

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR OCTOBER 25, 2016- REVISED
PORTSMOUTH MIDDLE SCHOOL LIBRARY
DATE: TUESDAY, OCTOBER 25, 2016

PORTSMOUTH, NH
TIME: 7:00 PM [or thereafter]

NOTICE OF NON- PUBLIC MEETING: THE SCHOOL BOARD WILL HOLD A NON- PUBLIC MEETING AT 6:45 P.M., IN ACCORDANCE WITH RSA 91-A: 3, II (a) IN ROOM 117

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. OCTOBER 11, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. SPECIAL EDUCATION REPORT
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. *BOARD & ADMINISTRATOR*, OCTOBER 2016
 - ii. CO UPDATE
 - iii. AREA REPORT
- IX. **OLD BUSINESS**
 - a. WORKSHOP: SCHOOL START TIME OPTIONS
 - b. CTE UPDATE
- X. **NEW BUSINESS**
 - a. NOVEMBER 8 BOARD MEETING DATE CHANGE
 - b. LHS ADMINISTRATION SUPPORT
- XI. **COMMITTEE UPDATES**
 - a. POLICY
- XII. **FUTURE AGENDA ITEMS**
 - a. HOLIDAY DINNER
- XIII. **ADJOURNMENT**

V. a.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR OCTOBER 11, 2016- DRAFT

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, OCTOBER 11, 2016

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER-** School Board Chair Stevens called the meeting to order at 7:00 p.m.
 - II. **ROLL CALL-** Chair Leslie Stevens, Kristin Jeffrey, Jeff Landry, Ann Walker, Nancy Clayburgh, Patrick Ellis, Roseanne Vozella Clark, SAU 50 Representative Ann Mayer, Superintendent Stephen Zdravec, Assistant Superintendent George Shea, Business Administrator Stephen Bartlett
 - III. **INVOCATION-** Ms. Walker requested a moment of silence in recognition of Ms. Susan Ronchi.
 - IV. **PLEDGE OF ALLEGIANCE-** Chair Stevens led the Board in the Pledge of Allegiance.
 - V. **ACCEPTANCE OF MINUTES**
 - a. **SEPTEMBER 27, REGULAR MEETING**

MOTION: Motion to accept the public minutes of September 27, 2016 by Ms. Walker

SECOND: Ms. Clayburgh

DISCUSSION:

VOTE: Unanimously approved.
 - VI. **PUBLIC COMMENT-** Paul Messier- 171 Walker Bungalow Road, Portsmouth; Rick Becksted- 1395 Islington Street, Portsmouth; Alden Sweet- 72 Walker Bungalow Road, Portsmouth; John Ricci- Sagamore Avenue, Portsmouth; Ed Hayes- 4 Sea Glass, Rye; David Witham- 238 Walker Bungalow Road, Portsmouth; Finn Jensen- 10 Recreational Road, Rye; Abby Trainor- 747 Sagamore Road, Rye; Martha Fuller Clark- 152 Middle Street, Portsmouth; Olivea Baldwin- 698 Middle Road, Portsmouth; Carol McGinty- 300 Spinney Road, Portsmouth; Joe Cummings- Washington Road, Rye; Lyndsey Max- 978 South Street, Portsmouth; Samuel Heron- 63 Blue Heron Drive; Portsmouth, Daryl Kent- Rye. All spoke in support of CTE's Construction Trades program.
 - VII. **SPECIAL PRESENTATIONS-**

MOTION: Motion to change the order of the special presentations by Mr. Ellis

SECOND: Ms. Clayburgh

DISCUSSION:

VOTE: Unanimously approved.

 - a. **CTE REPORT-** CTE Director Diane Canada shared a PowerPoint presentation providing a comprehensive overview of the CTE program. The presentation included the following information: Who is CTE, Available Programs and the Areas of Expansion, Exploration and Reduction. Ms. Canada provided job outlooks and student enrollment numbers for every program CTE offers. One of the challenges and responsibilities of CTE is serving the greatest number of students with the funds available. The target industry sectors include: healthcare, manufacturing and information technology. The LNA Training program is a pilot program offered in partnership with the Edgewood Centre. Students in Architectural & Engineering Design work in teams to design, build and test final projects. Currently, there is not a designated space for students to build their projects. Construction Trades has experienced ten years of low

enrollments. Ms. Canada shared the procedure and timeline behind closing a CTE program. CTE would like to expand Computer Science Pathway by hiring a full-time teacher and expand Architecture & Engineering Design by creating a maker's space. CTE will continue to explore Health Science.

COMMENTS/QUESTIONS: CTE programs are offered to Sophomore/ Juniors/ Seniors, and are Level 3 or 4 classes. Students are introduced to CTE as 8th Grade students and again as 9th Grade students, where they receive a tour of the Center and Guidance talks to them about the available CTE programs. There was much discussion concerning the "build" aspect of the Architecture & Engineering Design program, as well as the ramifications of keeping Construction Trades open versus the impact of closing. To assist with enrollments, it was suggested to possibly require students to take a CTE class to fulfill their graduation requirements. It was encouraged to continue conversations with the community to explore their interest and support of continuing the Construction Trade programs.

- b. ELEMENTARY PRINCIPALS REPORT – New Franklin Elementary School Principal Joanne Simons, Dondero Elementary School Principal Kate Callahan, Little Harbour School Vice Principal Erin Lawson, and Little Harbour Math Interventionist Stacey Weeks shared a PowerPoint presentation highlighting the work completed by teachers to embed STEAM (Science, Technology, Engineering, Art and Math) practices in the elementary school curriculum. Teachers are looking at an integrated approach to the teaching of science through the Next Generation Science Standards (NGSS). NGSS interweaves science practices, disciplinary core ideas and cross-cutting concepts. Next Generation Science Standards (NGSS) practices provide an opportunity for students to be engaged in their learning and allows more opportunities of "doing versus telling". A Wiki site was created for teachers and is a valuable resource, as it is a storehouse of different reference points of work that has been done.

COMMENTS/QUESTIONS: This is a very positive approach to learning. A suggestion was made for the elementary schools to look into Destination Imagination. The outreach opportunities are exciting, as connections for more resources are found, and there are many great opportunities to engage with the community.

VIII. SUPERINTENDENT'S REPORT

- a. ITEMS OF INFORMATION
 - i. FREE AND REDUCED STUDENT ELIGIBILITY REPORT- Little Harbour School is not eligible for Title One. Dondero Elementary is a targeted assisted school and New Franklin is Title One school-wide. There seems to be a declining trend in the number of students receiving free or reduced lunch.
- b. CORRESPONDENCE
 - i. NHDOE DETERMINATIONS LETTERS FOR IDEA
 - ii. INVITATION TO NATIONAL HONOR SOCIETY INDUCTION CEREMONY- OCTOBER 12
- c. ADMINISTRATOR REPORT
 - i. FINANCIAL REPORT- Business Administrator Stephen Bartlett provided the month end August and September reports. The first quarter is generally uneventful. Mr. Bartlett does not see that there appears to be long-term problematic issues.

COMMENTS/QUESTIONS: The CTE Budget is line 114, object codes 300-900. Line 114 does not include staffing. The Perkins Grant shows in the Federal Grant Fund 22. Mr. Ellis requested a summary of the cost of the CTE program and its revenue to further discuss CTE in the future.

IX. OLD BUSINESS

X. NEW BUSINESS

- a. PORTSMOUTH SCHOOL BOARD COMMITTEES- One correction required under Paraprofessional Negotiations.
- b. CONSIDERATION AND APPROVAL OF POLICIES (REVISE AND REAPPROVE):
 - i. TUITION FEES (DEAA)
MOTION: Motion to approve revision of policy DEAA by Mr. Ellis
SECOND: Ms. Clayburgh
DISCUSSION:
VOTE: Unanimously approved.
 - ii. LOCAL PURCHASING (DJF)
MOTION: Motion to approve revision of policy DJF by Ms. Walker
SECOND: Mr. Landry
DISCUSSION: Clarification of the wording of "given preferences".
VOTE: Unanimously approved.
- c. CONSIDERATION AND APPROVAL OF POLICIES (FIRST READING)
 - i. GIFTS AND DONATIONS (KCD)
MOTION: Motion to approve first reading of policy KCD by Ms. Vozella Clark
SECOND: Ms. Clayburgh
DISCUSSION:
VOTE: Unanimously approved.
 - ii. REVENUES FROM LOCAL TAX SOURCES (DEA)
MOTION: Motion to approve first reading of policy DEA by Mr. Landry
SECOND: Ms. Clayburgh
DISCUSSION:
VOTE: Unanimously approved.
- d. CONSIDERATION AND APPROVAL TO ELIMINATE POLICY
 - i. OUTSIDE FUNDING (DO)
MOTION: Motion to approve elimination of policy DO Ms. Walker
SECOND: Mr. Landry
DISCUSSION: The voting will be postponed until it is verified the language is covered in another policy.
VOTE: No vote taken.

XI. COMMITTEE UPDATES

- a. FUTURES- No report.

XII. FUTURE AGENDA ITEMS

- a. STATE OF THE ARTS

XIII. ADJOURNMENT

MOTION: Motion to adjourn at 9:59 p.m. by Mr. Landry

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously approved.

- ❖ The next Board meeting is Tuesday, October 25 at Portsmouth Middle School. Topics: Late Start, Special Education presentation
- ❖ Continuation of the CTE discussion at a future meeting.

VII
2.

Office of Pupil Support and Instruction

Student Data (as of October 20, 2016)

Student on **ESOL** roster

Total = 88

PHS – 22

PMS – 9

Dondero – 25

Little Harbour – 25

New Franklin – 7

Students on **IEPs**

Total = 421

PHS – 119

PMS – 87

SAU 50- 44

RJLA- 12

Dondero – 38

New Franklin – 33

Little Harbour – 51

PEEP – 23

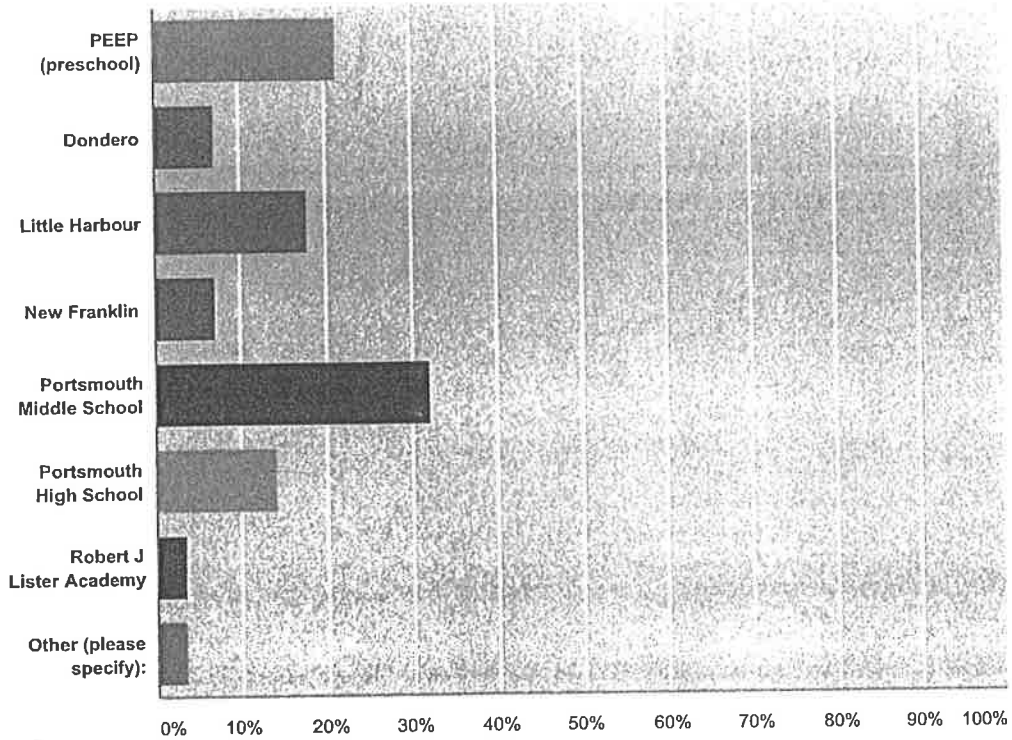
Out of District - 14

Students designated as **Homeless**

Total = 30

Q1 Please indicate the school(s) that your student(s) receiving special education services attends.

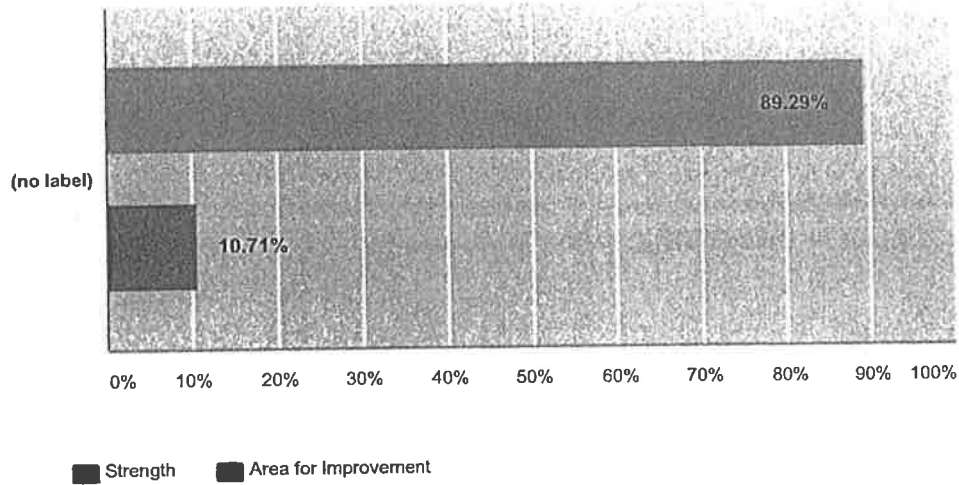
Answered: 28 Skipped: 0



Answer Choices	Responses
PEEP (preschool)	21.43% 6
Dondero	7.14% 2
Little Harbour	17.86% 5
New Franklin	7.14% 2
Portsmouth Middle School	32.14% 9
Portsmouth High School	14.29% 4
Robert J Lister Academy	3.57% 1
Other (please specify):	3.57% 1
Total Respondents: 28	

Q2 My concerns are considered during the development of the IEP.

Answered: 28 Skipped: 0

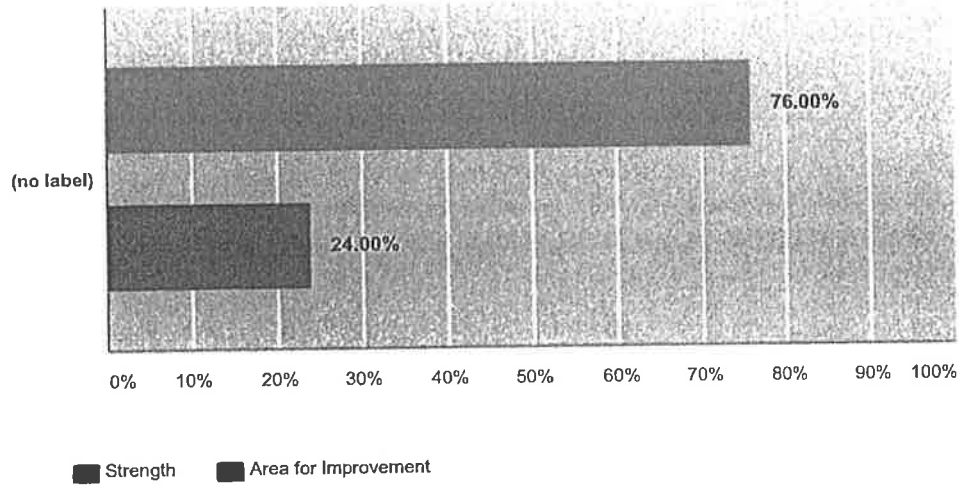


	Strength	Area for Improvement	Total	Weighted Average
(no label)	89.29% 25	10.71% 3	28	1.11

#	Comments (optional):	Date
1	I think this is as far as I can comment. The IEP just went into effect. We will not be able to see how it is carried until PMS.	8/1/2016 8:42 AM
2	There is some consideration given but it depends on the concerns - if they don't agree with the concern there has been some big push back and unwillingness to work with us.	8/1/2016 8:40 AM
3	Many concerns were considered graciously others were considered reluctantly	8/1/2016 8:29 AM
4	I am always asked for my input into her IEP	8/1/2016 8:12 AM
5	██████████ does a great job getting my input	6/20/2016 9:30 AM
6	The IEP for the upcoming year was well written and detailed	6/15/2016 9:00 PM
7	the team definately supports my input	6/10/2016 8:34 AM

Q3 The school provides me with useful information about my child's disability.

Answered: 25 Skipped: 3

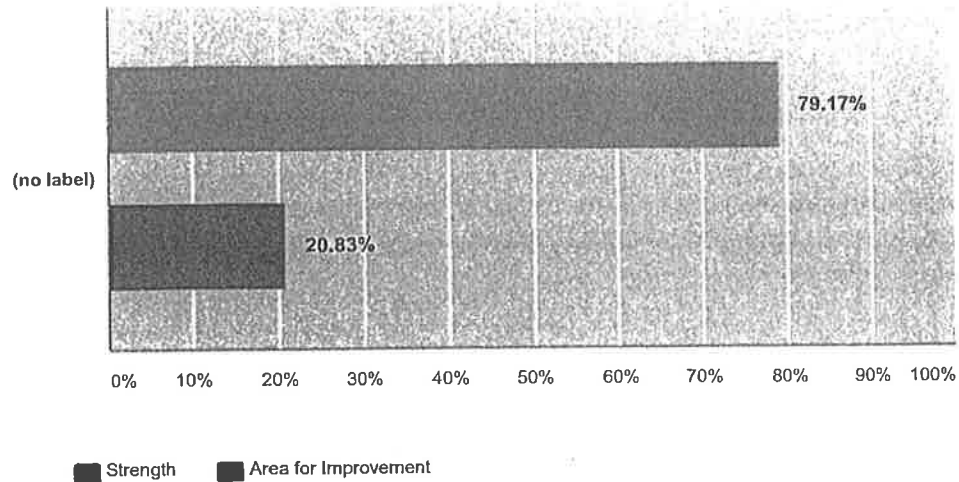


	Strength	Area for Improvement	Total	Weighted Average
(no label)	76.00% 19	24.00% 6	25	1.24

#	Comments (optional):	Date
1	it took a long time for the school to even acknowledge my child's diagnosis because they did not agree with it	8/1/2016 8:40 AM
2	? We do not have a specific disability diagnosed.	8/1/2016 8:33 AM
3	My child's disability was not explained until yr 3 and only when an advocate was present. How the disability presents was never explained or how to strengthen my child's weaknesses. The school staff is not forthcoming w/ information. They breed an environment of distrust.	8/1/2016 8:29 AM
4	marked in between strength and improvement	8/1/2016 8:21 AM
5	Not sure if my ever provided me however I do now if I asked they would.	8/1/2016 8:12 AM
6	I'm always leaving with information which is very nice	6/20/2016 9:30 AM
7	Have received no info	6/7/2016 9:01 PM

Q4 The school provides my child with all services documented on the IEP.

Answered: 24 Skipped: 4

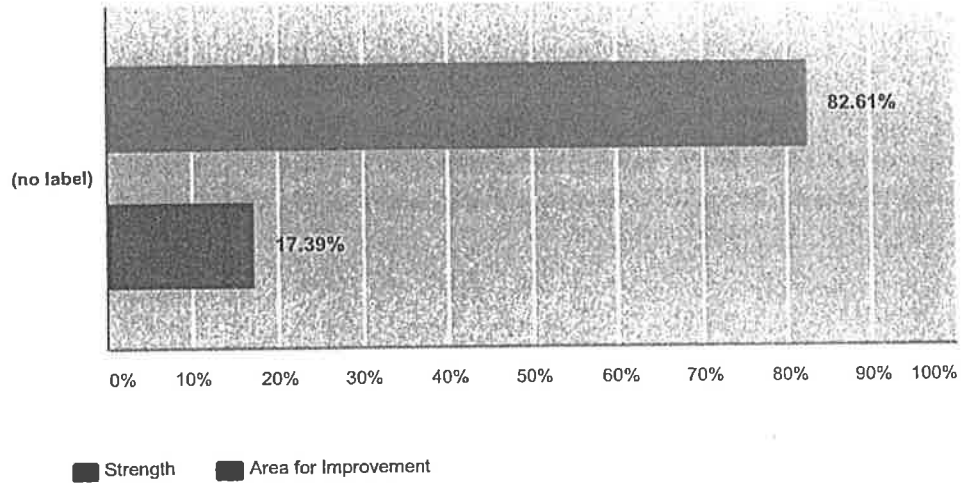


	Strength	Area for Improvement	Total	Weighted Average
(no label)	79.17% 19	20.83% 5	24	1.21

#	Comment (optional):	Date
1	This year has been a little better but this was after we spendt THOUSANDS hiring and working with an advocate. it should not have to be that way. still room for improvement	8/1/2016 8:40 AM
2	I feel for the most part but still some teachers I think have a harder time understanding her disability.	8/1/2016 8:12 AM
3	They support him in ways that I didn't even know were happening.	6/20/2016 9:30 AM
4	I would have appreciaited more details about how the services were being rendered and how they were addressing the needs of my child.	6/15/2016 12:00 PM
5	Have received no info	6/7/2016 9:01 PM
6	As far as I know	6/7/2016 1:58 PM
7	Don't know yet - IEP is being developed right now so have not seen how well it will be implemented.	6/5/2016 2:07 PM

Q5 The school provides supports and information regarding transitions between grades/schools.

Answered: 23 Skipped: 5

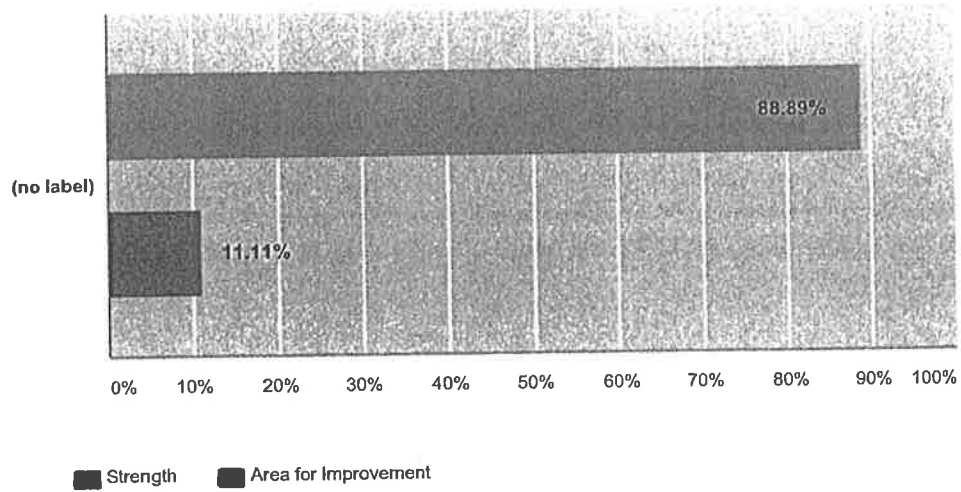


	Strength	Area for Improvement	Total	Weighted Average
(no label)	82.61% 19	17.39% 4	23	1.17

#	Comments (optional):	Date
1	N/A	8/1/2016 8:33 AM
2	never mentioned	8/1/2016 8:29 AM
3	[REDACTED] has been more then fabulous! Her teachers have always made great efforts for smooth transitions.	8/1/2016 8:12 AM
4	Transition are always tough but seem to be much better now	6/20/2016 9:30 AM
5	We had a detailed discussion at IEP meeting for transition to 8th grade	6/15/2016 9:00 PM
6	the team has specifically planned for transitions and plans ahead	6/10/2016 8:34 AM
7	This is 1st year but gave received no info	6/7/2016 9:01 PM
8	N/A	6/7/2016 1:58 PM
9	We will see as he is transitioning to PHS this year.	6/5/2016 2:07 PM

Q6 Written information I receive from school is easy to understand.

Answered: 27 Skipped: 1

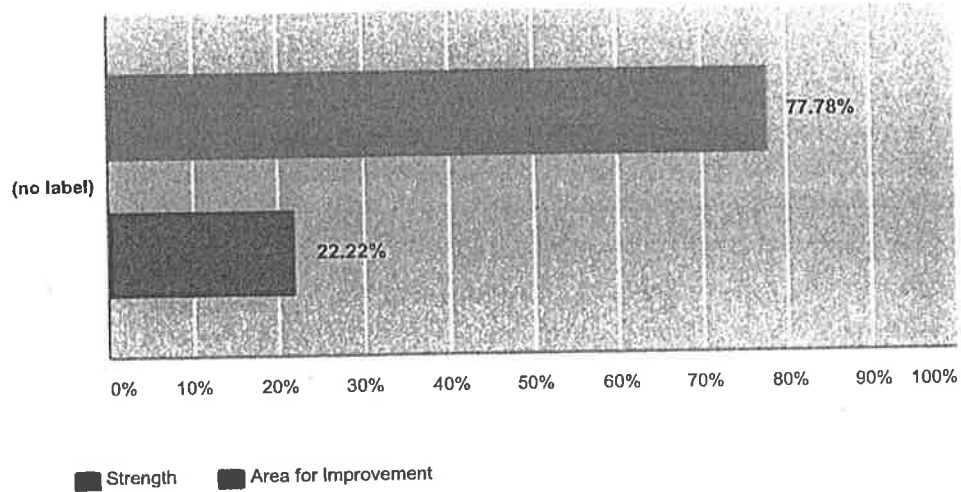


	Strength	Area for Improvement	Total	Weighted Average
(no label)	88.89% 24	11.11% 3	27	1.11

#	Comments (optional):	Date
1	All is written in special ed language which is difficult for anyone without special ed training to understand.	8/1/2016 8:29 AM

Q7 Teachers implement accommodations and modifications as indicated on my child's IEP.

Answered: 27 Skipped: 1

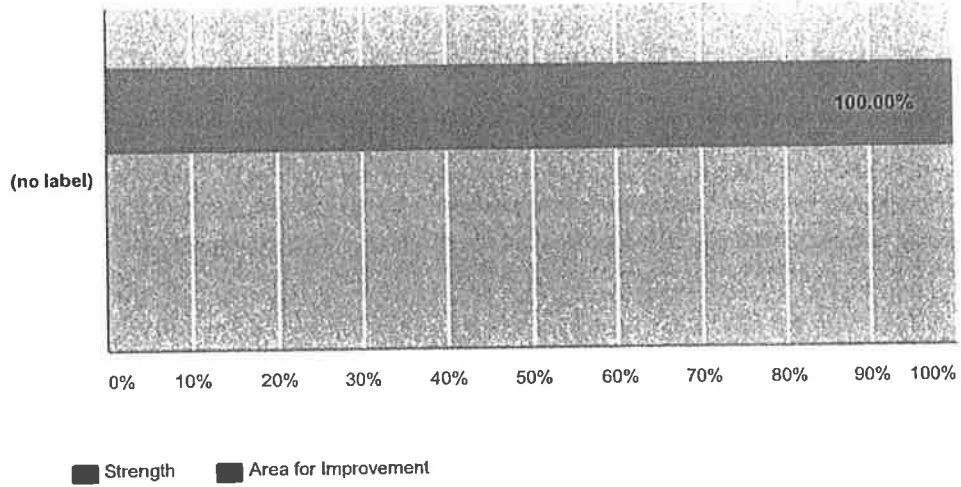


	Strength	Area for Improvement	Total	Weighted Average
(no label)	77.78% 21	22.22% 6	27	1.22

#	Comments (optional):	Date
1	One teacher, [redacted] is very difficult, did not seem to have knowledge of how to work with special ed students. Ignored IEP modifications. Bad experience for my son.	8/1/2016 8:49 AM
2	has been a learning curve	8/1/2016 8:40 AM
3	I have always been unclear as to what next steps should be if the child only "partially demonstrates" mastery of an identified goal/skill on his/her IEP.	8/1/2016 8:01 AM
4	They have all done a great job for my son which has allowed him to grow as a learner	6/20/2016 9:30 AM
5	Nearly all teachers have been proactive and if new conditions arise are accomjating	6/10/2016 8:34 AM
6	Have no idea. Get no updates	6/7/2016 9:01 PM
7	As far as I know	6/7/2016 1:58 PM
8	This comment is based on the 504 he has had, but some teachers are great while others seem very dismissive of special needs and just treat him like he is lazy.	6/5/2016 2:07 PM

Q8 I feel comfortable asking question during IEP meetings.

Answered: 27 Skipped: 1

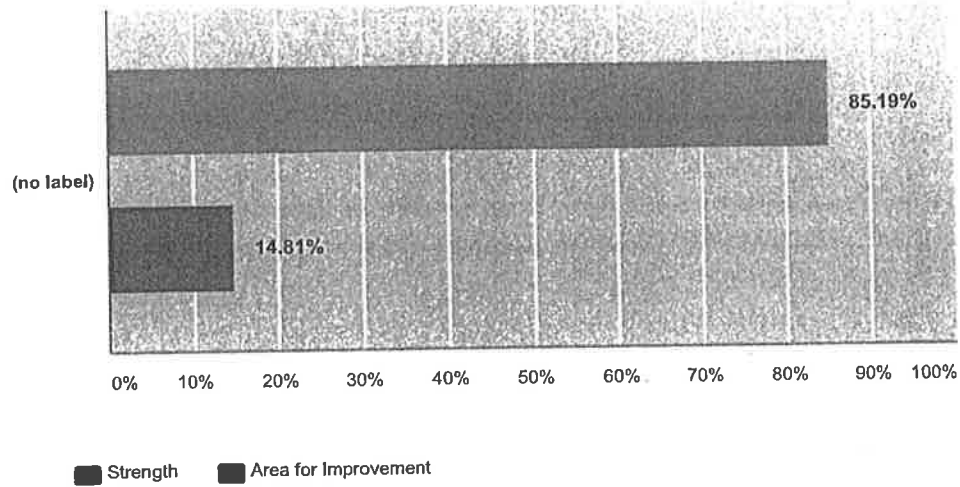


	Strength	Area for Improvement	Total	Weighted Average
(no label)	100.00% 27	0.00% 0	27	1.00

#	Comments (optional):	Date
1	Yes, although I felt the answers to my questions were vague - I would have liked more details about how the therapy was occurring each day (in classroom? out? methods?)	6/15/2016 12:00 PM
2	It is a very open and inviting team	6/10/2016 8:34 AM

Q9 I feel the IEP goals and objectives appropriately address my child's needs.

Answered: 27 Skipped: 1

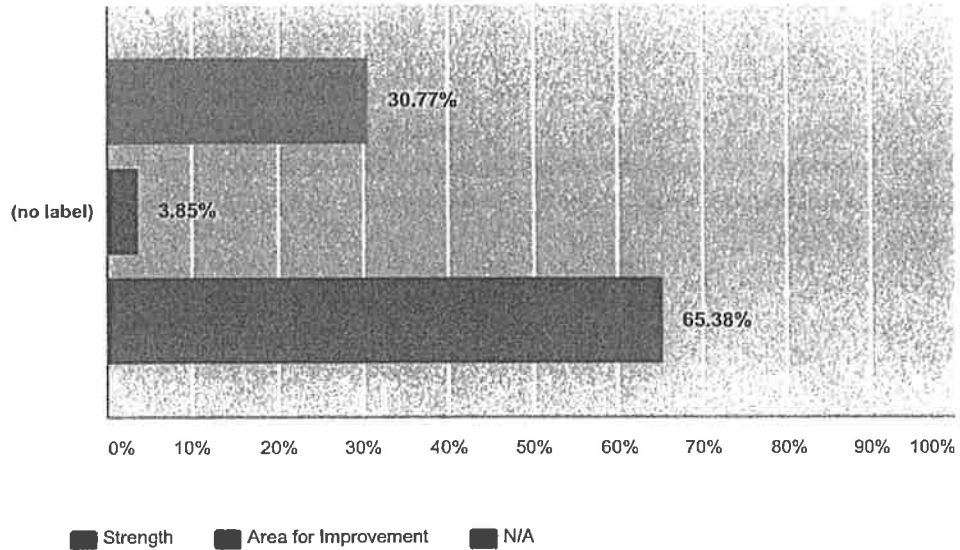


	Strength	Area for Improvement	Total	Weighted Average
(no label)	85.19% 23	14.81% 4	27	1.15

#	Comments (optional):	Date
1	somewhat but we had to settle for less than we feel our child deserves	8/1/2016 8:40 AM
2	Never confident in this because didn't feel the disability is explained well.	8/1/2016 8:29 AM
3	Not sure they really do. Also high school students need to be held accountable.	8/1/2016 8:21 AM
4	The IEP meets her needs and is flexible enough to be modified to increase or decrease support	6/10/2016 8:34 AM
5	If they are being implemented they should	6/7/2016 9:01 PM

Q10 The school provides transition services to help my child reach his/her goals after high school.

Answered: 26 Skipped: 2



	Strength	Area for Improvement	N/A	Total	Weighted Average
(no label)	30.77% 8	3.85% 1	65.38% 17	26	1.11

#	Comments (optional):	Date
1	He's going into high school in the fall	6/20/2016 9:30 AM
2	Life beyond schools is discussed and interm goals are planned and included	6/10/2016 8:34 AM

Q11 Please provide topic ideas for future parent trainings.

Answered: 8 Skipped: 20

#	Responses	Date
1	understanding IEPs self advocacy	8/1/2016 8:40 AM
2	Ask questions to kids about daily basis - that what they learn in school or what they did at home, so they share more ideas and improve their talking and sharing skills.	8/1/2016 8:36 AM
3	The college "fair" day that was held at Southern NH University had a session on college resources for kids with special needs. It was a great session and every student on an IEP who plans on education after high school would benefit from hearing it.	8/1/2016 8:23 AM
4	more adult supervision on play ground	8/1/2016 8:19 AM
5	letting parents know they should and have to be involved in the process and throughout the year	8/1/2016 8:15 AM
6	Read all the documents you are given.	6/20/2016 9:32 AM
7	Remind parents to be advocates at all times	6/10/2016 8:35 AM
8	ADHD coping strategies Working positively with a special needs child How to provide homework support to promote independence in ADHD students	6/5/2016 2:20 PM

Q12 Please provide ideas for additional ways to strengthen the school-parent connection for students with special education needs.

Answered: 13 Skipped: 15

#	Responses	Date
1	meet the teachers my child will be working with beforehand. Allow my child be meet them as well.	8/1/2016 8:43 AM
2	More meetings will help to make easy conversation between teachers and parent, to help the kids reach their goals.	8/1/2016 8:36 AM
3	There should be more obvious ways for parents to evaluate the progress or lack there of their child is making. Tests/graphs etc. should be shared w/ parents.	8/1/2016 8:31 AM
4	more frequent meetings	8/1/2016 8:23 AM
5	N/A	8/1/2016 8:19 AM
6	I think just continuing what they do now. Some teachers are more on top of it then others but emailing and just continuing the communication.	8/1/2016 8:15 AM
7	I think it's great and no improvement needed in my eyes.	6/20/2016 9:32 AM
8	They have been wonderful!	6/17/2016 2:16 PM
9	Ongoing communication through email	6/15/2016 9:02 PM
10	Everyone was very nice, but as stated previously I felt that the plan and communication was al very vague - I never received direct answers about exactly how the therapy was being done (in class? out? how often? individual? etc)	6/15/2016 12:01 PM
11	They should have quarterly meetings and parents should receive weekly or biweekly updates. The only time I get any info is if my son does something wrongm	6/7/2016 9:07 PM
12	I have gotten very little feedback from specific specialists working with my daughter. It might be nice to have them communicate with me about the work they are doing in a home-school notebook.	6/7/2016 2:01 PM
13	Regular communication from teachers - especially if work is missing or student falling behind. Teaching team meetings several limes a year to assess progress, strengths/weaknesses and adjust strategies as needed.	6/5/2016 2:20 PM

Q13 Any additional feedback you would like to share:

Answered: 13 Skipped: 15

#	Responses	Date
1	I feel that if a complaint is voiced, and that parents need to call meetings regarding the treatment of a special needs student, that the teacher should be held accountable for her actions. I had 3 meetings, numerous emails, and feel nothing was done. The teacher continued to be a source of frustration from day one until the last day of class. Ignored accommodations and modifications. Wouldn't answer my sons questions. Voiced out in front of the class that my son "has a listening problem" (hence IEP). That his mother threw her under the bus - (in front of my son and other teachers). Said my son, in an email, that he could start the class that day and not have to make up 1st weeks work. (email was to guidance). Changed mind and my son started the class w/ a grade of 3.6. She made a special ed student make up all missing work, do all current work, and not offer any guidance creating an very unpleasant school experience for my son. [redacted] ended up doing well, did it all but I feel that she is not trained in how to work w/special needs and shouldn't be able to ignore IEP and treat students this way. If you need more info regarding this contact [redacted] they are both aware of all that happended. [redacted]	8/1/2016 8:56 AM
2	Truly enjoyed working with such an amazing team.	8/1/2016 8:46 AM
3	IEP should have allowable language that addresses the transitions for children.	8/1/2016 8:43 AM
4	Make more comfortable the kids in the classroom or give more chance to share the ideas, as compare to other kids, so they will improve their skills	8/1/2016 8:36 AM
5	Goal of ESY should be to have studies progress with their studies not to just maintain.	8/1/2016 8:31 AM
6	A concern we have had since 5th grade is that our student has become so dependent on case manager that independent working that is necessary after high school is not an acquired skill.	8/1/2016 8:23 AM
7	N/A	8/1/2016 8:19 AM
8	Portsmouth Middle School, I can't even say enough about all the hard work and dedication they put toward my daughter and the whole class. Patience, love and understanding. I know as a parent we want people to like our "difficult" children and I know my child has been nurtured, taught, and loved. She has grown so much the past 3 years many touch and go moments but they didn't give up on her. I am thankful.	8/1/2016 8:15 AM
9	From Elementary school, to middle school and on to high school the Portsmouth School District has been great! Thanks :) [redacted]	8/1/2016 8:06 AM
10	Portsmouth Middle School is going to miss [redacted]	6/20/2016 9:32 AM
11	My son has only been on iep for 5 months. Nit very happy with it so far. Would like better communication next year.	6/7/2016 9:07 PM
12	I have had a wonderful experience with my son in his preschool program. The teachers have been wonderful and I feel comfortable knowing he is in such capable hands.	6/5/2016 2:46 PM
13	Looking forward to seeing how the implementation of the IEP next year helps my child adjust to the additional responsibilities of high school.	6/5/2016 2:20 PM

Portsmouth School Department
Office of Pupil Support and Instruction
is proud to sponsor a night with...



Dr. Peg Dawson

Smart But Scattered: Improving Executive Skills to Promote School Success

- Understand executive skills within the context of brain development
- Identify how executive skills impact school performance and daily living
- Have access to a repertoire of strategies to improve executive skills in students



November 2, 2016 ~ 6:00-8:00 pm

Portsmouth High School Library

50 Andrew Jarvis Drive, Portsmouth, NH

Parents of students preschool through high school
are encouraged to attend. School staff are welcome!

Please RSVP by Nov 1st if you plan to attend: Kristine Simone
ksimone@portsmouth.k12.nh.us or (603)610-4473
Light refreshments available before the presentation

Portsmouth School Department

Family Event for Speakers of Other Languages



food, fun, and
conversation



family
activities



community
building




community
resources

November 8th

10:00am - 12:00pm

Portsmouth Public Library

- o Make a best interest determination, with a presumption that staying in the school of origin is in the child or youth's best interest, unless it is against the wishes of the parent, guardian or unaccompanied youth.¹⁷
- o Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on the achievement, education, health, and safety of homeless children and youth, giving priority to the wishes of the parent or guardian, or the unaccompanied youth.¹⁸
- o Provide a written explanation including the right to appeal the decision, if after conducting the best interest determination, the LEA determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent, guardian or unaccompanied youth. The explanation must be in a manner and form understandable to the parent, guardian or youth.¹⁹
- o Give priority to the views of unaccompanied youth in best interest determinations.²⁰



¹⁷“(B) SCHOOL STABILITY- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall-- (i) ~~to the extent feasible presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth.~~” 42 U.S.C. 11432(g)(3)(B)(i).

¹⁸“(B) SCHOOL STABILITY- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall... (ii) ~~consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.~~” 42 U.S.C. 11432(g)(3)(B)(ii).

¹⁹“(B) SCHOOL STABILITY- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall... (iii) ~~if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal under subparagraph (E).~~” 42 U.S.C. 11432(g)(3)(B)(iii).

²⁰“(B) SCHOOL STABILITY- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall... (iv) ~~in the case of an unaccompanied youth, ensure that the local educational agency liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).~~” 42 U.S.C. 11432(g)(3)(B)(iv).

- The definition of school of origin includes the designated receiving school at the next grade level for all feeder schools, when a student completes the final grade level served by the school of origin. The determination of whether it is in a student's best interest to follow the feeder school pattern is subject to the same process as other best interest determinations.²¹
- When a student obtains permanent housing, transportation to the school of origin must be provided until the end of the academic year, if it is in the student's best interest to remain in that school.²²

Enrollment and Full Participation

- Homeless children and youth must be enrolled in school immediately, even if they have missed application or enrollment deadlines during any period of homelessness.²³

²¹ "(I) SCHOOL OF ORIGIN DEFINED- In this paragraph: ... (ii) RECEIVING SCHOOL ---When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools." 42 U.S.C. 11432(g)(3)(I)(ii).

²² "(g) STATE PLAN- (1) IN GENERAL- For any State desiring to receive a grant under this subtitle, the State educational agency shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following... (J) Assurances that the following will be carried out... (iii) The State and the local educational agencies in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (as determined under paragraph (3)), in accordance with the following, as applicable:
 (I) If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
 (II) If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally." 42 U.S.C. 11432(g)(1)(J)(iii).
 [Prior to the Every Student Succeeds Act, the U.S. Department of Education had interpreted the word "homeless" in this paragraph to limit school of origin transportation to currently homeless children and youth. The elimination of the word "homeless" removes that limitation and extends the right to transportation to the school of origin to all children and youth attending their schools of origin pursuant to section 722(g)(3).]

Board & Administrator

FOR SCHOOL BOARD MEMBERS

October 2016 Vol. 30, No. 6

Editor: Jeff Stratton

Study the board-superintendent relationship to understand what makes it work

A misunderstanding of the difference between the board member's role and that of the superintendent often lies at the heart of a school district's problems. That's what makes it worth taking the time to study the board-superintendent relationship, and each party's respective role.

It's worth the time to do this, because when the board and superintendent each understand what the other does, the board and superintendent team begin to develop trust.

The superintendent will manage the day-to-day operations of the district. The board is elected to ensure the district meets its mission — giving children an education.

Here are several principles that can help ensure an effective relationship between the board and its superintendent:

1. Treat your superintendent as a vital team member. This means the superintendent should participate in all board discussions and activities.

A board should never meet without its superintendent. These meetings, called closed sessions, destroy any sense of board and administrator trust and teamwork.

2. Stress effective and open communication. Team members must be honest with each other and replace rumors with facts. Open channels of communication must be constant.

Board members should request staff assistance through the superintendent to ensure a coordinated flow of communication.

3. Work at building trust. Trust is a key element in a healthy board and superintendent partnership. To strengthen it, hold an annual retreat for the board and administrator away from your regular meeting room. At this retreat, discuss the board and superintendent's mutual responsibilities. Develop a statement of roles and responsibilities (job descriptions) for the board, individual board members, and the superintendent. ■

10 rules for boosting community trust

It's been said often, but bears repeating, that the board and superintendent should practice "no surprises" in the conduct of their relationship. Effective communication forms the basis of a productive relationship between the two parties.

There is another area where the board should emphasize effective communication in order to lead the district effectively: Communication with the district's stakeholders is how the board creates trust and practices accountability. Here are 10 rules for sound communication with the board's constituents:

1. Be honest.
2. Listen.
3. Seek first to understand.
4. Never make promises.
5. Be accountable.
6. Practice respect in your interactions.
7. Create a clear vision for the district.
8. Welcome discussion with the community.
9. Involve your stakeholders in the schools.
10. Support the district's staff in your public comments. ■

Policy review can protect district on bullying issue

What is the appropriate board policy response to the issue of bullying?

Brad Banasik, legal counsel and Director of Labor Relations for the Michigan Association of School Boards (Lansing, Mich.) said Michigan passed an anti-bullying law in 2011 that required all school districts to adopt and implement an anti-bullying policy. The state also has a Model Anti-Bullying Policy.

The policy gives a definition of what constitutes bullying and what districts are required to include in their policy and reporting procedures, he said. In 2014, the law was amended to cover cyberbullying, Banasik said.

Here is what Banasik advises his member districts to do policy-wise about school bullying: The board should review its policy on bullying annually, the district should provide annual training on the issue, and the policy's reporting steps and procedures should be reviewed to ensure everyone is on the same page as far as policy content and enforcement, he said.

Everyone from the board on down should be involved here, Banasik said. "I think clearly that building administrators, teachers, support staff and anyone who may be in a position to witness, report on, and put a stop to bullying on school property should be part of this," he said.

Cyberbullying is much more difficult for districts to regulate, as it often occurs away from school, Banasik said.

That's because there is a line the district cannot cross when it comes to disciplining for off-campus conduct, he said. "The district has to show that the type of electronic communication the student engaged in crossed the line into cyberbullying that impacts a student's education," he said.

It is often a judgment call for administrators and boards on what constitutes cyberbullying off campus that does indeed impact a child's education, Banasik said.

Courts do typically give deference to administrators on those judgment calls, he said.

"But deference on what impacts an education isn't a free pass for the district to discipline any type of electronic communication," Banasik said. The district must still show that there is a negative impact on the operation of the school or the child's ability to receive an education, he said.

To view the state of Michigan's Model Anti-Bullying Policy, visit http://www.michigan.gov/documents/mde/SBE_Model_AntiBullying_Policy_Revised_9.8_172355_7.pdf. ■

School board accountability: Does your board measure up when the gavel falls?

Certain activities by the school board create an impression of accountability in the public's mind. Use the following checklist to determine how accountable your board is with its meeting performance.

Board meeting accountability

1. The date, time, and location of the meeting are published.
2. The meeting agenda is sent to board members, school staff, and the media in advance of the meeting.
3. The board comes to meetings prepared.
4. Legal or professional counsel is sought when necessary for decision-making.

5. The district's financial statement includes a list of bills paid.
6. The meeting begins on time.
7. Board members behave professionally toward each other.
8. Board members behave professionally toward the superintendent.
9. Closed sessions adhere to state law and regulations.
10. Public participation is welcomed and consistently scheduled at an appropriate time.
11. Board meeting minutes are accurate.
12. The board supports majority decisions. ■

Asked to comment on a school issue? Keep these guidelines in mind

If a reporter contacts you seeking information about a crisis at a school, here's what you need to ask yourself: Am I the person who should be speaking for the district on this topic?

In most districts, that responsibility belongs to the board president and the superintendent.

Here are a few more guidelines that can help you work better with reporters on less loaded topics:

Plan what you will say.

Write down the points you want to make and commit them to memory.

Limit your thoughts. A few key messages always suffice.

Concentrate on facts.

If you don't have an answer to a question, promise to get back to the reporter with the information. ■

VIII
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AREA School Committee Meeting

Wednesday, October 12, 2016

5:00 – 6:00 PM

Conference Room

Portsmouth High School

Agenda

I. Call to Order : 5:01 PM

Members present: Steve Zdravec, Sandy Teague, Deirdre Link Kate Hillman, Sal Petralia, Teegan von Burn, Anne Mayer, Tom Southworth, Peter Smith, Anne Pinciario, Randall Lynch, Leslie Stevens, Mary Lyons, Andrea Papoutsy, Kelli Killen

II. Approval of Minutes from May 11, 2016 meeting

Minutes approved from 5/11/16

III. Principal's Report

Report on Enrollment

Grade 9 – 274

Grade 10 – 289

Grade 11 – 260

Grade 12 – 245

Total Active Enrollment as of today 1068

SAT Data

Class of 2016

210 students took the SAT with Portsmouth students scoring above the national and state average. 29% of our students scored in the top quartile range for reading, 26% in the top range for math and 23% for writing. In addition, our students scored at or above the state and national average in everything.

SAT State Test – March 2, 2016

PHS tested 234 of our then juniors during the school day.

77% of our students met the benchmark* in English Reading/Writing, 10% above the state average

47% of our students met the benchmark* in Math, 6% above the state average

*Benchmark is defined as being able to achieve a C or better in a credit bearing college level course

Portsmouth High School Testing Initiative- For the 2016-2017 school year, Portsmouth High School will be participating in a School - Wide Assessment Day on Wednesday, April 5, 2017. Eleventh graders will take the SAT, 10th graders will take the PSAT 10, and 9th graders will take the PSAT 8/9. More information will be forthcoming about the structure of the day, as well as activities for seniors as they will not be participating in testing.

National Merit Commended Students

Sarah Bell, Grace Getman, Timothy Kammerer (who graduated after junior year)

NHS

We are inducting 80 members to the National Honors Society after this meeting. It is a beautiful ceremony, run by students and full of tradition.

Updates from our Career Technology Center

We are planning to expand our Computer Science Pathway next year to create a two-year program. Currently we are offering four Great Bay Community College courses as part of the pathways which total 12 college credits.

In partnership with the Edgewood Centre, we are offering an LNA certification course second semester. This is our first step at exploring a Health Science program.

Architecture & Engineering Design will be expanding the program through the use of a maker's space. This will allow architecture and engineering students to collaboratively design-build-test-redesign-produce a physical project.

Education & Teacher Training has increased its college credits from Southern New Hampshire University to students completing the two-year program to 13 credits.

There was a lengthy discussion at last night's board meeting about closing the Construction Trades Program. Diane Canada did a great job explaining the 10 year history of low enrollment. We are all, including the board, committed to a vibrant CTE center that continues find pathways for kids to college and careers in areas that meet their interest levels. Speaking of CTE.

Portsmouth High School Monthly News Show

PPMtv Video Production will add a monthly news show to its docket. Clipper News Report will continue to incorporate morning announcements in their weekly bi-weekly broadcasts but once a month will produce a monthly newsletter/magazine style format program for air over PPMtv and use on the school's website. This format will include

more in-depth story telling of upcoming events, clubs, school news, athletics, performing art and other activities that are being planned. The goal is for the longer format program to air by the last Friday of each month.

Fall Sports are well underway

Almost 400 students are participating in fall sports

Varsity Football is 4-1, with a HUGE win at Exeter!

Girls Varsity volleyball- 4-9

Boys Varsity Soccer 4-6-2

Girls Varsity Soccer 9-3

Girls Varsity Field Hockey 10-2

Boys Varsity Golf - Golf came in runner up in the state championship! First plaque in 54 Years!!

Varsity Cross Country –Division 2 championship is October 29 & New England meet is November 12

State tournaments for all other sports begin in a couple of weeks

All sub varsity teams are doing well

Other Fall Updates in Performing Arts

Fall Musical – “High School Musical” in school student preview assembly on November 17. Performances Thursday-Sunday

Band competitions – The PHS Clipper Marching Band traveled to Wakefield, MA on Saturday evening to participate in their first New England Scholastic Band Association competition of the season. They received an overall Silver Medal rating, finishing in 3rd Place in their division.

The PHS Concert Choir hosted members from the professional chamber choir Lyricora for an educational workshop on September 24. They will travel to Spaulding High School on October 25 to participate in the annual Seacoast Choral Festival, where they will perform three selections alone, prior to combining with six other area high school choirs for two pieces as a combined festival chorus.

NEASC Special Progress Report was submitted- Representatives from math, science, social studies, English and administration formed a steering committee that met weekly during the month of September to facilitate the work needed to complete the special progress report due October 1.

That Steering Committee is now being expanded to include all departments. The steering committee will begin meeting monthly in anticipation for the 5-year report due in two years.

Our Scheduling Committee continues to meet. We’ve come up with a tentative schedule that would allow for a TASC block every day. This is an academic block when all students and staff are available. It is modeled after Con Val’s program which has been successfully adopted by over 60 schools in NH. Committee members attended a webinar last week showcasing the Enriching Students software created specifically to manage the logistics of scheduling students each week. We hope to have the whole staff participate in

a training on November 7 and we are inviting Brian Pickering back that day for another Q & A session.

Student Mentor Program – Is still running strong this year. They were phenomenal as always with freshman orientation and have helped with the open houses.

Japanese Visitors The principal of Nichinan Gakuen Jr. /Sr. High School, three staff members and 21 students visited Portsmouth High School this past week. They arrived Wednesday evening around 8:00 pm greeted by excited host families and a number of well-wishers, like Superintendent Zadravec and Assistant Superintendent, George Shea. The students spent Thursday at the high school starting with an absolutely remarkable assembly coordinated by our performing arts team. The concert choir and band gave beautiful performances including a surprise by the band that played the Japanese National Anthem. Our visitors reciprocated with a beautiful traditional Japanese Dance performed by one student dressed in a traditional kimono, and a karate demonstration and songs performed by all of our guests. Former Mayor Bob Lister was also on hand. Many classrooms participated in the assembly and all agreed, it was wonderful.

Many thanks to Laura LaVallee and Kyle Harrison, our Japanese Club advisors, for all their efforts in coordinating this visit. Laura worked endlessly to secure host families, coordinate events and make sure everything went smoothly. As I said during the assembly, this is a huge event for the Japanese. There isn't a middle or high school student in Japan who doesn't know Portsmouth, New Hampshire. We are an important part of their history and our sister city and sister school relationship is one we want to continue to honor.

Early Release and In Service: Andrew Korman coordinated two after school sessions with teacher volunteers to look at school-wide data and come up with a list of 10 suggested school-wide learning projects. Teachers could then either choose to work as a cross-curriculum team on one of those learning projects or continue to work on SMART goals specific to their department and content areas.

In order to find time within their contracted day for these cross-curriculum teams to meet, staff meeting time and Early Release Days have been designated specifically for PLC work.

Lots of good work was happening during our October 7 professional development day. Some PLC teams requested additional time during that day to continue their PLC work. In addition, there was a training in Google Classroom and 504s. Department meetings were also scheduled during and some teachers attended the NEA conference on that day.

Guidance Updates

October is National Bully Prevention Month. The theme of Spirit Week is around school unity so it fits nicely with the Unity Theme for Bully Prevention. Peer Leadership will be distributing Orange bands to all staff and students on Monday so they can wear them all week. We also have Dr. Hilson scheduled to speak during morning

announcements on Wednesday, which is actually “Unity Day” His message will be one of hope and support demonstrating that we are united against bullying and united for kindness, acceptance and inclusion.

Guidance is also continuing to recognized good citizenship with our Clipper Pride initiative. The premise of this award is to recognize students when we see them acting as responsible citizens. Each student receive a ‘clipper’ candy bar and their names and good deeds are written on gold tickets and displayed on a bulletin board outside the library. Those gold tickets are entered in a raffle at the end of the month. Look at our new “We Set Sail Display” honoring our seniors- it’s beautiful!

Our College Counselor has been busy

Jumpstart College was held in August- This 3 hour workshop was designed to help seniors get a jump start on their college application process. *88 students attended*

Five after school work sessions have been scheduled for students to get help on college applications

Wednesdays, Sept 7, 21, Oct 5, 26 2:30pm-4:00pm College Center

Senior College Night was also held prior to the September Open House to educate seniors and their family about the college admission process.

College-Athlete Presentation

Tuesday, November 22, 2016 10:00am Little Theater

This session provides an overview of athlete-specific admissions information. Including: levels of competition, the athletic resume, choosing a campus, meeting with coaches and registering with the NCAA Clearinghouse.

Early College Planning Night on Wednesday, November 9, 2016 6:00pm

Little Theater is geared towards 9th and 10th grade parents who want to get a jumpstart on understanding the college process.

Due to the changes in financial aid, we hosted a **Financial Aid Night** on *Thursday, October 6, 2016*

A representative from NHHEAF will be in the school counseling office to help students and/or families file their FAFSA on Thursday January 14. Details about setting up an appointment will be available in mid to late December.

Junior College Night is scheduled for *Thursday, February 16, 2017*

5:00pm Cafeteria This evening session is intended to educate juniors and their family about the college admission process.

Other October happenings

We also celebrate Breast Cancer Awareness in October. The staff is wearing pink in support on Class Color Day during Spirit Week. In addition we are bringing back **Bubble**

Soccer on November 4. All proceeds from this fund raiser will go to breast cancer research. It was a huge success and a blast last year. We look forward to another good turn-out.

We held Freshman Elections for student council the first week of October, so we have student council representatives at every grade level. Student Council meets weekly by grade level. In addition, the student council senate, which is made up of all students elected to student council, meets all together 3-4 times per year.

The purpose of the student council senate is to empower students to have a voice in the governance of the school. The meetings are run by the officers using Roberts Rules. Agenda items are initiated by students to address and concerns raised by their constituents. A good example is the parking issue that was raised last year by students. An ad hoc parking committee was established and new procedures were put in place.

Open Houses – We had our fall open house on September 15.

The students attended the **activities fair that day.**

With the exception of Karate, all of our clubs and activities are well underway. Tom Pray, owner of Shotokan Karate in Hampton, has volunteered to oversee a new karate club at the high school on Tuesdays and Thursdays after school. We thought this would be a great opportunity, particularly for those students who may not be involved with an organized sport. He's had some challenges getting kids to sign up but was in the foyer today to talk to kids about this opportunity so we'll see.

Coming up we have the 8th grade Open house the Thursday of Spirit Week (should be interesting!) October 20, 2015. A reminder letter went home this week. It also included preliminary information about Step-Up Day. We replaced student shadow days with Step-Up Days and this was well-received last year. It was great to allow all potential students the chance to come to the high school, experience an academic class and see life at PHS when school is in session, including lunch.

Questions/concerns raised about getting information to Rye and Greenland 8th Grade in a more timely and frequent fashion. Open House at PHS on 10/20 could have been advertised earlier.

Suggestion about making a calendar of events for 8th graders earlier in the year. Putting all events on one calendar.

Mary will be talking to parents during the 8th grade Open House about a change in freshman honors.

An Honors Process Committee has been established.

The goals of the committee are:

To continue to have high expectations and academic demand

To establish a consistent process across curriculums that does not limit student choice.

Freshman honors has been an ongoing challenge.

- Transitioning students to PHS. Want to have a more positive entry point.
- Existing Honors classes already have a diverse range of abilities
- Teachers confident they can reach all levels of freshman regardless of placement
- Teachers want to get to know the students and personalize from there

For these reason we will be eliminating freshman honors

The committee is also committed to

- Streamlining the upper-classman honors process for selection
- and making sure there are good resources available to parents and students about whether or not honors is a good fit.
- We are looking to finding ways for students to be able to take a broader spectrum of classes. We are committed to making sure the message is the same from all departments.

Questions about the difference between Honors and Level 4 in Freshman Science and English. Due to increasingly diverse classes, the courses are Honors in name only at this point. Suggestion to give out information about Honors changes prior to 8th grade Open House.

Spirit Week – Was rescheduled to week of 10/17. Students from Student Council requested a week later in the year to give them more time to organize and make it truly special. The theme is “We are PHS”

There is a hash tag so social media can capture Clipper Pride and some of the events. The week starts off with Class color day on Monday. Clash day, Tuesday, Pajama Day, Wednesday, Twin day Thursday and School Colors Day on Friday. There are several fundraising events that week including the ice cream social put on by the freshman class after school on Monday, the Clipper Buffet put on by the junior class. This year they are doing it tailgate style, Friday night 5:30-6:30 before the football game. Then the senior class will sponsor the spirit week dance. The hours have been adjusted a bit so students can go to the football game and still enjoy time at the dance.

Some adult events have been added to the week. On Tuesday staff will have the opportunity to garden together to tidy up the student memorials in the front of the school. PHS staff are putting on a lunch for support staff on the Wednesday of Spirit week and staff and students will participate in relays, a free throw competition and a pie throwing competition that all culminates during the pep rally on that Friday afternoon. It should be fun!

Apple Crunch Day: 2PM on October 24. In honor of Food Day, millions of people across the country will crunch into an apple in a unifying action to raise awareness about eating better diets for our health and the environment. The Apple Crunch originated in NYC in 2012. In 2013, they set a world record with a million people participating.

PAC -. The Parent Advisory Council was set up to promote open communication between PHS administration and parents/guardians in an effort to support students and staff. They typically meet the

Second Tuesday of the month at 3:00 in the principal's conference room, but this year they are alternating with some evening meetings in hopes for more people to participate. They met yesterday and their next meeting is November 15 @ 6:30.

Other

Discussion of plan for elimination of construction trade programs in PHS CTE. Two year program no longer viable due to low enrollments. Administration is working on a plan to maintain some of the key competencies and experiences from the 2 year program.

Questions about parking issues and students violating parking protocol. Students have formed an action committee to deal with parking violations.

IV. Next Meeting- May 10, 2017

V. Adjournment. 5:57 PM



50 ANDREW JARVIS DRIVE
PORTSMOUTH, NH 03801-5474
(603) 436-7100 x2903 • FAX (603) 436-6793
DCANADA@PORTSMOUTH.K12.NH.US

2016-2017 CTE Enrollments

Total school population 1000

Exploratory 515 = 52%
All 9-week exploratory classes

CTE 214 = 21%
All two-year programs

Total students taking any course offered by the Career Technical Center this year = 729 = 73%