to the School Board and others

Comments: ________________________________

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

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

Comments:                                                RATING:

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

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

Comments:                                                RATING:

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

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

Comments:                                                RATING:

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

- Facilitates the development of and implements a collaborative educational vision and assists the School Board in setting priorities for the District.
- Serves as the educational leader of the District. Performs job responsibilities using the Mission and Strategic Plan as a guide.
- Communicates the educational vision and priorities affectively to staff, students, and community.
• Attends conventions and conferences to keep abreast of latest educational trends.
• Ensures that policies, procedures and school rules promote a safe, respectful and healthy school environment.

Comments: ____________________________  RATING: ____________________

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

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

Comments: ____________________________  RATING: ____________________

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

• Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates
• Nominates to the School Board for employment the most qualified and competent teachers and administrators
• Employs the most qualified and competent support staff
• Develops position descriptions for all staff, subject to School Board review and approval
• Assigns and transfers employees as the interests of the District require, and reports such actions to the School Board for information and records
• Participates, as deemed appropriate by the School Board, in negotiations with recognized employee bargaining units
• Handles employee grievances or problems in accordance with applicable School Board policies, collective bargaining agreements, and/or state/federal laws and regulations
- Establishes personnel procedures that provide information that may be used to advance the quality of
  the District, such as exit interviews for departing employees, employee focus group discussions on
  specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff
  member feedback

Comments:

RATING:

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

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

Comments:

RATING:

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

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

Comments:

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

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

Comments:____________________________________ RATING:________________

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

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

Comments:____________________________________ RATING:________________

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

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

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

Comments:

Supervision/Evaluation – Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.
- Develops and implements an effective system of supervision and evaluation for all staff, based on School Board policies and with appropriate input from administration and staff
- Oversees methods of teaching supervision, evaluation, and administration in the schools
- Disciplines employees as necessary and reports such actions to the School Board as appropriate
- Recommends salary changes or dismissal/non-renewal of staff members to the School Board for final action

Comments:

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

Supervises:
Directly or indirectly every Portsmouth School Department Employee and program

The Above Evaluation was discussed with me.

______________________________
Stephen Zadravec, Superintendent

______________________________
Leslie Stevens, Board Chair

Date

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

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

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

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

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

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

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

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

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

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

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

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

Please contact me if you have any questions.

Sincerely,

Diane Canada, Director
Dear Mr. Steve Zadravec,

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

Sincerely,

Janine Bibeau

Janine Bibeau
Kindergarten Teacher
Dondero School
## Teacher Rehire:

<table>
<thead>
<tr>
<th>Name</th>
<th>Latasha Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Grade 1 Teacher</td>
</tr>
<tr>
<td>Location</td>
<td>Dondero Elementary School</td>
</tr>
<tr>
<td>Rehire</td>
<td>1 Year Contract</td>
</tr>
<tr>
<td>Effective</td>
<td>July 1, 2016</td>
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**Salary:**  

<table>
<thead>
<tr>
<th>Interval</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>$44,005</td>
</tr>
<tr>
<td>Track C</td>
<td>6,635</td>
</tr>
</tbody>
</table>

**Total Salary:** $50,640
Transfer Hire:

Name: Fiona Butler  
Address: 301 Coolidge Drive  
          Portsmouth, NH 03801  

Bachelors – Science, Dundee University, Scotland  
July 1986  

Experience:  
2012- present  Grade 6 Math Teacher, Portsmouth  
Middle School, Portsmouth, New Hampshire  

2006-2010  Primary Support Base Leader (Director),  
Westfield Primary Support Base, Ryelands Primary  
Support Base, Hoddesdon, Hertfordshire  

Position: Special Education  

2004 – 2006  Outreach Worker, Longmore  
Education Support Center, East Herts, UK  

2000 – 2006 SEN Coordinator, Hollybush Primary  
School  

Location: PMS  

1998 – 2000  Early Years, Millmead School,  
Reception, grade 1 – 2.  

Replacing: New Position from 2015-2016  

1990 – 1996  Grade 6 Teacher, Hollybush Primary  

Effective: July 1, 2016  

1988 – 1990  Science Coordinator, Gayhurst School,  
Hackney, London  

Step: 16  

Salary: $67,376  

Base $67,376  

Funding Source: General Fund  

Certification: New Hampshire Certified Elementary #1811 and in the process of becoming certified in  
Special Education  

Transfer Hire/Professional Nomination  
Jdf
# New Hire:

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

**Address:** 4650 Riverstone Drive, Apt 302  
Owings Mills, MD 21117

**Experience:** 
**2012- present** Special Education Teacher, Sudbrook Magnet Middle School, Pikesville, Maryland

**Position:** Special Education

**Location:** PMS

**Replacing:** Rebecca Bellistri - LOA

**Effective:** July 1, 2016

**Interval:** 5

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

**Funding Source:** General Fund

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

Name: Sarah Maloney
Address: 5 Grandview Terrace
         North Hampton, NH 03862
Position: Options Counselor
Location: PHS
Replacing: Barbara Brinkman – Retired
Effective: July 1, 2016

CAGS – Advanced Leadership, University of New England, Biddeford, Maine 2013
Masters – Counseling, University of New Hampshire, Durham, New Hampshire 2004
Bachelors – Psychology, University of New Hampshire, Durham, New Hampshire 2002
Experience:
2009 – present School Counselor, Rye School District, Rye, New Hampshire

Interval: 11
Salary: $66,852
        Base $57,416 + degree $9,436

Funding Source: General Fund
Certification: New Hampshire Certified Principal, Special Education Administrator, Guidance Counselor
# New Hire:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Joseph Marquette III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>463 Washington Street, Barrington, NH 03825</td>
</tr>
<tr>
<td>Masters:</td>
<td>Liberal Arts, University of New Hampshire, Durham, New Hampshire 2015</td>
</tr>
<tr>
<td>Bachelors:</td>
<td>French and Italian, University of New Hampshire, Durham, New Hampshire 1999</td>
</tr>
<tr>
<td>Position:</td>
<td>Latin Teacher</td>
</tr>
<tr>
<td>Location:</td>
<td>PHS</td>
</tr>
<tr>
<td>Replacing:</td>
<td>Anne Salloom</td>
</tr>
<tr>
<td>Experience:</td>
<td>2013 – present World Language Teacher, Winnacunnet High School, Hampton, New Hampshire</td>
</tr>
<tr>
<td></td>
<td>2009 – 2013 World Language Teacher, Clark School, Danvers, Massachusetts</td>
</tr>
<tr>
<td></td>
<td>2004-2008 World Language Department Chair, Sparhawk School, Salisbury, Massachusetts</td>
</tr>
<tr>
<td>Effective:</td>
<td>July 1, 2016</td>
</tr>
<tr>
<td></td>
<td>2002 – 2003 Latin and Italian Instructor, Revere High School, Revere, Massachusetts</td>
</tr>
<tr>
<td>Interval:</td>
<td>13</td>
</tr>
<tr>
<td>Salary:</td>
<td>$69,458</td>
</tr>
<tr>
<td>Funding Source:</td>
<td>General Fund</td>
</tr>
<tr>
<td>Certification:</td>
<td>New Hampshire Certified Latin, French, Italian</td>
</tr>
<tr>
<td>Base</td>
<td>$61,031 + degree 8,427</td>
</tr>
</tbody>
</table>
New Hire:

Name: Donna Turco

Masters – Education, Curriculum and Instruction, Keene State College, Keene, New Hampshire 2009

Address: 28 Revolutionary Lane
Nottingham, NH 03290

Bachelors – Early Childhood, Keene State College, Keene, New Hampshire 1989

Position: Reading Specialist

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

Location: NF

2007 – 2012 Reading Specialist, Litchfield Middle School, Litchfield, New Hampshire

Replacing: Mary Ann Driscoll - Retired


Effective: July 1, 2016

Interval: 12

Salary: $66,475

Base $59,139 + degree 7,336

Funding Source: General Fund

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

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

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

Position: Special Education
1 Year Position

Location: NF

Replacing: Joy Markley – Retired

Effective: July 1, 2014

Interval: 1

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

Funding Source: General Fund

Certification: In the process of becoming certified in Special Education
New Hire:

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

Address: 97 Grove Street
Dover, NH 03820

Experience:
2011 – present English Teacher, Kennebunk High School, Kennebunk, Maine

Position: English Teacher

Location: PHS

Replacing: Lynda Bettcher - Retired

Effective: July 1, 2016

Interval: 6

Salary: $49,528 Base $49,528

Funding Source: General Fund

Certification: In the process of becoming NH certified in English
Name: Michael Proulx

Address: 65 Chestnut Pond Road
          Epsom, NH 03234

Position: English Teacher

Location: PHS

Replacing: Retirements

Effective: July 1, 2013

Interval: 16

Salary: $75,803

Funding Source: General Fund

Certification: New Hampshire Certified English


Bachelors – English, University of New Hampshire, Durham, New Hampshire 1992

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

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

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

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

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

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

Effective: July 1, 2016

Interval: 16

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

Funding Source: General Fund

Certification: New Hampshire Certified  Social Studies (5 – 12)
Date: 6/3/2016
To: Portsmouth School Board
From: Stephen Zadravec
Re: Nominations

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

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