

**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR DECEMBER 13, 2016**

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, DECEMBER 13, 2016

TIME: 7:00 PM [or thereafter]

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

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- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
  - a. NOVEMBER 29, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
  - a. CTE PROGRAM UPDATE
  - b. FUTURES
  - c. PMS REPORT
- VIII. **SUPERINTENDENT'S REPORT**
  - a. ITEMS OF INFORMATION
    - i. POLICY COMMITTEE MINUTES, DECEMBER 2016
    - ii. BOARD & ADMINISTRATOR, DECEMBER 2016
    - iii. CENTRAL OFFICE UPDATE, DECEMBER 2016
    - iv. FIELD TRIP, NEW YORK
  - b. ADMINISTRATOR REPORT
    - i. FINANCIAL REPORT
- IX. **OLD BUSINESS**
  - a. CONSIDERATION AND APPROVAL TO ELIMINATE POLICY (SINGLE READING)
    - i. OUTSIDE FUNDING (DO)
  - b. CONSIDERATION AND APPROVAL OF POLICIES (SINGLE READING)
    - i. REVENUES (DEA)

X. **NEW BUSINESS**

XI. **COMMITTEE UPDATES**

- a. POLICY
- b. JOINT BUDGET COMMITTEE (JBC)

XII. **FUTURE AGENDA ITEMS**

- a. FY 18 BUDGET
- b. RJLA REPORT/EXPANDED PATHWAYS

XIII. **UPCOMING EVENTS**

- a. PORTSMOUTH SCHOOL DEPARTMENT CALENDAR MAY BE FOUND ONLINE  
<http://www.cityofportsmouth.com/school/index.htm>

XIV. **ADJOURNMENT**

V.  
a.

**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR NOVEMBER 29, 2016- DRAFT**

ROBERT J. LISTER ACADEMY

PORTSMOUTH, NH

DATE: TUESDAY, NOVEMBER 29, 2016

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER-** Board Chair Stevens called the meeting to order at 7:03 p.m.
- II. **ROLL CALL-** Chair Leslie Stevens, Vice Chair Tom Martin, Kristin Jeffrey, Jeff Landry, Ann Walker, Gary Epler, Nancy Clayburgh, Patrick Ellis, Roseanne Vozella Clark, SAU 50 Representative Ann Mayer, Teacher Representative Kimberly McGlinchey, Student Representative Andrew Rodgers, Superintendent Stephen Zdravec, Assistant Superintendent George Shea, Business Administrator Stephen Bartlett
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE-** Board Chair Stevens led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
- a. NOVEMBER 15, REGULAR MEETING
- MOTION: Motion to accept the public minutes of November 15, 2016 by Mr. Martin. Mr. Epler requested an amendment to the Motion to approve the minutes with the discussed changes.
- SECOND: Mr. Ellis
- DISCUSSION: Three revisions to the minutes were suggested by Mr. Epler. Honors Program Update: Change the wording from “will be” to “was discussion of” and add “as discussed”. Honors: Change “decision” to “matter”.
- VOTE: Unanimously accepted
- VI. **PUBLIC COMMENT-** Erik Anderson- 38 Georges Terrace, Portsmouth, and Eric Weinrieb- 9 Middle Road, Portsmouth, both spoke in regard to School Start Times. Christine Groleau- 30 Oakwood Drive, Portsmouth; Andrea St. Jean- 54 Humphreys Court, Portsmouth; Mike Schwartz- 213 South Street, Portsmouth; John McCafferty- 15 Sanderling Way, Portsmouth; and Jennifer Bell- 23 Marston Avenue, Portsmouth, all spoke in regards to the Freshman Honors Program.
- VII. **SPECIAL PRESENTATIONS**
- a. **SCHOOL NUTRITION PROGRAM UPDATE-** School Nutrition Director Deb Riso provided Food Service Program highlights: LH’s successful new salad bar, NF’s Harvest Dinner, PMS’s Second Chance Breakfast, the future addition of a 2<sup>nd</sup> salad bar at PHS and garden news. Farm to School Program Manager Kate Mitchell provided an update on the Farm to School Program and the celebrations that took place in October. Ms. Mitchell shared details of State, USDA, District, and Community relevance of their Program, as well as, a recently received donation and what is on the horizons for the Program.
- QUESTIONS/COMMENTS: Ms. Mitchell’s approach is to empower the teachers and build the necessary foundations for continued sustainability of the Program once the grant ends.

Discussion occurred regarding the process to ensure long-term success and sustainability to incorporate the practices as “how we do business” verse a designated Program.

Student participation in the Food Service Program at the Middle School was a problem during construction, however, the participation level has increased this year.

There is a perception of lengthy cafeteria lines at PHS. The reality is it only takes about fifteen minutes to service students.

## VIII. SUPERINTENDENT’S REPORT

### a. ITEMS OF INFORMATION

- i. PMS POST
- ii. FY 18 BUDGET MEETING SCHEDULE
- iii. NOVEMBER 15, FORUM MINUTES

## IX. OLD BUSINESS

### a. CONSIDERATION AND APPROVAL OF THE SCHOOL START TIME

**MOTION:** Motion to approve the School Start Time Option 2 (aligning the elementary schools with NF current start time, increase the number of buses, recognizing the cost impact of \$150,000 plus the cost of 2 or 3 bus monitors, and adjust the school start time for MS and HS to 8:30 a.m. and 8:25 a.m. respectively) by Mr. Ellis. Ms. Clayburgh requested an amendment to the Motion, adding that the Board only approve this if \$164,000 of the supplemental budget is from the City Council.

**SECOND:** Ms. Walker

**DISCUSSION:** Discussion of funding the proposal and clarification was provided about the proposed amendment.

**VOTE:** Roll call vote. Motion fails 2-7.

**MOTION:** Motion to approve the School Start Time Option 2 (align the elementary school start times with NF at 8:20 a.m., increase the number of buses in the bus contract, delay the school start time for MS to 8:30 a.m. and HS to 8:25 a.m., and work to incorporate the cost into the budget and plan for implementation for the 2017/18 school year) by Mr. Ellis.

**SECOND:** Ms. Walker

**DISCUSSION:**

**VOTE:** Roll call vote. Motion passes 8-1.

Superintendent Zdravec shared the printed version of the PowerPoint presented to the Board in November. There were two options highlighted in terms of busing. The next step is to pursue a transportation contract.

Business Administrator Bartlett shared the bus monitor costs (\$80.00 a day/\$21.00 per hour). Currently, bus monitors are occasionally utilized to address behavioral issues. In terms of using multi-level busing, the thought process is to start with training and try to rotate the 2 or 3 bus monitors throughout the bus routes, as needed.

Superintendent Zdravec reported that Athletic Director Rus Wilson would schedule athletics so they do not interrupt a student’s school day more than they do presently. The TASC Block will provide an additional opportunity for students to manage their school work.

QUESTIONS/COMMENTS: The cost per bus is approximately \$50,000.

The bus company has a series of consequences for inappropriate behavior on the bus. All the buses are equipped with video surveillance cameras.

Training and educating students while continuing to use the Student Transportation Contracts should assist with concerns of multi-level ridership.

A plan to evaluate the impact of the School Start Time change would include surveys, attendance records, and an anticipated increase in academic performance.

Concern was expressed as to where transportation funds come from each year. Administration will receive guidance from the JBC in the next month. Chair Stevens suggested that the Board consider the School Start Time option separate from the cost.

Ms. Mayer commented on the impact of the increased cost to SAU 50's budget.

There is a scholastic benefit when students are healthier both mentally and physically. Previous survey results were discussed regarding the number of students who self-reported falling asleep during first block.

If the Board moves forward and there is a challenge regarding funding, Mr. Bartlett will review the timeline and implications to the bus contracts. The proposal costs were estimates taken from the RFP results.

- b. SCHOOL BOARD GOALS UPDATE- Superintendent Zdravec provided an update on the progress of the Board goals and distributed a revised version of Board Work Calendar- Goal Reporting and Discussion Timeline. Assistant Superintendent Shea provided an update on the work in progress by the Administrative PLC and PLC practices.

COMMENTS/QUESTIONS: PHS Honors Committee is comprised of Principal Lyons, HS teachers, and Guidance. A PHS Honors Committee representative will be presenting to the Board on January 24, 2017.

Ms. Lyons is hosting a parent meeting at PHS on January 10, 2017.

Clarification was provided on Board Policy IL. Typically, the Board does not vote on every change to the Curriculum. Concern was expressed that two major modifications were recently discussed but not reviewed by the Board. If there are any future significance changes to any Curriculum, the Board should receive a presentation to understand the process and rationale prior to any decisions to modify said Curriculum.

## X. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE

MOTION: Motion to approve leave of absence by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously accepted

## XI. COMMITTEE UPDATES

- a. POLICY- Policy IL was reviewed at the November 17, 2016, Policy Committee Meeting. The Policy minutes will be included in the next Board packet.

**XII. FUTURE AGENDA ITEMS**

- a. FUTURE OF THE ARTS
- b. ELEMENTARY WORLD LANGUAGE

**XIII. UPCOMING EVENTS**

- a. PORTSMOUTH SCHOOL DEPARTMENT CALENDAR MAY BE FOUND ONLINE AT <http://www.cityofportsmouth.com/school/index.htm>
  - ❖ PMS Christmas Concert will be held on Wednesday, December 7, 2016
  - ❖ School Board Holiday Dinner is scheduled for Thursday, December 8, 2016
  - ❖ PHS Christmas Concert will be held on Wednesday, December 14, 2016
  - ❖ PMS will host their own musical production of "The Lion King" in February 2017

**XIV. ADJOURNMENT**

MOTION: Motion to adjourn at 9:12 p.m. by Martin

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously accepted

- ❖ High School Musical at PHS was a wonderful event!
- ❖ Dondero hosted a special program for Veteran's Day.

## Program News

### Architecture

- Three members of the Architecture & Design Club created a gingerbread house depicting the North Church for the Discover Portsmouth annual holiday gingerbread house exhibit. Last year the same group won the High School division with their replica of the John Paul Jones House. Gingerbread houses are currently on display at Discover Portsmouth and can be seen through December 23<sup>rd</sup>.

### Automotive Technology

- The Career Development Bureau of the New Hampshire Department of Education is preparing to run a pilot bringing the PACE assessment model to Automotive and Health Science programs in New Hampshire. The Performance Assessment of Competency Education (PACE) model assessment system has brought together content experts from New Hampshire schools to design challenging performance tasks to measure what students know and are able to do. This model provides schools with a formal structure to validate and enhance the reliability of teacher-created assessments. While we are not a pilot school, David Lilly was invited to work with other automotive instructors to create the assessments that will be used in this year's pilot. The first session took place on December 6<sup>th</sup>.

### Business/Entrepreneurship

- Introduction to Business students recently held a franchise fair showcasing a franchise of their choice. Teams were tasked to select a franchise to research, create a presentation and answer questions from parents, administration, faculty and students who attended the fair. Students made contact with the businesses and many were able to secure samples and gift cards.
- Social Innovation Challenge: Because of our students' performances in the BizGen competition, UNH reached out to the PHS Business-Entrepreneurship Program to invite our students to compete in the pilot challenge for Social Innovation. A second team was formed by economics students. The Social Innovation Challenge is an infancy-stage business venture idea that helps solve a problem in society. The economic students placed second in the competition. The students had an incredible time attending this competition.

### Career Counseling

- Students have been busy going to a variety of events coordinated by our career counselor. Below is a list of events that have taken place or are upcoming.
  - NH Construction Days, September 22, 2016
  - Manufacturing Week Welding: Brazonics, Westinghouse Electric, October 12, 2016
  - NHADA College/Career Expo and Auto Tech Competition, MCC, October 27, 2016
  - UNH Culinary Tour, January 30, 2017
  - Great Bay CC - Accounting students – pending
  - Universal Technical Institute with Automotive students – pending
  - High Tech Day, UNH, March 15, 2017 with Robotics and Computer Pathways students
  - Girls Technology Day, UNH, March 16, 2017 collaboration with Math department

### Computer Science Pathway

- Hour of Code week was December 5-11, 2016. We invited students into the Career Center at lunchtime to spend an hour learning code. The Hour of Code initiative started as a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with 1-hour coding activities but expanding to all sorts of community efforts. Meg Prescott, our teacher from Great Bay Community College spearheaded the event.

**Construction Trades**

- Students attended NH Construction Career Days in September, an annual event with more than 70 exhibitors and 50 schools and many hands-on activities.
- Construction students are in the process of completing the garden shed for New Franklin School. Once completed, the students will deliver the shed and put it in place. This project has come out of the Farm to Schools program spearheaded by Deb Riso and Kate Mitchell.

**Culinary Arts**

- Culinary Arts students recently prepared Thanksgiving dinner as part of Gourmet-To-Go for many families in the area. This year they prepared a total of:
  - 45 Turkeys
  - 118 Quarts of Gravy
  - 115+ Pies - 42 Pumpkins Pies, 32 Chocolate Pecan Pies, 17 Pecan Pies, 27 Apple Pies
  - 2 Orders Potatoes
  - 27 Orders Stuffing

All proceeds support the program as well as the competition teams.

- Culinary Arts students attended a day-long culinary arts symposium at Southern New Hampshire University. Many top chefs from the region provided demonstrations and talked about their career paths.
- Gretchen Heindel, a third year culinary arts student, has entered a gingerbread house in the adult division of Discover Portsmouth Gingerbread House Contest. Her creation is a replica of the house in the Disney movie Up. Go see it through December 23<sup>rd</sup>!

**Education & Teacher Training**

- Carla Frank will be participating in a pilot for the new NHDOE Career Development Bureau Monitoring process. She will work as part of a CTE team evaluating the Wilbur Palmer Career Technical Center in Hudson paying specific attention to the area of Teacher Preparation.
- FCCLA students continue to do good work for our community. Seventy-five pounds of change was collected and given to Friends of Rachel to purchase turkeys for families in need. Students are collecting toys for The Santa project and pajamas for the Scholastic Great Time Bedtime Pajama Drive.

**Welding Technology**

- Students attended NH Construction Career Days in September, an annual event with more than 70 exhibitors and 50 schools and many hands-on activities.
- Welding students participated in NH Manufacturing week this year. They toured the facility at Westinghouse as well as Brazonics. They particularly liked watching welders in action at Westinghouse.

**Follow up to October 11, 2016 School Board meeting****Architecture & Engineering Design**

A meeting with interested contractors was held November 9<sup>th</sup> with eight contractors attending. We presented the plans for expansion of the Architecture & Engineering Design program as well as the physical changes to the current construction lab to create a maker space. The contractors expressed support for the plans and agreed to assist with providing opportunities for students to see all aspects of the industry. They felt strongly that students need to see actual work sites to develop interest in the field and offered their sites for field trips. Students have already visited a home nearby undergoing a major remodel.

Contractors in attendance were asked to consider becoming members of the program advisory board to continue to provide guidance.



December 13, 2016

**PORTSMOUTH SCHOOL DEPARTMENT  
CAREER TECHNICAL EDUCATION**

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Computer Science Pathway

On November 21<sup>st</sup> there was a meeting of Portsmouth CTC, Great Bay Community College and the NH Charitable Foundation to discuss the future of computer science. The NHCF may be able to create a scholarship of \$2500 each, for women completing the two-year program. We are in the process of creating a program advisory committee for this program.

With New Heights we are writing a Clipper Foundation grant to support a collaboration utilizing the NAO robot (code with python) and the FRC robot (code with JAVA) to enhance curriculum in classes.

AED, Computer Science, Robotics

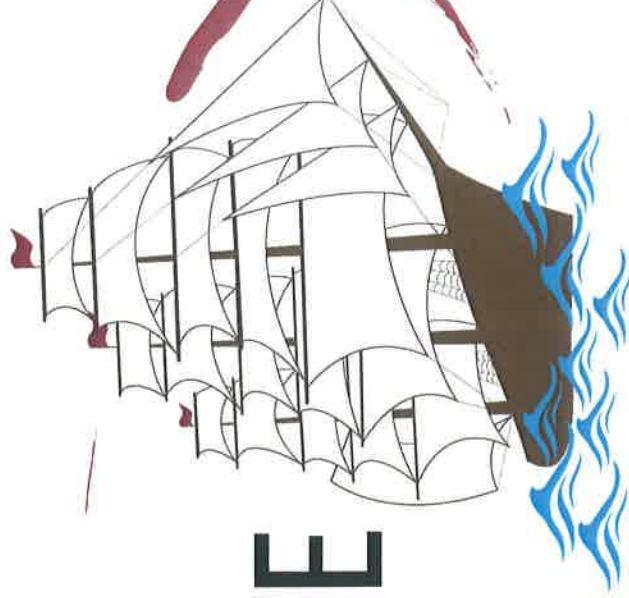
A meeting took place on November 17<sup>th</sup> with Wayne Moulton to discuss a collaboration between New Heights and their robotics team and the Computer Science and Architecture & Engineering Design programs. This meeting was to create a vision of how we might incorporate curriculum and the use of the new maker space to engage a greater number of students working on large and small projects. Wayne will be assisting with the design layout of the “clean” end of the maker space which will include computers, a small CNC machine and 3-D printer.

NHDOE Career Development Bureau

Eric Feldborg, NHDOE Career Development Bureau director, met with me on December 8<sup>th</sup> to discuss the expansion of the AED program and the progress of the Computer Science program.

# Portsmouth CTE

Career Technical Education



# Architecture & Engineering Design

- Contractors Meeting November 9
- Multiple career pathways through one program
  - Architecture – Design focus
  - Architecture – Construction focus
  - Construction
  - Engineering
- Maker Space
  - New course in new space to feed A/E Design program
- Design Build 2
  - Pilot A/E Design program project involving community partners



# ARCHITECTURE & ENGINEERING DESIGN PROGRAM PATHWAYS

## AE DESIGN

NEW COURSE  
 MODIFIED COURSE



**Architecture 101**

**MakerSpace Course**  
Manufacturing Enterprise  
Tools, Materials and Processes

**Interior Design**

**Design-Build**

**Architecture Design Studio**

**Design-Build 2**  
or  
**Internship**

**Engineering 101**

**Engineering Design**

- CIM - Computer Integrated Manufacturing
- Robotics
- Inventor

**Computer Science Pathway Course(s)**

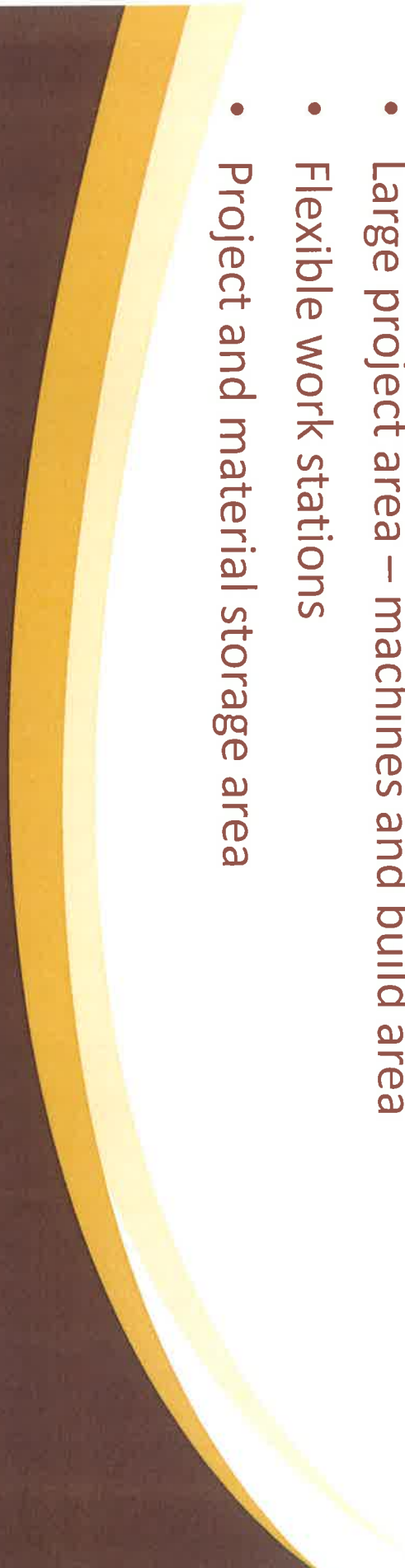

**Engineering Design Studio**

ARCHITECTURE PATHWAY	ARCHITECTURE PATHWAY	CONSTRUCTION PATHWAY	ENGINEERING PATHWAY
<b>Design Focus</b> Architecture 101 Interior Design Design-Build Architecture Design Studio MakerSpace Course Design-Build 2	<b>Construction Focus</b> Architecture 101 MakerSpace Course Interior Design Design-Build Design-Build 2 Architecture Design Studio	Architecture 101 MakerSpace Course Design-Build Design-Build 2 Internship Interior Design Architecture Design Studio	Engineering 101 MakerSpace Course Design-Build Engineering Design Computer Science Course(s) Engineering Design Studio Design-Build 2



# Maker Space

Flexible, multi-functional area allowing seamless transition between design, build-test, and redesign leading to a successful physical product.

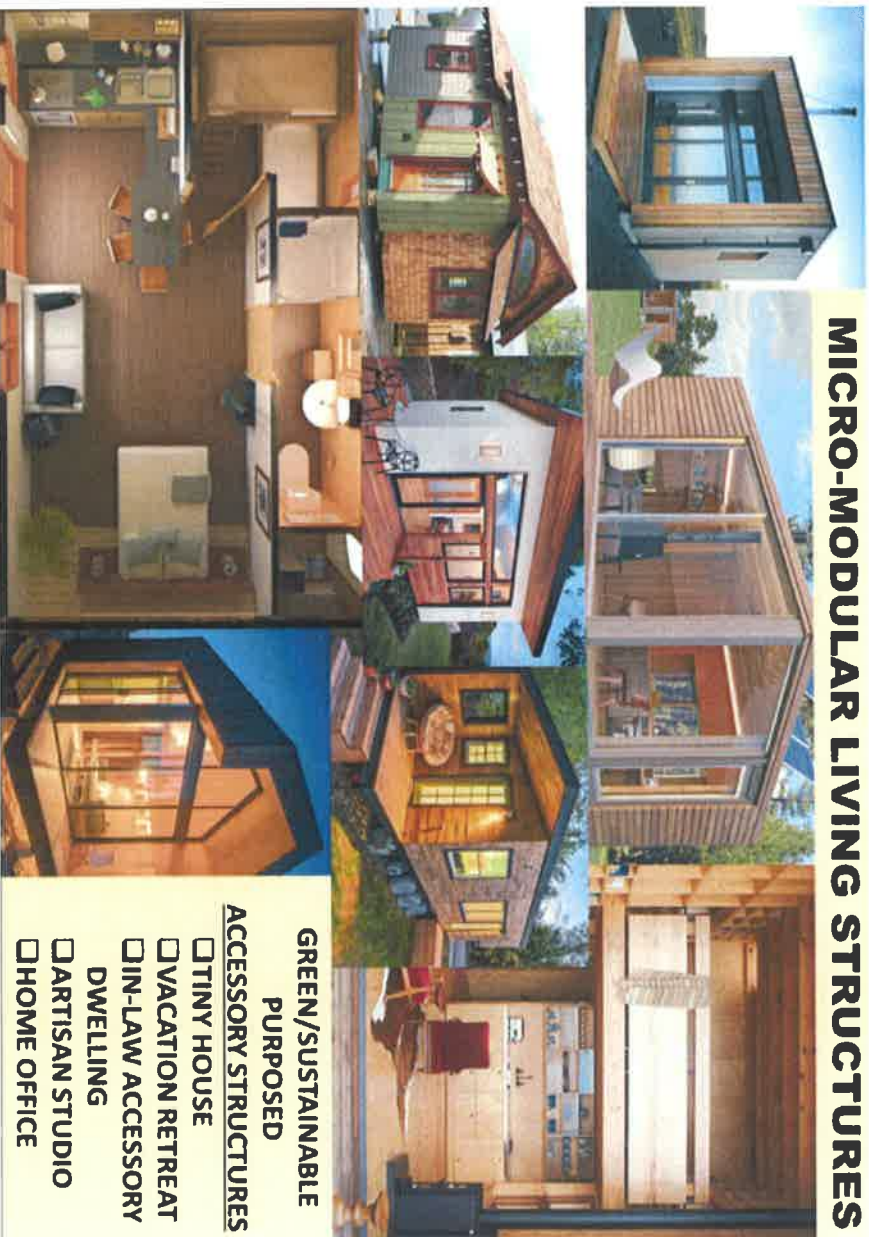
- Clean space – computer/class instructional space
  - Small project area – hand and small power tool work area
  - Large project area – machines and build area
  - Flexible work stations
  - Project and material storage area
- 
- 

## Expansion Timeline

- Current year
  - Space-needs analysis, space design, inventory
- Summer 2017
  - Renovation begins to blend A/E Design classroom with maker space
- School year 2017-2018
  - Complete redesign of space
  - Integrate use of maker space into A/E Design courses
  - Develop Maker Space course curriculum
  - Develop Design Build 2 course collaborating with community partners
  - Structure the A/E Design program project extending to ELO

# A/E Design Program Project

## MICRO-MODULAR LIVING STRUCTURES



### GREEN/SUSTAINABLE

#### PURPOSED

#### ACCESSORY STRUCTURES

- TINY HOUSE
- VACATION RETREAT
- IN-LAW ACCESSORY DWELLING
- ARTISAN STUDIO
- HOME OFFICE

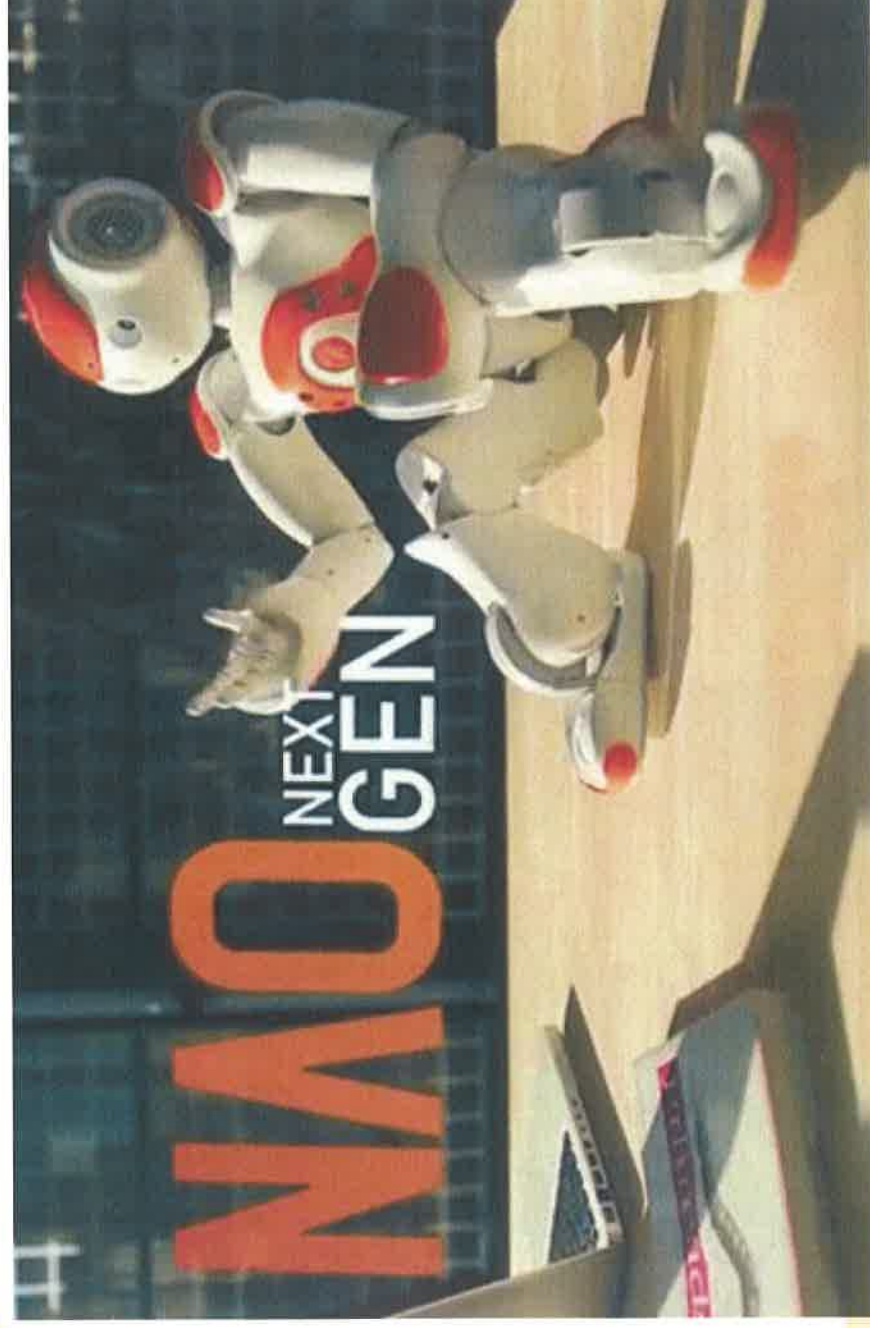
# Computer Science

## New Heights collaboration

- Robotics curriculum added to Python and Java classes year 1
- Engineering design added to the curriculum year 2
- Students learn to design and program robots with Robotics Team - NAO Robot
- Maker Space utilized by CS students and Robotics Team
  - Wayne Moulton “in residence” supporting instruction
- New Hampshire Charitable Foundation
  - Scholarship for up to \$2500 to women completing the two-year program



New Heights NAO robot  
Java language programming



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VII  
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PORTSMOUTH MIDDLE SCHOOL

To: Stephen Zdravec, Superintendent of Schools  
From: Phillip R. Davis  
Date: December 13, 2016  
RE: SCHOOL BOARD REPORT

**2016-17 Middle School Enrollment**

Grade 6: 170  
Grade 7: 187  
Grade 8: 161  
Total: 518

Since the beginning of the school year we have had 7 new enrollments. In that same time frame we have had 4 withdrawals. Over the summer we had 25 withdrawals and 24 enrollments. Currently enrolled in 2016-17 we have 8 students from Newington, and 3 students from New Castle. We have had a number of students return to public schooling at PMS attracting 2 students from Heronfield Academy, 3 students from St. Pats, 2 students from Clark School, and 1 student each from Berwick Academy, and Cornerstone.

**First Term Honor Roll and Merit Card**

440 students made Honor Roll  
369 students earned Merit Cards for excellent conduct and effort

**Changes to the Middle School in 2016 -17**

- *Reading intervention program.* The work completed by our reading committee last year enabled us to put into place a tiered reading intervention program. The program utilizes several different leveled reading programs and was intentionally designed to allow for small group and individualized instruction as well as for freedom of movement from one group to the next. Every student in the school was initially screened for reading in their English Language Arts class. Those students not earning the cut score in this process were then screened further and placed in a leveled reading intervention course based upon this data.
- *PLC shift.* The teacher makeup of our PLCs has changed for most teachers this year. A deliberate shift was made changing PLC groups to our existing team based interdisciplinary groupings. This shift away from departmentalized PLCs concentrates the focus on students and a higher order of thinking and learning. PLCs at PMS now have the advantage of structured meeting time within the school day, and a focus on working with the same 80-95 students. Teams are able to work on their goals with students within

each discipline and have selected goals that are more global focusing on student mastery and achievement of skills that span all content areas.

- *Aligned planning time for case managers.* Due to scheduling constraints in previous years student services teachers were not available for team level meetings and grade level PLC work. A focused effort was made to schedule these special education teachers so that they could be free to meet with their teams on their common planning time bringing them closer to the team as they work toward their goals and objectives.
- *Four marking terms.* We shifted from six, six week terms to four, nine week terms this year. This shift is one that is better suited to the teaching methods that our teachers are utilizing. The increase of each marking term from six to nine weeks gives additional time for student mastery of concepts before the end of a marking term. In classrooms that are increasingly utilizing project based learning which naturally lends itself to fewer grades per week, the increase in term length allows for additional grades to be used to calculate final averages. The community of teachers, students, and parents have embraced this as a positive change.
- *Mindful Learning.* Now in our third year of teaching Mindful Learning using the Mindup curriculum of brain based learning activities, our staff is fully trained and is currently in the midst of teaching lessons to advisory classes. At the team level, teachers are implementing brain breaks throughout the day to help students to center themselves and refocus their attention. The lessons we have selected for instruction are about brain development, and brain function.
- *Increased communication.* A continued push has been made to increase communication in effort to create of a true school community. Every teacher is now utilizing the Infinite Campus gradebook system and has been committed to updating their data weekly which supports parents and students who make use of the gradebook portal. Additionally, interdisciplinary teams have increased curriculum updates and parental communication. Similarly, the administration continues to offer a weekly update of events and school news. The additional platform of Google Classroom is growing in use and is now being utilized by 16 teachers some of whom operate the site for their team of teachers. Lastly, in an effort to bring information to parents there is a monthly Coffee with the Principal during the school day as well as in the evening four times this year. These sessions are simply designed for parents to gain whatever information they are seeking in an open forum discussion of all things middle school.
- *Shift in the use of the KIDS center.* A decrease in the population that relies upon our KIDS program has allowed us to expand the use of this resource within the building. Without a large number of behavioral students to be placed in this program. We have the resources to check in with our students who are not meeting success and to intervene in their day with structured Study Skills classes, and small instruction groups.

- *Gardening club.* With the help of the Clipper Foundation and Farm to Schools, we have green spaces yielding produce and have recently started a student group to work in these spaces. Our cafeteria utilizes the produce grown and students have started enjoying learning about these green spaces. We plan to host another community garden day in the spring to set our plants and to landscape the front of the building a bit more.
- *Sixth grade technology cycle.* We have put into place a technology plan for our sixth grade students designed to give all students the same baseline computer skills as setting them up for success as they move throughout their middle school career. A schedule that rotates all sixth grade students through the computer lab in three day learning blocks twice during the year was created as a starting point in the journey to ensure a computer literate student body.
- *Technology.* Our new Technology Integrator has brought quite a bit of life and excitement into the use of technology in our classrooms. More than ever, teachers and students are utilizing mobile Chromebook carts and the computer lab to enhance their instruction. In a few weeks, we will be able to boast a Chromebook cart for each team within the building creating a learning environment that is increasingly state of the art.
- *School Musical.* Auditions for the first middle school musical are taking place on 12/15. Our school community is eager to work with Mr. Alden Caple and Ms. Gina Connolly to put on a production of *The Lion King Experience* this February. We doubled the number of our drama courses this year offering the class to both seventh and eighth graders. These classes coupled with our recent walking field trip to PHS for *High School Musical* have created a buzz about this exciting new addition to our performing arts coursework.

### **Looking Forward to 2017-18**

- *Structured technology plan across content areas.* To build upon the success of the current technology plan that is reaching all sixth grade students. The middle school will formulate a scheduled plan to integrate technology into the content area courses. Working in collaboration with our technology coordinator, content teachers will be responsible for teaching specific technology skill sets in integrated lessons ensuring that all students have the technology skills necessary for success in high school and a foundation on which to build a body of knowledge.
- *Completion of departmental competencies.* Department work for the past half year has been focused on the development of competencies for each content area. These departments are now working to dovetail their work with the state competencies that were released this past summer. Department chairs have made excellent use of the time they have been given with their colleagues. We expect that this work will bring better focus to the benchmarks of mastery within each content area. There is a gradual shift taking place

that is leading toward the use of enrichment/intervention time as a place to ensure mastery of these overarching competencies.

- *Foreign language shift.* We are looking to change the format in which we offer foreign language at the middle school. Specifically there are three objectives: #1 create additional entry points into foreign language, #2 offer relief to the increasingly high number of students taking French, and #3 offer foreign language study opportunities to all students who express interest and ability. A piece of our solution will surely rest on the ability for the middle school to hire an additional foreign language teacher who is able to teach multiple languages. The creation of this position would allow for us to expose an increasing number of sixth graders to foreign language helping us to better determine the students that are best suited to the study of foreign language in the middle school.
- *Schedule shift.* The middle school is looking forward to reclaiming the time lost in our schedule during the 2014 - 15 school year. The loss of these minutes shortened passing times to two minutes, and brought a rush to go about our day packing as much in as possible. Reclaiming our lost minutes will allow us to create a short morning recess period during which students could purchase a second chance breakfast, stop to collect themselves, and socialize without penalty. By creating a more comfortable climate for students we should see increased focus and less overall anxiety.
- *Structured math intervention.* As mentioned in our actions taken for the current school year focused around reading intervention Portsmouth Middle School is actively researching programs and curricula to implement in a math intervention block for the 2017-18 school year. The math intervention would in many ways mimic the successes with the current reading program offering a tiered intervention tailored to student needs with flexibility enough to allow student to fluently pass from one level to the next as they master content. The team is currently exploring samples from a variety of vendors.

### **PLC Goals**

The middle school concept which divides the middle school into six smaller teams with a common planning and meeting time provides a natural Professional Learning Community within the school. However, when we began work with PLCs we divided by department to formulate goals. While this made some sense, we have shifted so that our interdisciplinary grade level teams are now functioning as our Professional Learning Communities. We have the structures built within our school day to facilitate PLCs and to let them grow and work with students organically. This shift has produced goals and a focus to instruction that is more global than it is content specific. We are now working on goals that have implications across content area such as, "...locating resources and utilizing them on their own", or for students to, "... increase opportunities for content mastery through an increase of reteaching and reworking assignments", and "...increasing student engagement within classes and the school...". The rationale for this change was twofold: #1 to increase the sense of purpose and direction of the interdisciplinary grade level teams that are already meeting together several times a week, and #2 to focus our work with a specific group of

students across several content areas to meet the same objective. The underlying threads such as note taking strategies, citing evidence in work, increased opportunities for content mastery, and increasing student engagement should have a deeper and more meaningful impact upon the creation of lifelong learners who are better prepared for their high school experience.

### **SBAC**

Our SBAC results from the 2015 - 2016 school year illustrated growth in all but one area for the school. The scores do indicate a need for additional attention in our sixth grade math program.

– Percentage of Students Scoring Proficient or Higher -

	<b>2015-2016</b>	<b>2014 - 2015</b>	<b>% change</b>
6 <sup>th</sup> grade Math	54	66	-12
7 <sup>th</sup> grade Math	63	56.8	+6.2
8 <sup>th</sup> grade Math	61	60.3	+ .7
6 <sup>th</sup> grade ELA	77	76	+1
7 <sup>th</sup> grade ELA	76	71.1	+4.9
8 <sup>th</sup> grade ELA	74	60.1	+13.9

The Middle School is utilizing Smarter Balanced Interim Assessments to monitor student growth in targeted learning areas as well as to increase student exposure to the tools of the Smarter Balanced Assessment interface. In response to our sixth grade mathematics scores, we have shifted curriculum to Engage NY, a research based curriculum that is tailored to the Common Core standards. Students not meeting proficiency on their SBAC are enrolled in our enrichment intervention classes that offer smaller group learning. Our mathematics and student services departments are working together to plan a leveled mathematics intervention similar to the reading intervention that is running this school year.

### **Additional Highlights**

Science - 8<sup>th</sup> grade science teachers Kristen Sweeney and Chris Rose have been busy updating their curriculum to better align with NGSS standards and frameworks. Taking a more holistic approach to science education, both classes have taken a system-based science approach to learning, modeling, discovering patterns, skill-based data collection, critical thinking and cooperative learning. To foster an inquiry approach to science education, both classes are also engaged in citizen science programs that directly help the science community at large. Starting in

the fall, 8<sup>th</sup> graders are conducting hydrology research about the South Mill Pond including salinity levels, dissolved oxygen, nitrates, temperature, pH and alkalinity through the NOAA, NASA and NSF funded GLOBE study. Additionally, students are collecting and will be analyzing precipitation totals in Portsmouth through the CoCoRaHS program to investigate the state of the drought throughout the seacoast. The overall goal of these two citizen science programs is to foster project based learning based on inquiry, process and analysis skills needed in the 21<sup>st</sup> century.

### **Performing Arts Department**

The Middle School Performing Arts Department continues on its path of excellence with strong numbers in each of its programs. Our Winter Holiday Concert was once again held at PMS rather than PHS. Student performers and their families have enjoyed this shift in venue. Performing at “home” creates an additional level of comfort for all. Our numbers continue to be strong with 191 students in Chorus and 139 in Band. Our Drama course enrollment has nearly doubled since adding courses for our 7th grade. We now have 96 students enjoying drama as a part of their day.

### **Special Education Department**

The Middle School Special Education Department, as part of our Professional Learning Committee, embraced the competencies for 21<sup>st</sup> learning, in our department. We used the competency rubric and met with all of our identified students (78) and in collaboration with each student, informally evaluated each one. Using this as a jumping off point, we were able to open a discussion with students about what it takes to be a learner and focus on the specific habits required to be successful and at the same time helped us get student buy in to improving their skills. Case Managers developed a personal plan with each student that targets specific areas to improve. These skills are throughout each term and informally evaluated on an ongoing basis with student conferences. To see if our intervention is working we had at the same time all identified students completed a self-assessment to determine how each student saw themselves as a learner. Once the data was compiled information was used in our PLC to address student reported weaknesses. For example, 56 students out of 78 reported that they “sometimes” or “never” take good notes. With this information Case Managers have woven into their direct instruction into their skills classes’ strategies on how to improve note taking. At the end of the year we will do a post assessment with each student to mark their progress. Since each Case Manager “loops” with their case load for three years this allows us to build upon skills from year to year.

Paraprofessionals at Portsmouth Middle School have been involved in professional development specific to needs at the Middle School. We have focused on technology at the beginning of the school year and recently moved to working on reading and math professional development.

### **Science Department**

The science department continues to work on providing students with hands-on investigations and various inquiry(Direct, Guided and Open-ended) activities to develop knowledge and an



understanding of scientific concepts. Students learn and apply the same skills and practices used by scientists to study the world around them. Examples of the skills and practices we are focusing on include:

- Asking questions (for science) and defining problems (for engineering)
- Make meaningful observations
- Developing and using models
- Making predictions and inferring
- Planning and carrying out investigations
- Classifying, analyzing and interpreting data
- Using mathematics, estimation skills and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information

As a department we have created a rubric that assists us in evaluating our science student's use of these skills and practices. Recently students in grade eight completed a Watershed Modeling lab that asked them to create a scale model based their research and topographical map details. Grade seven worked on discovering the relationship between the volume of water and the mass of water. During this guided inquiry students organized their data in a best fit line graph. Grade 6 is currently discovering the relationships between height and potential energy by doing a rubber ball lab.

### **English Department**

Grades 6-8 are working together to write competencies to guide our instruction and address skills that we value in all grade levels which can be presented with increasing complexity. Currently, we are focusing on author intent and techniques authors use, particularly in regards to theme.

With the assistance of our reading specialist, E/LA teachers in grades 7&8 have implemented a reading intervention program (STARl - Strategic Adolescent Reading Intervention) during the team enrichment block. This small group instruction has allowed us to target a relative area of need in grades 7&8.

### **Social Studies Department**

General: This year our department has continued to focus on strategies to help students to showcase a depth of understanding on a given topic in social studies. The work students are doing in our classes should help to build skills in reading and writing about informational topics while learning essential social studies content at grade level. Asking students to move beyond a "seek and find" mentality to a methodical and thoughtful approach in understanding and connecting events while using clear and accurate details is the essence of our ongoing departmental work.

Focus Area: Last years' SMART goal around Geographic Reasoning allowed varied opportunities for students to consider the connections between places and historical events and to make links

that promote critical thinking skills. We found that looking at how students use geography to reason their way to deeper thinking was a very effective strategy that we could embrace in other strains of social studies teaching. We have extended this to our “Thinking Like a Historian” focus for this year. These also line up with the competency work we have been doing as a department.

Technology: Along with our SMART goal, our department has also committed to extending our use of technology with students. We have phased in the use of Discovery Techbook for all 7<sup>th</sup> and 8<sup>th</sup> grade students. This is an online textbook for middle school students that extends the reach of the classroom and allows students to access curricular materials at various reading levels, with text and video, and extend learning with activities relative to our classwork. Along with the use of Techbook, many teachers in our department have also embraced the use of Google Sites and/or Google Classroom to provide additional opportunities for technology integration.

### **Mathematics Department**

The Mathematics Department at Portsmouth Middle School has continued its work in incorporating Standards for Mathematical Practice & Standards for Mathematical Content in order to prepare students to be career and college ready. This year, we have also begun to approach these objectives through the lens of competency, including:

- What does it mean to be competent?
- What knowledge and skills should all middle school students be competent in so that they will be career and college ready?
- How does a student demonstrate competency for a concept or standard?
- How do we assess competency?
- How do we support students who have not yet achieved competency?

Our next steps with respect to competency will be to dig into the *NEW HAMPSHIRE College and Career Ready K-8 Mathematics MODEL COMPETENCIES* and discuss how this document relates to our work to date.

Another focal point at the middle school level is to determine how we might build on the enrichment block time that is available currently to students to provide more targeted interventions for those who have not yet achieved competency. We have begun to explore more defined measures educators should use to screen all students in order to identify those in need of supplementary assistance. Our goal is to use data based decisions to present the students who need it with explicit and systematic instructional methods.

### **Student Support Team**

Tim Hodgdon has continued with his excellent work in leading this team who puts plans of action in place for students who are identified as struggling in one way or another. An added level of support this year is in the direct support of students who are identified based upon their report card grades. Taking the D and F list to the team, supports are in place when needed to ensure that students can meet success at the middle school.

**Counseling**

Our school counselors have continued working to be sure that every student in the school is familiar with them and has a place to connect in the building should the need arise. Their particular focus this school year is on introducing student support groups that meet regularly throughout the year. These groups will serve as a safe place for students to connect with peers who are experiencing similar difficulties in their lives.

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CITY OF PORTSMOUTH  
LEGAL DEPARTMENT  
MEMORANDUM

DATE: NOVEMBER 17, 2016  
TO: PORTSMOUTH SCHOOL BOARD  
FROM: POLICY COMMITTEE  
RE: NOVEMBER 17, 2016 MEETING MINUTES

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

**Others Present:** George Shea and Paulette Rouse

**Policies Considered:**

**Evaluation of Instructional Program (IL)**

Steve asked that George sit in on a discussion regarding this policy. At the previous School Board meeting there was public comment regarding an upcoming change to the honors courses for 9<sup>th</sup> graders. The issue had arisen whether or not the School Board authorizes all course offerings. Leslie stated that, in her memory, this has never been the case. Steve also shared that there are so many credit bearing opportunities for students and an ever-changing availability of different ways courses may be accessed. There is some pressure on the course offering finalization due to the print schedule, usually in December.

Kathleen indicated that a literal reading of the policy would require revision to not require Board approval of course offerings. In addition, George said that the Curriculum Council referred to in the Policy no longer exists in the format outlined in the policy, so that would also need revision. Steve said that a more formal method of reporting course offerings once or twice a year to the School Board would be advisable. He also indicated that the changes to the honors courses have no loss in the rigor of the courses.

The policy will be revised and brought back to the Committee in January.

### **First Aid and Emergency Medical Care (EBBC)**

The Committee reviewed this policy and expressed concern over language in the policy requiring teachers to be aware of the physical conditions of their students. It was recommended to revise the policy from "teachers" to "appropriate staff". Steve explained that Infinite Campus contains important medical information and some students are on Medical plans maintained by each school. Kathleen suggested referencing the recently approved Nursing Guidelines in this policy. The nurses had worked very hard to produce a comprehensive document regarding student health issues.

There was also discussion about language that mandated providing access to low cost student accident insurance paid for by the family of the student. Steve explained that this type of insurance is made available every year anyway and does cause some confusion regarding claims against the School Department for medical bill reimbursement in the case of student accidents. Kathleen suggested that the policy include clarity regarding the fact that the School Department does not carry medical insurance for the benefit of students.

Kathleen indicated that she will have Barbara Pamboukes review the policy prior to bringing the revised policy to the School Board in December.

### **Public Complaints about School Personnel, Employees, Students or Administration (KEB)**

The Committee reviewed the policy and the Protocol for Handling Complaints. There are inconsistencies between the two and the policy will be revised to mirror the protocol. It also led to a discussion regarding how policies are updated for the student handbooks, particularly at the High School. After the meeting, Kathleen checked with Principal Lyons who indicated that her office updates the handbook as new policies or revisions are approved by the School Board.

The Board also reviewed the Model Policy, KE Public Complaints, regarding complaints and will compare this policy as a possible replacement for the current KEB.

The revisions to the policy will be brought back to the Policy Committee in December, along with KE, for final consideration before making recommendations to the School Board.

### **Revenues from Local Tax Sources (DEA)**

This policy was reviewed in light of the recent concern by the Board regarding the elimination of the Outside Funding (DO) policy. The language from the Outside Funding policy was added to this policy and it is recommended to rename the policy to Revenues.

**Outside Funding (DO)**

Given the recommended changes to Revenues from Local Tax Sources (DEA) this policy is recommended for elimination.

**Recommended Board Actions:**

**Revise and Reapprove:** (Single reading)

Revenues from Local Tax Sources (DEA), including renaming the policy to Revenues

**Policies Recommended for Deletion:** (Single action)

Outside Funding (DO)

**Next meeting: Thursday, December 8, 2016 9:00 a.m. Central Office**

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# Board & Administrator

FOR SCHOOL BOARD MEMBERS

December 2016 Vol. 30, No. 8

Editor: Jeff Stratton

## The superintendent is an essential team member

Shutting the superintendent out of any meeting of the school board is a very bad idea.

Your superintendent is a member of the board and administrator team and should be treated accordingly, as a partner and not a subordinate.

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, damage any sense of board and administrator teamwork.

Closed sessions that exclude your superintendent:

- Destroy trust. The board and its superintendent should be committed to open and honest communication. That only comes from working together and talking things out.
- Undermine. Closed sessions don't allow su-

perintendents to explain their actions. Without the superintendent's input, you have no idea why a decision or course of action is being taken. That's when you begin to undermine the superintendent's position with second-guessing.

- Lead to ill-informed board decisions. Holding closed sessions without the administrator leads to poor decision-making. Your superintendent knows the district best, and when you don't have his or her advice, you may make plans that aren't workable.

Are there any instances where a board might meet without its superintendent? For the board to meet without its superintendent, it should require serious evidence of wrongdoing such as allegations of sexual impropriety, financial malfeasance, or problems with corporate compliance issues such as retaliation against a whistleblower. ■

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## Seek out new skills and talents in your board service

A curious mind can help a board member serve more effectively.

The Association of Alaska School Boards writes about the individual board member's "willingness to learn" in its Clear Board and Superintendent Roles, stressing that while state law requires little in the way of qualifications for serving a board, a commitment to improving skills is necessary to do the work well.

"No one, regardless of occupation, intelligence or personal skills, comes in knowing all he or she needed upon election," AASB writes. "Those who approach their jobs with a desire to be more knowledgeable and skilled become more effective school board members."

For information, <http://aasb.org/clear-board-and-superintendent-roles>. ■

## Conduct interviews for a vacated trustee seat

If a board member cannot serve out his term, what should the board do? First, it should check its local policies and state law for guidance. If the board can interview for a new board member, it then should decide which approach to use, for instance determining whether to provide interview questions in advance to those interested in the vacated position.

In its "Ask Betsy" feature, staff members of the Oregon School Boards Association provide some guidance:

"The board gets to decide the process, including the questions to use, in evaluating and selecting a replacement for a vacant board position. This includes the choice of whether or not to provide applicants the questions in advance. It is up to the board. If you provide the questions to one candidate, you should provide them to all candidates."

For information, [http://www.osba.org/Resources/Article/Ask\\_Betsy/Vacant\\_Board\\_position\\_interviews\\_questions.aspx](http://www.osba.org/Resources/Article/Ask_Betsy/Vacant_Board_position_interviews_questions.aspx). ■

### Setting the example: Withdrawing from a school board election with class

In her letter to the editor of the Cedar Springs Post in Michigan in which she withdrew from the upcoming board election, Rita Reimbold set a stellar example for how to conduct yourself in the best interests of the school district:

"My name will remain on the ballot, but I ask that you choose between the other candidates," Reimbold wrote in the Post.

"The Michigan Association of School Boards provides information for local school boards that may also guide in the selection of local board members. Their document,

"Essential Attributes of Effective School Board Member," states that every deliberation, decision, and action must reflect the best interests of every student. Board members represent the entire community, not a single constituency or special interest.

"Please consider these essential attributes in your selection of School Board candidates."

For information, <http://cedarspringspost.com/2016/09/09/withdrawing-from-school-board-race>. ■

## Assess the board's 'energy' level

The effects of negative board energy can have ripple effects throughout the school system and community in its effect on students, staff, and parents.

That's why board members, in their relationships with fellow board members, should take pains to ensure they are not the cause of negativity through their communications. Here are some examples of what should be avoided in the board room:

- Arriving late to meetings. By doing this, the board either has to start over to bring the tardy trustee up to speed, or simply ignores the latecomer.
- Leaving before the meeting concludes. If a board member does this, the full board loses his input.
- Repeating oneself. Going on and on about a topic results in overly long board meetings.
- Taking an "Eeyore" approach to board service. Just like the character from Winnie the Pooh, be-

ing grumpy, dismissive of ideas and people, lacking enthusiasm, and putting people down takes a toll.

- Avoiding a stand. No one knows where you are on the issues, and this type of board member doesn't contribute to achieving consensus.
- Being a poor teammate who whispers and gestures to clique mates. By doing this, the board member comes off as unprofessional, particularly to members of the public.
- Blurting out your opinions. In an effort to appear in charge or a leader, this board member simply intimidates.
- Gossiping. Hearsay at board meetings should never be an agenda topic.
- Interrupting others. This is simply unprofessional and fosters resentment on the team.
- Showing off. This type of board member brings little to the table other than a desire to seek approval. ■

**Portsmouth School Department  
Out of State/Overnight Student Trip Checklist**

Destination NYC Supt. Approval Date \_\_\_\_\_  
 Dates of travel Dec 2-4 Insurance \_\_\_\_\_  
 Sponsor Group 8th Grade On File? \_\_\_\_\_  
 Lead Advisor/Chaperone Erin Bakken Do all Students Have Passports? Y  
 Date submitted 12-1-16 Fundraisers students have participated in \_\_\_\_\_  
 Date of meeting with Superintendent of Schools N/A \_\_\_\_\_  
 List of other chaperones Hedgeron, Rose, Allen, Dandy, Cashman, Benny, Wabi, Bruzantine Method of travel to Destination Couch bus  
 List of students, home phone numbers, parents names attached? \_\_\_\_\_ Are Home stays involved in this trip? If yes, describe None  
 Number of Students 81 Names of chaperones with first Aid/CPR Training Bakken, Cashman  
 Staff to Student Ratio 1:9  
 Principal Approval Date \_\_\_\_\_

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

Cost for each student to participate \$639

Educational Goals for trip to connect to study of Immigration  
drive of cities in 1900's

Date of parent meeting and location held prior to departure May / September

Has this trip been taken before by this group? Yes  No \_\_\_\_\_

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**SUPPORTING DOCUMENTS:**

Itinerary

Phone Tree

Student Permission Slips

Student Medical Forms- (Knowledge of seizures, food allergies, asthma etc.)

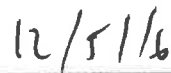
Educational Goal (s)

Student Emergency Medical Cards

Approve



Superintendent's Signature:



Date:

**Prior to departure and upon arrival home** the lead advisor must contact Steve Zadavec, 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**  
**FINANCIAL REPORT**  
 MONTH END  
 NOVEMBER 2016

GENERAL FUND	FY 2017 YTD ACTUAL NOVEMBER	FY 2017 YTD PLAN NOVEMBER	FY 2017 YTD VARIANCE NOVEMBER (over/under plan)	FY 2016 YTD ACTUAL NOVEMBER	FY 2017 BUDGET ANNUAL	FY 2016 ACTUAL ANNUAL
101 ADMINISTRATIVE	616,486	607,692	(8,794)	596,339	1,567,023	1,555,329
102 TEACHER	4,217,834	4,307,950	90,116	4,208,728	18,307,436	17,830,732
104 TUTOR	9,684	11,522	1,838	9,497	43,203	35,093
105 CLERICAL	327,154	321,808	(5,346)	337,449	989,841	976,272
106 PARAPROFESSIONAL	289,988	289,261	(726)	288,268	1,148,774	1,068,963
107 MONITOR	4,923	5,753	830	5,463	18,494	18,516
108 TECHNICIAN	208,249	201,783	(6,466)	198,870	482,268	483,056
109 SCHOOL BOARD	2,175	3,500	1,325	2,100	14,000	13,925
110 CUSTODIAL	463,918	482,536	18,617	466,802	1,112,752	1,095,713
111 SECURITY	20,974	20,451	(523)	20,108	47,161	48,339
112 MAINTENANCE	100,400	103,578	3,178	102,315	238,857	254,110
113 COACHING	79,229	79,391	163	79,782	235,373	215,420
114 EXTRA-CURRICULAR	4,653	0	(4,653)	7,219	180,727	167,525
119 UNCLASSIFIED/UNAFFILIATED	0	0	0	1,892	0	29,733
121 SUBSTITUTES	113,122	166,944	53,821	102,862	342,871	523,896
140 SABBATICAL	0	0	0	0	0	0
190 OTHER	(0)	0	0	6,669	0	125
<b>Total Salaries</b>	<b>6,458,789</b>	<b>6,602,170</b>	<b>143,381</b>	<b>6,434,362</b>	<b>24,728,780</b>	<b>24,316,747</b>

211 HEALTH INSURANCE	6,443,603	6,443,603	0	6,154,349	6,443,603	6,154,349
212 DENTAL INSURANCE	171,201	182,087	10,886	209,954	364,247	372,581
213 LIFE INSURANCE	40,857	47,071	6,214	49,782	94,161	97,697
214 DISABILITY INSURANCE	45,840	45,480	(360)	45,370	90,978	91,824
220 FICA	481,671	512,008	30,337	481,856	1,935,402	1,814,706
231 RETIREMENT - STATE	886,276	951,262	64,986	902,917	3,595,791	3,404,341
239 RETIREMENT-SL@T	400,000	400,000	0	400,000	400,000	400,000
240 COURSE REIMBURSEMENT	134,060	91,004	(43,055)	163,350	253,080	242,590
250 UNEMPLOYMENT COMPENSATION	745	2,310	1,565	68	5,000	68
260 WORKERS COMPENSATION	150,963	150,963	0	95,586	150,963	95,586
270 OTHER HEALTH BENEFITS/EAP	3,391	750	(2,641)	240	1,500	4,031
280 CONFERENCE ALLOWANCE	4,298	4,215	(83)	3,517	10,418	9,745
290 ASSOCIATION DUES	5,833	6,405	572	8,590	8,540	8,653
<b>Total Benefits</b>	<b>8,768,737</b>	<b>8,837,158</b>	<b>68,421</b>	<b>8,515,579</b>	<b>13,353,683</b>	<b>12,696,171</b>
<b>TOTAL SALARIES AND BENEFITS</b>	<b>15,227,526</b>	<b>15,439,328</b>	<b>211,802</b>	<b>14,949,941</b>	<b>38,082,463</b>	<b>37,012,918</b>

**PORTSMOUTH SCHOOL DEPARTMENT**  
**FINANCIAL REPORT**  
**MONTH END**  
**NOVEMBER 2016**

	FY 2017 YTD ACTUAL NOVEMBER	FY 2017 YTD PLAN NOVEMBER	FY 2017 YTD VARIANCE NOVEMBER (over/under plan)	FY 2016 YTD ACTUAL NOVEMBER	FY 2017 BUDGET ANNUAL	FY 2016 ACTUAL ANNUAL
<b>Total Schools</b>	<b>224,644</b>	<b>246,696</b>	<b>22,052</b>	<b>236,676</b>	<b>402,971</b>	<b>375,287</b>
102 DONDERO	22,797	21,901	(897)	19,347	43,095	40,920
104 LITTLE HARBOUR	26,825	31,015	4,190	29,726	60,080	55,191
105 NEW FRANKLIN	14,763	21,532	6,770	18,710	34,745	29,460
108 MIDDLE SCHOOL	47,065	60,440	13,375	64,910	93,621	96,782
109 SENIOR HIGH	113,193	111,807	(1,386)	103,983	171,430	152,934
<b>Total Other Instruction</b>	<b>268,771</b>	<b>245,779</b>	<b>(22,991)</b>	<b>260,055</b>	<b>596,073</b>	<b>568,545</b>
110 ART	32,311	38,988	6,677	38,614	58,677	56,059
111 MUSIC	9,534	8,166	(1,368)	7,051	24,867	21,282
112 PHYSICAL EDUCATION	9,763	7,056	(2,707)	7,679	13,762	10,651
113 INSTRUMENTAL MUSIC	30,373	23,945	(6,428)	23,104	51,174	48,437
114 TECHNICAL CAREERS	20,853	23,037	2,184	35,532	46,433	51,858
115 ATHLETICS	131,714	118,678	(13,036)	117,820	352,620	334,916
116 DRAMA	13,169	12,716	(453)	10,009	19,990	17,352
117 K-12 COMPUTER	18,349	12,250	(6,099)	18,194	24,500	23,026
119 HEALTH INSTRUCTION	2,705	942	(1,763)	2,051	4,050	2,964
<b>Total Instructional Support</b>	<b>96,225</b>	<b>99,084</b>	<b>2,859</b>	<b>105,929</b>	<b>203,577</b>	<b>188,767</b>

**PORTSMOUTH SCHOOL DEPARTMENT**  
**FINANCIAL REPORT**  
**MONTH END**  
**NOVEMBER 2016**

	FY 2017 YTD ACTUAL NOVEMBER	FY 2017 YTD PLAN NOVEMBER	FY 2017 YTD VARIANCE NOVEMBER (over/under plan)	FY 2016 YTD ACTUAL NOVEMBER	FY 2017 BUDGET ANNUAL	FY 2016 ACTUAL ANNUAL
150 PEEP	6,968	2,135	(4,834)	563	7,614	18,881
151 SPED/ ELEMENTARY	15,894	5,098	(10,797)	4,056	19,188	19,086
152 SPED/ MIDDLE SCHOOL	4,165	1,680	(2,485)	1,833	9,208	10,716
153 SPED/HIGH SCHOOL	3,076	2,743	(333)	4,483	10,849	12,522
156 SPEECH	173	1,550	1,377	2,343	4,055	2,975
157 OCCUPATIONAL THERAPY	0	865	865	1,983	3,090	3,329
159 ESI	0	205	205	100	1,880	100
160 DISTRICT-WIDE ADAPTIVE SERVICE	441	188	(253)	196	2,000	1,799
165 OUT OF DISTRICT TUITION	375,282	408,920	33,637	354,701	1,705,923	1,696,954
<b>Total Special Instruction</b>	<b>406,002</b>	<b>423,385</b>	<b>17,384</b>	<b>370,259</b>	<b>1,763,807</b>	<b>1,766,362</b>

170 CENTRAL OFFICE	58,270	81,661	23,391	65,226	244,135	293,728
171 SCHOOL BOARD	5,912	7,415	1,503	6,823	11,725	9,788
173 RESEARCH & DEVELOPMENT	0	0	0	0	0	0
177 TECHNOLOGY PLAN	166,021	141,672	(24,349)	200,302	279,597	276,357
178 DATA PROCESSING	43,012	36,617	(6,395)	41,431	44,918	41,690
179 LARGE EQUIPMENT	24,854	24,515	(339)	28,360	65,921	68,064
180 TRAVEL IN DISTRICT	1,956	2,695	739	2,234	29,292	23,775
182 WELLNESS	0	0	0	0	2,000	40
183 INSURANCE	135,789	135,804	15	124,577	136,789	124,577
184 TELEPHONE	15,957	21,988	6,031	15,926	55,651	40,260
187 ATHLETIC FIELDS	62,970	44,929	(18,041)	41,056	73,460	73,193
188 MAINTENANCE	329,852	332,867	3,014	290,525	504,441	594,907
189 ENERGY	290,817	262,343	(28,474)	234,466	1,305,839	1,075,832
190 CIP	0	0	0	0	0	0
195 PUPIL TRANSPORTATION	224,671	226,703	2,032	252,026	881,425	846,241
197 SPACE RENTAL	0	0	0	0	0	0
198 NON-RECURRING EXPENSES	0	0	0	0	0	0
199 CONTINGENCY	0	0	0	0	0	1,690
<b>Total System Support</b>	<b>1,390,081</b>	<b>1,319,209</b>	<b>(70,872)</b>	<b>1,302,952</b>	<b>3,635,193</b>	<b>3,470,142</b>
<b>TOTAL OPERATING</b>	<b>2,385,721</b>	<b>2,334,153</b>	<b>(51,567)</b>	<b>2,275,871</b>	<b>6,601,621</b>	<b>6,369,103</b>
<b>TOTAL GENERAL FUND BUDGET</b>	<b>17,613,247</b>	<b>17,773,481</b>	<b>160,234</b>	<b>17,225,811</b>	<b>44,684,084</b>	<b>43,382,021</b>

**PORTSMOUTH SCHOOL DEPARTMENT**  
**FINANCIAL REPORT**  
**MONTH END**  
**NOVEMBER 2016**

	FY 2017 YTD ACTUAL NOVEMBER	FY 2017 YTD PLAN NOVEMBER	FY 2017 YTD VARIANCE NOVEMBER (over/under plan)	FY 2016 YTD ACTUAL NOVEMBER	FY 2017 BUDGET ANNUAL	FY 2016 ACTUAL ANNUAL
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**SPECIAL EDUCATION - 207 EXPENSE**

102 TEACHER	123,423	111,072	(12,351)	123,026	472,020	440,914
105 CLERICAL	20,383	15,640	(4,713)	17,024	48,107	44,954
106 PARAPROFESSIONAL	276,895	253,441	(23,454)	264,728	1,005,519	975,680

Total Salaries

220 FICA	30,644	30,896	252	28,304	116,788	100,977
231 RETIREMENT	32,077	33,954	1,877	32,312	128,348	115,492

Total Benefits

Total Operating

TOTAL SPED 207 EXPENSE

**SPECIAL EDUCATION - 207 REVENUE**

1332 TUITION NH LEA	0	0	0	0	300,000	360,005
1332 TUITION OTHER LEA	0	0	0	0	0	32,869
1910 GENERAL FUND SUPPORT	0	0	0	0	400,000	552,000
3230 CAT AID	0	0	0	0	225,000	220,958
4580 MEDICAID REIMBURSEMENT	80,520	90,000	9,480	36,837	550,000	574,411

TOTAL SPED 207 REVENUE

80,520	90,000	9,480	36,837	1,475,000	1,740,243
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## Outside Funding

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The Board supports, authorizes and encourages the superintendent to seek available outside funding to advance the goals of the school department.

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## Revenues from Local Tax Sources

The major share of all financial support for the Portsmouth School Department is raised by the municipality taxing property. Most of the financial support of public education in Portsmouth, therefore, is subject to appropriation by vote of the Portsmouth City Council.

It is the responsibility of the Board to explain the objectives and needs of the schools to appropriate community bodies that have a role in school budget adoption by the Portsmouth City Council.

The Board may:

Accept available state funds to which the School Department is entitled by law or through rules of the State Board of Education, and

Accept federal funds which are available providing there is a specific need for them and that matching funds required are available.

The Board may accept revenues on a case-by-case basis consistent with the goals, policies and programs of the School Department, including available outside funding sources that advance the goals of the School Department.

### **Legal References:**

*RSA 198:20-b, Appropriation for Unanticipated Funds Made Available During*

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