

**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR JANUARY 10, 2017**

EILEEN M. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, JANUARY 10, 2017

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
  - a. DECEMBER 13, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
  - a. RJLA REPORT (EXPANDED PATHWAYS)
  - b. FY18 BUDGET PRESENTATION
- VIII. **SUPERINTENDENT'S REPORT**
  - a. ITEMS OF INFORMATION
    - i. NHSBA DELEGATE ASSEMBLY
    - ii. 2017 NICHE BEST SCHOOLS
    - iii. POLICY COMMITTEE MINUTES, JANUARY 2017
    - iv. BOARD & ADMINISTRATOR, JANUARY 2017
  - b. CORRESPONDENCE
    - i. LETTER OF RESIGNATION, TRICIA LEE
    - ii. LETTER OF RESIGNATION, REBECCA BELLISTRI
  - c. ADMINISTRATOR REPORT
    - i. FINANCIAL REPORT
- IX. **OLD BUSINESS**
  - a. UPDATE ON START TIMES
- X. **NEW BUSINESS**
  - a. CONSIDERATION AND APPROVAL OF POLICY(TWO READINGS- 1ST READING):
    - i. PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL, EMPLOYEES, STUDENTS OR ADMINISTRATION (KEB)
  - b. CONSIDERATION AND APPROVAL OF REVISION TO POLICY(TWO READINGS):
    - i. EVALUATION OF INSTRUCTIONAL PROGRAM (IL)
    - ii. GRADUATION REQUIREMENTS (IKF)

c. CONSIDERATION AND APPROVAL OF REVISION TO POLICY(SINGLE READING):

i. WEAPONS ON SCHOOL PROPERTY (JICI)

d. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE

i. DO ESOL TEACHER

e. BOARD OF ETHICS

**XI. COMMITTEE UPDATES**

a. POLICY

b. JOINT BUDGET COMMITTEE (JBC)

**XII. FUTURE AGENDA ITEMS**

a. PHS HONORS

b. FUTURE OF THE ARTS

**XIII. UPCOMING EVENTS**

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

**XIV. ADJOURNMENT**

V.  
a.  
**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR DECEMBER 13, 2016- DRAFT**

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 HELD 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-** Board Chair Stevens called the meeting to order at 7:07 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, 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 29, REGULAR MEETING**

**MOTION:** Motion to accept the public minutes of November 29, 2016 by Mr. Epler

**SECOND:** Mr. Martin

**DISCUSSION:**

**VOTE:** Unanimously accepted
- VI. **PUBLIC COMMENT-** Arthur Clough- 431 Pleasant Street, Portsmouth, spoke in regards to a sexual harassment issue.
- VII. **SPECIAL PRESENTATIONS**
  - a. **FUTURES-** Futures Program Coordinator Amy Brnger provided information regarding the history, mission, and services provided by the Futures Program. The Futures Program currently serves 30 high school students and 26 college students. Often, these students are first generation college and are economically challenged. The Futures Program covers students' unmet needs after other financial resources have been utilized. Ms. Brnger reported \$1,600,000 has been distributed to Futures students since its inception in 1993. Ms. Brnger offered a Summer program for high school seniors. The students met weekly to work on college essays, college applications, stress management, and received free SAT tutoring from Ms. Bakkom and Ms. Kwessell. Ms. Brnger received a Clipper Foundation grant, along with a gift of Chromebooks to begin an afterschool program. Futures is also the recipient of \$110,000 donation from a 30 year

Portsmouth resident.

The new website Portsmouthfutures.org will include a donation portal.

Next year, Ms. Brnger would like to incorporate financial literacy to allow for a better understanding of the cost of education, as well as, encourage students to interview Futures alumni.

COMMENTS/QUESTIONS: The Futures Program is unique to Portsmouth and provides a wonderful opportunity for many students. Ms. Brnger explained the student selection process. The Futures Advisory Board continues to work on the capital campaign to maintain the longevity of the Futures Program.

- b. CTE PROGRAM UPDATE- Career Technical Education (CTE) Director Diane Canada shared a PowerPoint presentation which provided an update on CTE Center including expansion of the Architecture & Engineering Design (A/E Design) and the Computer Science Pathways. There are a variety of different pathways which blend disciplines in the classes offered through A/E Design. Ms. Canada shared the A/E Design Program expansion timeline which will include involvement with community partners.

Computer Science- New Heights collaboration: Next year, a Robotics curriculum will be added to Python and Java classes in year one, and Engineering Design will be added to the curriculum in year two. Ms. Canada shared the vision for the “Maker Space”.

COMMENTS/QUESTIONS: The Maker Space appears to be unique to Portsmouth, and is envisioned to be a semester long and will provide skills students acquire in the introductory Wood Working classes currently offered in the Construction Trades Program. The cost of the Maker Space should be net zero, as there is a teacher and money currently in the budget slated for Construction Program that would be used for the Maker Space. Ms. Canada shared the marketing strategy used for promoting the CTE programming opportunities available to students. It is important to educate people on the value of career trades, and a Career Fair hosted at PHS would be an opportunity to expose high school students to careers in the trades.

A teacher will need to be hired for the Computer Science Program, and resources for the computer needs have already been satisfied.

The Board was appreciative of the Culinary Arts Program students and Chef Perrin Long for the holiday dinner they prepared and provided the Board last week.

The Board received an email from Lindsay Gee which was not read at the meeting but will be included in the minutes. Mr. Epler requested Ms. Canada respond to Mr. Gee’s email.\*

c. PMS REPORT- Principal Phil Davis shared the middle school enrollment numbers, Smarter Balance results, and provided department updates, as well as information on the changes implemented this year. Changes included the following:

- ♦ Tiered Reading Intervention Program (currently servicing 96 students)
- ♦ Shift in PLC
- ♦ Planning time alignment of Case Managers
- ♦ Marking term changes- four, nine- week marking terms
- ♦ Third year of Mindful Learning initiative
- ♦ Increased communication- 100% teacher participation with Infinite Campus, Team Friday updates, expanded use of Google Classroom, active Parent Advisory, Coffee with the Principal, Parent/Teacher Conferences
- ♦ Shift in the use of the Kids Center- fewer students with behavioral components, allowing staff to better serve students who are not meeting successes
- ♦ Started a Gardening Club
- ♦ Sixth Grade technology cycle- designed to give all students the same baseline computer skills
- ♦ Technology- mobile Chromebook carts and computer lab to enhance instruction
- ♦ First middle school musical production of *The Lion King*

Upcoming changes for the 2017-2018 school year:

- ♦ Structured technology plan across content areas
- ♦ Completion of departmental competencies
- ♦ Foreign Language shift- Currently, PMS offers French, Spanish, and Chinese. 59% of students are taking a Foreign Language. They are looking at creating additional points of entry; currently the only entry point is 6th Grade. There is a high level of student participation in French.
- ♦ Schedule shift- looking forward to reclaiming time lost in the 2014-2015 schedule change
- ♦ Structured Math intervention
- ♦ Looping Case Managers

COMMENTS/QUESTIONS: 85% of students are on the honor roll, but this does not seem to compare to the number of students scoring higher than proficient on Smarter Balance. SBAC tests are taken in the Spring, and there is usually a drop in the results from Grade Five to Grade Six.

Currently, Foreign Language is offered during the Intervention Block which does not allow every student to participate. Also, PMS is looking to create a period of enrichment for all students.

Providing a five minute recess would be beneficial to middle school students.

#### VIII. SUPERINTENDENT'S REPORT

##### a. ITEMS OF INFORMATION

- i. POLICY COMMITTEE MINUTES, NOVEMBER 2016
- ii. BOARD & ADMINISTRATOR, DECEMBER 2016
- iii. CENTRAL OFFICE UPDATE, DECEMBER 2016
- iv. FIELD TRIP, NEW YORK

##### b. ADMINISTRATOR REPORT

- i. FINANCIAL REPORT- Business Administrator Stephen Bartlett provided the November Month End Report. Typical of this time of year, Mr. Bartlett is monitoring areas of potential concern, such as Special Education and energy costs. .

COMMENTS/QUESTIONS: Mr. Bartlett provided clarification on Extra Curricular line item 114.

#### IX. OLD BUSINESS

##### a. CONSIDERATION AND APPROVAL OF POLICIES (SINGLE READING)

- i. REVENUES (DEA)

MOTION: Motion to approve Policy DEA by Mr. Ellis

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously accepted

##### b. CONSIDERATION AND APPROVAL TO ELIMINATE POLICY (SINGLE READING)

- ii. OUTSIDE FUNDING (DO)

MOTION: Motion to eliminate Policy DO by Ms. Walker

SECOND: Mr. Landry

DISCUSSION:

VOTE: Unanimously accepted

#### X. NEW BUSINESS

**XI. COMMITTEE UPDATES**

- a. POLICY- November Policy Committee minutes included in the packet.
- b. JOINT BUDGET COMMITTEE (JBC)- Ms. Vozella Clark reported JBC met once, and it was an informational session. The next JBC meeting is Wednesday, December 14. Ms. Vozella Clark will report at the January meeting.
- c. BUSINESS EDUCATION COLLABORATIVE- Ms. Vozella Clark reported that Ms. Canada is still working on State approval for the new LNA Program.

**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 AT <http://www.cityofportsmouth.com/school/index.htm>

**XIV. ADJOURNMENT**

MOTION: Motion to adjourn at 9:11 p.m. by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously accepted

\*Lindsay Gee email

-----Original Message-----

From: LINDSAY GEE Sent: Tuesday, December 13, 2016 2:28 PM

To: Leslie Stevens

Subject: Re: Construction Program at PHS

Dear Ms. Stevens

*Firstly I apologize for sending this via email, and the web page to the board, but I am on travel and not able to attend the meeting and comment in session. I'd request my comments be read into the meeting record.*

*I remain concerned with the closure of the construction program and the way the change to the architecture and design program has been planned and presented. I don't see the proposal taking any benefits from the existing construction program, and importantly also closing the associated exploratory woodshop programs.*

*I attended the meeting of contractors at the school, and the contractors are obviously supportive of anything that can encourage students to work in their industry, but I have concerns that a "fancied up" program is the best route. It was also made clear at that meeting by Mr Jones that the decision to not continue the construction program and all exploratory woodshop programs had been made in the summer. CTE have presented to the board that over 500 students do exploratory courses at CTE, however it has not been made clear how woodshop experience will be replaced for 20% when the program is closed.*

*It seems that the approach is very much looking at the construction program from the half empty view and not a half full perspective. There is no attempt to fill up the glass and instead it's being emptied and the glass re-molded and starting again. Patrick Ellis noted in a previous meeting that the exploratory wood shop program were a good introduction to other makers programs, and the Superintendent said that all options would be included in the new program. This certainly doesn't seem to be the case and I'm concerned that good resources are not being combined into this proposal.*

*Another item mentioned by one of the contractors at the November 9 meeting was that there is a construction management program at the UNH Thompson School in Civil Technology. Part of the reasons to support closing the construction program is the closing of the community college program, however no mention has been made of this program at UNH. My understanding from the meeting was Mr Jones now has a full load and this program will be an additional and expanded program. It will eventually need another teacher for the engineering section, so he can build up the expanded design and build program. The proposal needs major modifications to the workshop area and new equipment and it would appear no budget has been prepared.*

*Since the meeting does not allow community questions after the presentations I'd suggest the board ask the Superintendent and CTE director the following after the presentation tonight:*

- If the woodshop program closes how will those exploratory classes be replaced for nearly 100 students, noting Mr Jones has a full load and the only new course is part of the 2 year program? In particular what is to replace them in 2017/18.*
- Does this plan to expand architecture and design rely on the hire of a new teacher in the future, and if so when?*
- Why is there nothing from the current construction program used in this proposal and why hasn't Mr Robble been included in this planning, when it's been presented that there are many good things about the current construction program?*
- Why couldn't the existing construction program have been combined with architecture and design/build program, and use the combined teaching resources, instead of starting a makers space and new program from scratch?*
- When will a budget be prepared for this change, including modifications for the workshop, additional teaching resources, so the board has necessary information to fully consider the proposal?*
- Has the pathway to Thompson School at UNH been considered, and why couldn't a link be established with them for the construction program?*

*I realize that the school board is not involved in the day-to-day management of PHS, however this proposal has significant changes to teaching and physical resources, and also reduces the availability of exploratory shop classes for students, at least in the short term.*

*Thanks you for your consideration.*

*Best Regards*

*Lindsay Gee*



VII  
b.



# PORTSMOUTH SCHOOLS FY 18 PROPOSED BUDGET

JANUARY 10, 2017

# VISION & MISSION: PORTSMOUTH SCHOOLS

**Top District in NH**

**Highest levels of academic  
achievement**

**Benchmark performance  
against a cohort of top  
performing districts**

**Employ only talented and  
highly effective teachers within  
a culture of continuous  
improvement**

**Good stewards of community  
resources**

**School experience  
characterized by**

**Personalized  
Learning**

**With rich exposure to  
Arts and Athletics  
and where every student  
graduates**

**Career and College  
&**

**Citizenship Ready**

# SCHOOL BOARD GOALS

- **Student Achievement**
- **Teacher Effectiveness**
- **Accountability**
- **Stewardship of Resources**

# STUDENT ACHIEVEMENT

- Increase percentage of students achieving established benchmarks for career and college readiness, including, but not limited to SBAC, SAT, and a Math course beyond Algebra II, etc.
- Reduce gaps of opportunity or achievement between socioeconomic groups, including, but not limited to, experiences with the arts, enrollment in rigorous coursework, and achievement on established benchmarks for career and college readiness.
- Establish viable college and career pathways for *all* students to achieve post-secondary success.
- Increase core and enrichment opportunities in STEAM-related activities accessible to all students.

# TEACHER EFFECTIVENESS

- Monitor plan for Model Teacher implementation and determine indicators of success.
- Embed 21<sup>st</sup> Century skills and competencies into core PLC expectations.
- Strengthen systems for intervention, including dedicated time during the school day for intervention supports.
- Support and increase 1:1 student/teacher technology practices and infrastructure.

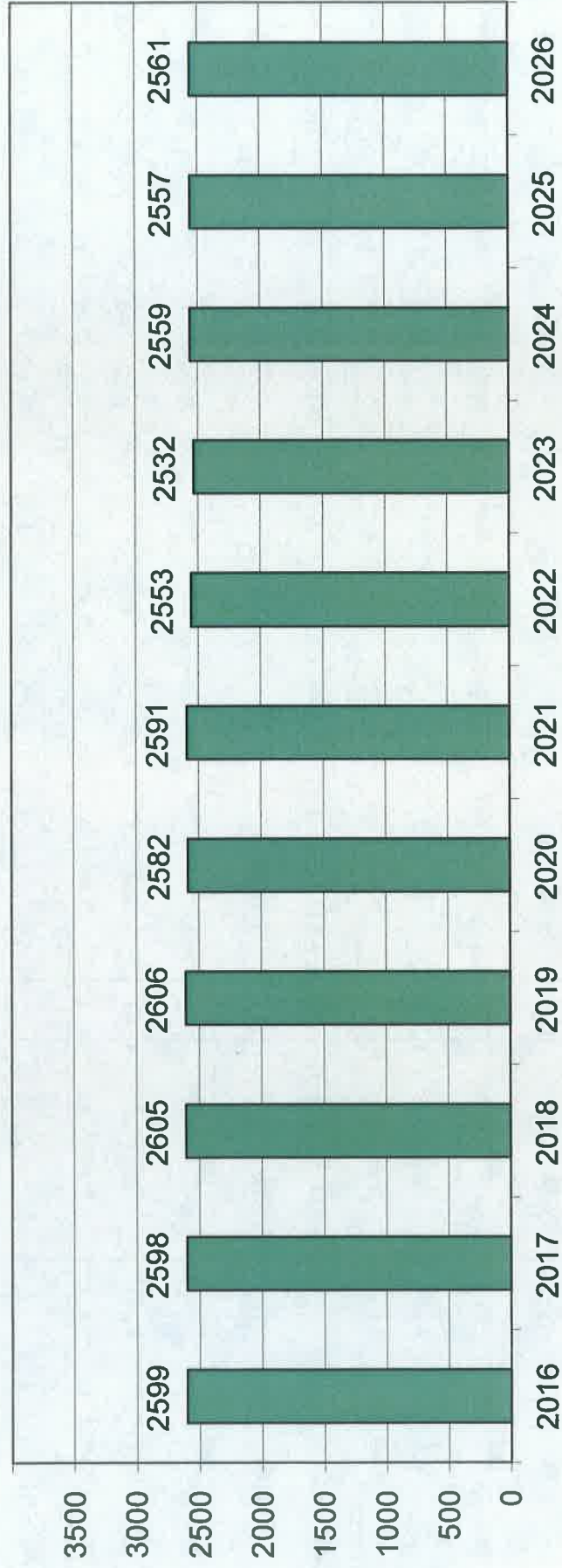
# ACCOUNTABILITY

- Establish a baseline for “Model NH” metrics, including post-secondary success, college and career readiness, and opportunity / achievement gaps between socioeconomic groups.
- Review school-level systems of internal accountability for student growth on student achievement goals.

# STEWARDSHIP OF RESOURCES

- Communicate a plan for the final phases of elementary facilities upgrades (Dondero, New Franklin).
- Continue to track energy-efficiency measures towards greater efficiency and long-term savings.
- Determine any change in school start times, and communicate a clear plan to the community.
- Fully integrate sustainable practices, school gardens, and Farm to School models in all schools.
- Explore the feasibility of World Language at the elementary level.

# STABLE ENROLLMENT





# STABLE ENROLLMENT

Projected Enrollment in Grade Combinations*					
Year	PK-5	K-5	6-8	9-12	
2016-17	990	972	521	1088	
2017-18	995	976	509	1094	
2018-19	998	978	481	1126	
2019-20	1029	1008	464	1113	
2020-21	1044	1022	471	1067	
2021-22	1063	1040	457	1071	
2022-23	1082	1058	446	1025	
2023-24	1102	1077	444	986	
2024-25	1110	1084	460	989	
2025-26	1091	1064	499	967	
2026-27	1095	1067	514	952	

# JOINT BUDGET COMMITTEE

- Representation from General Government, Police, Fire, and School Department.
- Met November 30<sup>th</sup> and December 14<sup>th</sup>
- Reviewed overall budget process and components, as well as major fixed drivers for the operating budget.
- Health insurance stabilization rate is 6.3%.
- Retirement rates up 10.78%, from 15.67% to 17.36%.

# SCHOOL DEPARTMENT STATUS QUO BUDGET

	FY 17	FY 18	% Change
Salaries	\$24,728,780	\$25,525,910	3.2%
Benefits	\$13,353,682	\$14,346,393	7.4%
Operating	\$6,601,622	\$6,982,761	5.8%
TOTAL BUDGET	\$44,684,084	\$46,855,063	4.86%

## IMPACTS ON FY 18 BUDGET DEVELOPMENT

### **Decline of Outside Funding (Federal Grants & Tuition)**

- *Title I, Title II, and IDEA*
- *Perkins funds in CTE*

### **Special Education**

- *Increase in requirements and complexity, staffing*

### **Technology**

- *Infrastructure, 1:1, staffing*

### **World Language**

- *PMS needs and Elementary*

### **Transportation**

- *Start times, additional bus needs*

# WORKSHOP SESSIONS

Date	Time	Location	Type
January 17, 2017	6:30 pm	SB Conference Room	Overview, Start Time Implementation
January 31, 2017	6:30 pm	Council Chambers	Maintenance: CIP, Energy Upgrades
February 21, 2017	6:30 pm	PMS Library	Student Services, World Language, Technology

# Public Hearings

Date	Time	Location
February 14, 2017	7:00 pm	Council Chambers
March 7, 2017	7:00 pm	Council Chambers

# FY 18 BUDGET MEETINGS

Date	Type	Location	Time
January 10, 2017	Proposed FY 18 Budget	Council Chambers	7:00 pm
<b>January 17, 2017</b>	<b>Workshop Session</b>	<b>SB Conference Room</b>	<b>6:30 pm</b>
January 24, 2017	Regular Meeting	PHS Library	7:00 pm
<b>January 31, 2017</b>	<b>Workshop Session</b>	<b>Council Chambers</b>	<b>6:30 pm</b>
February 14, 2017	1 <sup>st</sup> Public Hearing Regular Meeting	Council Chambers	7:00 pm
<b>February 21, 2017</b>	<b>Workshop Session</b>	<b>PMS Library</b>	<b>6:30 pm</b>
March 7, 2017	2 <sup>nd</sup> Public Hearing Workshop Session	Council Chambers	7:00 pm
March 14, 2017	Regular Meeting Budget Adoption	Council Chambers	7:00 pm



# QUESTIONS & DISCUSSION

1119

PORTSMOUTH SCHOOL DEPARTMENT  
GENERAL FUND DETAIL COMPARISON AND INDEX

working draft	2016/17					2017/18				
	Total Budget	Salaries	Benefits	Operating	Positions FTE	Total Proposed Budget	Salaries	Benefits	Operating	Positions FTE
<b>Cost Center - Budget</b>										
<b>Benefits Budgets</b>	<b>7,912,490</b>		<b>7,912,490</b>	<b>0</b>	<b>0.00</b>	<b>8,355,365</b>		<b>8,355,365</b>	<b>0</b>	<b>0.00</b>
<b>School Instruction &amp; Operations</b>										
102 DONDERO	2,039,848	1,652,028	344,725	43,095	28.26	2,043,748	1,578,430	422,423	42,895	22.89
104 LITTLE HARBOUR	3,114,495	2,474,394	580,021	60,080	36.66	3,120,602	2,467,125	594,667	58,810	33.02
105 NEW FRANKLIN	2,185,957	1,769,989	381,222	34,745	26.97	2,142,354	1,686,374	409,735	36,245	22.39
108 MIDDLE SCHOOL	3,506,822	2,793,916	619,286	93,621	40.59	3,617,982	2,849,621	674,475	93,886	40.59
109 SENIOR HIGH	7,553,080	6,042,844	1,338,806	171,430	82.25	7,830,095	6,178,371	1,475,434	176,290	82.67
<b>Total Schools</b>	<b>18,400,202</b>	<b>14,733,171</b>	<b>3,264,060</b>	<b>402,971</b>	<b>214.72</b>	<b>18,754,781</b>	<b>14,769,921</b>	<b>3,576,734</b>	<b>408,126</b>	<b>201.56</b>
<b>Other Instruction Budgets</b>										
110 ART	815,253	613,506	143,070	58,677	7.80	842,812	626,864	156,779	59,169	7.80
111 MUSIC	608,843	473,545	110,431	24,867	6.40	621,091	478,541	119,683	22,867	6.55
112 PHYSICAL EDUCATION	837,897	668,290	155,845	13,762	8.84	871,171	685,872	171,537	13,762	8.84
113 INSTRUMENTAL MUSIC	238,736	152,094	35,468	51,174	1.60	239,943	149,403	37,366	53,174	1.45
114 TECHNICAL CAREERS	1,435,050	1,127,578	261,039	46,433	14.81	1,431,201	1,105,951	274,005	51,245	14.81
115 ATHLETICS	696,325	280,351	63,354	352,620	1.00	707,208	281,276	67,602	358,330	1.00
116 DRAMA	65,017	36,512	8,515	19,990	0.50	82,395	48,320	12,085	21,990	0.70
117 K-12 COMPUTER	284,121	211,543	48,078	24,500	4.00	265,458	192,751	48,207	24,500	3.00
119 HEALTH INSTRUCTION	337,458	270,360	63,048	4,050	3.53	336,187	265,688	66,449	4,050	3.53
<b>Total Other Instruction</b>	<b>5,318,699</b>	<b>3,833,779</b>	<b>888,847</b>	<b>596,073</b>	<b>48.48</b>	<b>5,397,464</b>	<b>3,834,666</b>	<b>953,711</b>	<b>609,087</b>	<b>47.68</b>
<b>Instruction Support Budgets</b>										
130 ENRICHMENT	11,099	9,000	2,099	0	0.00	11,251	9,000	2,251	0	0.00
131 DISTRICT-WIDE ASSESSMENT	19,435	0	0	19,435	0.00	19,435	0	0	19,435	0.00
132 MATHEMATICS ELEMENTARY	61,505	0	0	61,505	0.00	61,505	0	0	61,505	0.00
134 HEALTH	564,338	450,890	105,148	8,300	5.60	563,836	460,392	115,144	8,300	5.60
135 LIBRARY ELEMENTARY	410,704	313,388	68,725	28,591	5.43	419,454	316,965	73,898	28,591	5.43
136 MEDIA SERVICES	90,740	60,670	11,418	18,651	1.00	92,364	61,928	11,785	18,651	1.00
137 SYSTEM - WIDE PSYCHOLOGIST	116,755	82,371	19,209	15,175	1.00	119,630	83,557	20,898	15,175	1.00
138 INTERDISCIPLINARY CURRICULUM	19,909	0	0	19,909	0.00	19,909	0	0	19,909	0.00
139 READING	801,529	630,124	142,919	28,486	8.82	860,467	670,493	161,488	28,486	10.56
145 PUPIL ENTITLEMENT	3,525	0	0	3,525	0.00	3,525	0	0	3,525	0.00
<b>Total Instructional Support</b>	<b>2,099,538</b>	<b>1,546,443</b>	<b>349,517</b>	<b>203,577</b>	<b>21.85</b>	<b>2,191,376</b>	<b>1,602,335</b>	<b>385,464</b>	<b>203,577</b>	<b>23.59</b>
<b>Special Education Budgets</b>										
150 PEER	355,031	289,220	58,197	7,614	5.23	376,025	301,671	64,740	9,614	5.23
151 SPEDI ELEMENTARY	1,013,208	842,502	151,518	19,188	20.63	1,558,466	1,335,793	197,685	24,988	40.01
152 SPEDI/ MIDDLE SCHOOL	868,750	707,960	151,582	9,208	12.12	884,517	711,801	160,908	11,808	12.05





a. Mill



Phone: (603) 228-2061  
or (800) 272-0653  
Fax: (603) 228-2351

<http://www.nhsba.org>

**Officers**

Donald Austin  
*President, Somersworth*

Heidi Chaney  
*1st Vice-President, Shaker Regional*

Shannon Barnes  
*2nd Vice-President, Merrimack*

John Falconer  
*Immediate Past President*

To: NHSBA Member School Board Chairs

From: Ted Comstock, Executive Director and General Counsel

Date: December 6, 2016

RE: NHSBA Resolutions for 2017

I am pleased to enclose copies of the newly Proposed Resolutions for 2017, the Proposed Continuing Resolutions, and the NHSBA Policies, Resolutions, and Statements of Belief Manual. Here's a preview of the role that each will play in the 2017 Delegate Assembly.

2017 NHSBA Delegate Assembly

The Proposed Resolutions include Continuing Resolutions of the Association, which have been previously adopted, as well as newly proposed resolutions for 2017 submitted by member school boards. Please include these Proposed Resolutions as an item on your school board agenda to help your board's delegate identify how to represent your school board at the NHSBA Delegate Assembly. This year's Delegate Assembly will be held on Saturday, January 21, 2017, from 10:00a - 3:00p at the Center at Triangle Park (formerly the LGC) in Concord. The NHSBA Resolutions will instruct our efforts as we work with the Legislature in the upcoming session.

The Policies, Resolutions and Statements of Belief Manual contains standing resolutions of the Association that have been adopted for at least three continuous years. This Manual has previously been sent to you when the "Call for Resolutions" went out in August. We encourage you to review the Manual prior to the Delegate Assembly. The Manual can be accessed on the NHSBA website, [www.nhsba.org](http://www.nhsba.org), and will be available at the Delegate Assembly. There will be no action on any of the standing resolutions contained in the Manual, unless specifically brought to the floor by action of the Assembly.

Registration information for the NHSBA 2017 Delegate Assembly is enclosed and is also posted on the NHSBA Web site ([www.nhsba.org/calendar.asp](http://www.nhsba.org/calendar.asp)).

Please register your Delegate early to attend this most important conference. I look forward to seeing you there!

cc: School District Superintendents

**Executive Director**  
*Dr. Theodore E. Comstock*  
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NH School Boards Association  
25 Triangle Park Drive, Suite 101  
Concord, NH 03301



## 2017 NHSBA DELEGATE ASSEMBLY

It is time for the 2017 NHSBA Delegate Assembly. This meeting informs the NHSBA legislative efforts for the next year, and allows your Board an opportunity to vote on statewide issues. We need at least one delegate from each NHSBA member board to attend the Delegate Assembly. Alternate delegates are welcome and encouraged to attend as well. There is **NO** cost to attend this event!

Phone: (603) 228-2061  
or (800) 272-0653  
Fax: (603) 228-2351

<http://www.nhsba.org>

### Officers

Donald Austin  
*President, Somersworth*

Heidi Chaney  
*1st Vice-President, Shaker Regional*

Shannon Barnes  
*2nd Vice-President, Merrimack*

John Falconer  
*Immediate Past President*

Date: Saturday, January 25, 2017\*  
Hot Topics: 10:00 am – 1:00 pm  
Lunch: 1:00 – 1:30 pm  
Delegate Assembly: 1:30 – 3:00 pm  
Place: Center At Triangle Park (formerly the LGC)  
25 Triangle Park Drive  
Concord, NH 03301

You can register online @ [www.nhsba.org/calendar.asp](http://www.nhsba.org/calendar.asp)

Or complete the registration below and fax it to NHSBA, Attn: Terry by Monday, January 11th, 2017. The fax number is: 603-228-2351.

\*\*Delegate Name:

District:  
SAU:

Address:  
City/State/Zip:

Phone:

Email:

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\*\*Alternate Delegate Name:

Phone:

Email:

The proposed resolutions were mailed to member boards and SAU offices on 12/6/16. We ask that each delegate review the resolutions prior to the Assembly.

Call 603-228-2061 with any questions.

We look forward to seeing you on January 21th!

\*In case of weather emergency or cancellation the NHSBA Delegate Assembly will take place on Saturday, January 28, 2017 at the Center At Triangle Park (formerly the LGC).

Executive Director  
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# New Hampshire School Boards Association

## Proposed Continuing Resolutions for 2017

For consideration by the 2017 NHSBA Delegate Assembly – January 21, 2017

√ **Re-adoption recommended by the NHSBA Board of Directors**

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### *Local Control and School District Autonomy:*

1. NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)  
√ **Re-adoption recommended by the NHSBA Board of Directors.**
2. NHSBA supports the development of curriculum for use by trained teachers in grades K-12 to educate students in the prevention of sexual abuse, with such curriculum to be developed locally using either a model developed by the New Hampshire Department of Education or by one of the 13 state agencies that already use evidence-based sexual abuse prevention education. (2016)  
√ **Re-adoption recommended by the NHSBA Board of Directors.**
3. NHSBA supports modifying RSA 193:12 to add the following:  
“Any person who provides false information for the purpose of establishing residency for school attendance or any person who assists in doing so, may be required to remit full restitution to the school district of the improperly attended school.” (2016)  
√ **Re-adoption recommended by the NHSBA Board of Directors.**
4. NHSBA supports New Hampshire’s adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities. (2016)  
√ **Re-adoption recommended by the NHSBA Board of Directors.**

**State Board of Education:**

5. **NHSBA** supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)  
√ **Re-adoption recommended by the NHSBA Board of Directors.**

**Public Pension System:**

6. **NHSBA** supports legislation to strengthen the financial health and stability of NHRS, including any potential transition to a cost-saving plan such as hybrid or cash balance plans, based on sound actuary analysis. (2015)  
√ **Re-adoption NOT recommended by the NHSBA Board of Directors.**

**Rationale:** Please see Resolution #9 (Bedford) relative to the NHRS.

# New Hampshire School Boards Association

## Proposed Resolutions for 2017

For Consideration by the 2016 NHSBA Delegate Assembly – January 21, 2017

### Proposed Resolutions Submitted by Member School Boards

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**Proposals include NHSBA Board of Directors  
Recommendations To the NHSBA Delegate Assembly**

**Each proposed resolution submitted by a member school board shows:**

- The proposed resolution as submitted by the member school board;
- The rationale as submitted by the member school board;
- A brief description by NHSBA of the current situation;
- A brief statement by NHSBA on the impact of the proposed resolution;
- A brief review and analysis by NHSBA of the proposed resolution;
- A recommendation by the NHSBA Board of Directors. Possible Board of Directors recommendations are: Adopt the proposal as submitted, Not Adopt the proposal, or Adopt Alternative Amended Language as proposed by the NHSBA Board of Directors.

7. **Resolution Submitted by the Oyster River School Board**

**Proposed Resolution:**

NHSBA supports legislative action that allows criminal background checks to be shared with their Human Resources Department and that the specific charge be shared with the Superintendent so he/she can make an informed judgment related to their employment.

**Stated Rationale:**

No rationale was submitted with the Proposed Resolution.

**NHSBA Response**

**Current Law:**

Recent amendments to RSA 189:13-a affect who within the school district can have access to the applicant's criminal history records results from State Police. The prior version of the law stated that the results of the background check were to be released to "the school administrative unit, school district, chartered public school, or public academy." Prior to these legislative amendments, a designee such as a human resource manager could receive and review the results of the applicant's criminal background check. However, the law has been amended so that the law now reads that the results of the applicant's background check may only be released to the "superintendent of the school administrative unit." A July 28, 2016 NH Department of Education Technical Assistance advisory indicates the NHDOE is taking the position that the review of the applicant's criminal history information is now strictly limited to a "superintendent" and cannot be assigned to a designee.

**Resolution Impact/Analysis:**

The Proposed Resolution seeks to amend RSA 189:13-a by simply allowing other designated staff access to criminal background checks, in correlation with such staff member's employee duties and responsibilities. Numerous NHSBA Sample Policies allow the Superintendent to designate certain tasks and administrative functions. Many of those tasks and functions relate to confidential or private information. The Proposed Resolution would recognize that administrative necessity of allowing Superintendent's designees to receive and review criminal background check information.

✓ **Adoption recommended by NHSBA Board of Directors.**

8. **Resolution Submitted by the Oyster River School Board**

**Proposed Resolution:**

Be it resolved that the "open carry" gun law be amended to prevent guns on school property pursuant to Federal law at all times.

**Stated Rationale:**

No rationale was submitted with the Proposed Resolution.

**NHSBA Response**

**Current Law:**

The federal Gun-Free School Zones Act, as re-enacted in 1996, only prohibits "pupils" from possessing guns on school property.

The New Hampshire Attorney General's office recently released the following statement regarding guns on school property that serve as polling places for elections:

"New Hampshire is an open carry state and weapons can be carried into many public places, including many polling places. Voters should not be prevented from voting based on possession of a firearm. There are no New Hampshire election laws that prohibit a voter from carrying a firearm into a polling place that is located at a school. However, if a voter does not have a concealed carry permit and carries a firearm into the school while voting, that person may be violating federal law.

Under the federal Gun Free School Zones Act as reenacted on September 30, 1996, guns are not allowed within 1,000 feet of public, parochial or private schools unless certain circumstances apply. If the individual possessing the firearm is licensed by the State to possess the firearm and law enforcement authorities have verified that the person is qualified to receive the license, then that individual can carry a firearm onto school property.

The State of New Hampshire has no authority to enforce the federal Gun Free School Zones Act. We will be speaking with moderators over the next few weeks regarding how to deal with polling places located at schools. However, moderators should not be preventing individuals carrying firearms from voting.

Individuals who may be concerned that a voter has violated federal law by bringing a firearm into the polling place should contact the appropriate federal authority such as the Federal Bureau of Alcohol, Tobacco, Firearms and Explosives or the Office of the



United States Attorney for the District of New Hampshire. The Federal Bureau of Alcohol, Tobacco, Firearms and Explosives may be reached at (800) 800-3855 and the Office of the United States Attorney for the District of New Hampshire may be reached at (603) 225-1552.”

Additionally, RSA 159:26 states that local political subdivisions (school districts, towns, cities, etc.) are prohibited from adopting any bylaw or ordinance relative to the possession, purchase, sale, etc. of firearms. Only the State may issue such regulations.

**Resolution Impact/Analysis:**

The Proposed Resolution does not accurately summarize applicable federal law. The resolution seeks legislative changes to existing gun/firearm laws to make it illegal for any person to possess a gun/firearm on school district property. While NHSBA is mindful of student and staff safety concerns, there are complex 2<sup>nd</sup> Amendment and New Hampshire Constitutional issues present in this matter.

√ **Adoption NOT recommended by NHSBA Board of Directors.**

9. **Resolution Submitted by the Bedford School Board**

**Proposed Resolution seeking modification to NHSBA Resolution X:A**

NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including such things as the creation of a cash balance or a portable defined contribution plan for new employees after 7/1/17, making sure that the current \$4.68B unfunded liability for current NHRS members is fully funded. NHSBA further supports legislation requiring that all NHRS rate increases be shared equally between employees and employers.

**Stated Rationale:**

These issues related to the New Hampshire Retirement System, and in particular the unfunded actuarial liability, have prompted the Bedford School Board to take this action.

**NHSBA Response**

NHSBA continually monitors issues relative to the New Hampshire Retirement System as they relate to contributions made by public employers, and specifically how such contributions affect local school district budgets.

NHSBA Resolution X:A states in part that NHSBA supports "legislation to change how an employee's average final compensation is determined" and that NHSBA supports "using an average of the highest five years for all employees retiring after July 1, 2016."

NHSBA Resolution II:M states in part that NHSBA "calls for the immediate return of the state share of local employer retirement costs...as well as maintaining" the State's commitment to contribute to NHRS.

NHSBA Resolution II:N states in part that NHSBA opposes legislation that diverts states costs or responsibilities to local school districts, including the state share of retirement contributions.

NHSBA Proposed Continuing Resolution #6 for 2017 states "NHSBA supports legislation to strengthen the financial health and stability of NHRS, including any potential transition to a cost-saving plan such as hybrid or cash balance plans, based on sound actuary analysis."

**Resolution Impact/Analysis:**

A cash balance pension plan is a pension plan under which an employer credits a participant's account with a set percentage of his or her yearly compensation plus interest charges. A cash balance pension plan is a defined-benefit plan.

Portable benefits are benefits that have been paid into or accrued in an employer-sponsored plan and that can be transferred to a new employer's plan or to an individual who is leaving the workforce. These apply to benefits from health plans, retirement plans and most other defined-contribution plans.

Passage of this Resolution may contradict language found in existing NHSBA Resolutions. The New Hampshire Legislature has had bills introduced in recent years seeking changes to NHRS, but none of have been purported to be fiscally solvent or fiscally feasible.

**✓ Adoption NOT recommended by NHSBA Board of Directors.**

**Alternative Resolution Proposed by NHSBA Board of Directors:**

NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency while also lessening the fiscal impact on local school districts. NHSBA supports legislative changes to NHRS that ensure NHRS is fully funded. NHSBA supports legislative changes to NHRS that return state contributions to NHRS. NHSBA supports requiring that all NHRS rate increases are shared equally between employees, employers and the state.

**Rationale for Proposed Alternative Resolution:**

This Proposed Alternative Resolution seeks to combine existing Resolutions X:A, II:M, II:N and Proposed Continuing Resolution #6 for 2017. Upon passage of this Proposed Alternative Resolution, NHSBA recommends deleting X:A, II:M, II:N, and Proposed Continuing Resolution #6 for 2017. It would be cumbersome to have multiple resolutions on this issue.

**✓ Adoption recommended by NHSBA Board of Directors.**

10. **Resolution Submitted by the Merrimack School Board**

**Proposed Resolution:**

NHSBA supports language in legislation that provides parents' rights to opt-out of content and programs that they feel are not appropriate for their child(ren). However, NHSBA opposes language requiring parents to opt-in to content and programs for their child(ren). Opt-in language creates undue burden on the school district to account for every student who would participate, versus the few who choose not to participate.

**Stated Rationale:**

With a heavy paperwork load that opting-in policies would create, it will become increasingly difficult to provide enhanced content to students – as all content with opt-in language would need a full accounting of every child able to participate. Districts make every effort to communicate to parents the information valuable to their child(ren)'s education. An opt-out procedure still provides them the active role in choosing the content that is best for their child(ren) but does not do so at the expense of a district's operational efficiency.

**NHSBA Response:**

**Current Law:**

RSA 186:11, IX-c states that the NHDOE shall "Require school districts to adopt a policy allowing an exception to specific course material based on a parent's or legal guardian's determination that the material is objectionable. Such policy shall include a provision requiring the parent or legal guardian to notify the school principal or designee in writing of the specific material to which they object and a provision requiring an alternative agreed upon by the school district and the parent, at the parent's expense, sufficient to enable the child to meet state requirements for education in the particular subject area." NHSBA Sample Policy IGE addresses this law.

The NH Legislature has considered various bills in recent years that would require parental/student "opt-in" of various curricular offerings, surveys, and questionnaires issued by the school district. To date, none of those bills have become law, aside from the provision of RSA 186:11 cited above.

**Resolution Impact/Analysis:**

If such a law requiring parental/student "opt-in" of all curricular offerings became effective, school districts would expend significant time and resources ensuring that all students have submitted the proper forms, segregating students who opted in from those that did not, and potentially having to offer separate instruction or content to a myriad of students. The Proposed Resolution is consistent with previous NHSBA legislative testimony and positions.

✓ **Adoption recommended by NHSBA Board of Directors.**

11. **Resolution Submitted by the Keene School Board**

**Proposed Resolution:**

NHSBA supports fully funding the School Building Aid program pursuant to RSA 198:15-a. Furthermore, NHSBA believes that an adequate school building is a component of the requirement to provide an adequate education and therefore the state is obligated to provide funding for adequate school facilities. The state has failed to meet this obligation since 2009.

**Stated Rationale:**

The School Building Aid program provided financial aid from the State toward construction and renovation of school buildings for more than 50 years. That aid abruptly stopped in 2009 for what was supposed to be a one-year period to revise the building aid system. The cost of school facilities was deliberately left out of the adequate education formula because the State was already providing its share of those costs through the School Building Aid program. No valid argument can be made to support the continued lack of School Building Aid.

**NHSBA Response**

**Current Law:**

The former (traditional) Building Aid Program no longer exists. The current program was adopted in 2012 and allows the state to control its total financial commitment. The current program prioritizes new projects based on conditions, enrollments and fiscal capacity. The eligible amount of state aid will be 30-60% of the total cost, based on local property and income wealth. Aid is to be paid in two payments: 80% of the estimated eligible amount "up front" upon approval, and the balance upon completion of the project. Current law calls for funding "up to \$50,000,000" annually, with payments first allocated to prior commitments for projects originating prior to 2013, with balance remaining available for new projects. A moratorium on funding new projects was established in 2010 and remains in effect.

NHSBA Resolution II:C states: "NHSBA supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children." (First Adopted in 2000 – Revised in 2014)

NHSBA Resolution II:D states: "NHSBA supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state." (First Adopted in 2000 – Revised in 2014)

NHSBA Resolution II:N states "NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions." (2011)

**Resolution Impact/Analysis:**

The Proposed Resolution would seek legislative changes to various NH statutes, including RSA 193-E:2-a Substantive Educational Content of an Adequate Education, RSA 198:40-a Cost of an Opportunity for an Adequate Education, and RSA 198:15-v Alternative School Building Aid Grants. The Proposed Resolution would create a significant change in the definition of "adequate education" which currently only relates to the delivery of educational programs; it does not include provisions relative to facilities. If the New Hampshire Legislature redefined adequacy to include state aid for facilities, buildings and capital projects, conceivably, the Legislature would also have to amend the formula used for calculated state adequacy aid.

NHSBA has testified in support of the return of the state's building aid program and will continue to do so, so long as the state does not fund the program.

**✓ Adoption recommended by NHSBA Board of Directors.**

## 12. Resolution Submitted by the Keene School Board

### **Proposed Resolution:**

NHSBA supports modifying RSA 193-C:6 to require that the State Department of Education publish the results of the statewide assessment within 30 days of receipt of the assessment results. The NHSBA supports modifying RSA 193-C:6 to prohibit embargos of assessment results by the State Department of Education, local school districts, or other agencies. (This proposal expands NHSBA Statement of Belief VII:A adopted in 1998 and revised in 2016.)

### **Stated Rationale:**

Assessment results are public information that is critical to the work of local school districts and school boards. Assessment results are important information for parents, taxpayers, and individuals who are in the process of relocating to a community in New Hampshire. NHSBA believes that embargos of public information violate the spirit if not requirements of RSA 91-A.

### NHSBA Response

#### **Current Law:**

Nothing in current statute or NHDOE administrative rules addresses when statewide assessment results will be publicly released.

Statewide assessment results and data are typically released statewide at the end of October or the beginning of November. The NHDOE is typically in possession of preliminary data for individual students during the summer. A July 26, 2016 NHDOE memorandum states "It is at the district/school discretion when score reports are released to parents and in what format, either electronic or print, that best meets the needs of all your families. The public release of the Smarter Balanced aggregated results will take place after all accountability rules have been applied to final data files." The "accountability rules" referenced in that memorandum do not relate to the release of data, but rather relates to which students will be counted in the final assessment reports.

The RSA 91-A concerns raised by the Keene School Board have merit. RSA 91-A:5, IX does exempt from disclosure "Preliminary drafts, notes, and memoranda and other documents not in their final form and not disclosed, circulated, or available to a quorum or a majority of the members of a public body." The question in this case would be what constitutes the "public body." Further, numerous case law indicates that any document that is within the possession, custody or control of the public body is a public record, even if the record has not been disclosed or circulated to a quorum of the public body/school board. The RSA 91-A aspect of the Proposed Resolution with respect to statewide assessment results has not yet been litigated.

**Resolution Impact/Analysis:**

The Proposed Resolution may require legislative changes to RSA 193-E and/or NH Department of Education administrative regulations. Timely receipt of such assessment information and data will allow school boards to properly plan for areas of governance related to student assessments, such as curricular offerings, instructional resources and related budgetary impact.

✓ **Adoption recommended by NHSBA Board of Directors.**



**13. Resolution Submitted by the Keene School Board**

**Proposed Resolution:**

NHSBA supports modifying RSA 198:38 to provide state funding for the cost of full day kindergarten for school districts that have chosen to provide kindergarten for the entire school day.

**Stated Rationale:**

Districts that have chosen to provide full-day kindergarten have made an important investment toward providing an education that is truly adequate for all children. Research clearly shows that early investment in education provides much greater dividends than waiting to try to catch up in the high school years. The State of New Hampshire should recognize these efforts.

**NHSBA Response**

**Current Law:**

RSA 189:25 requires school districts to offer kindergarten. RSA 198:38 states in part "no kindergarten pupil shall count as more than 1/2 day attendance per school year." Thus, even if a school district offers full-day kindergarten, the district only receives one-half adequacy aid for those students. Kindergarten is included in the provisions of an RSA 193-E, which defines the scope of an "adequate education." Likewise, an approved elementary school under NH Department of Education Code of Administrative Regulations Ed 306.01 states that Kindergarten must be included as part of an approved public school. NHDOE Rule Ed 306.18(a) requires that kindergarten only provide 450 hours of instructional time per year, whereas grades one through eight shall maintain a school year of at least 945 hours of instructional time.

NHSBA Resolution II:H states "NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding." (First Adopted in 2003 – Revised in 2014)

**Resolution Impact/Analysis:**

Passage of legislation amending RSA 198:38 would increase state adequacy aid for those districts that offer full-day kindergarten. NHDOE data indicates approximately 90 New Hampshire School Districts offer full-day Kindergarten and approximately 10 of those Kindergarten programs are "new" as of the 2014-15 school year. Districts that do offer full-day Kindergarten received less than full adequacy aid for those students. Districts are currently not required to offer full-day kindergarten, as noted above.

**✓ Adoption recommended by NHSBA Board of Directors.**

14. **Resolution Submitted by the Milford School Board**

**Proposed Resolution:**

NHSBA supports a required full-day kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding.

**Stated Rationale:**

The Proposed Resolution seeks to amend NHSBA Resolution II:H by adding "full-day" to the existing Resolution.

The Milford School Board believes that a required full-day kindergarten program is part of a comprehensive K-12 curriculum, and that it is superior to half-day kindergarten curriculum.

**NHSBA Response**

**Current Law:**

RSA 189:25 requires school districts to offer kindergarten. RSA 198:38 states in part "no kindergarten pupil shall count as more than 1/2 day attendance per school year." Thus, even if a school district offers full-day kindergarten, the district only receives one-half adequacy aid for those students. Kindergarten is included in the provisions of an RSA 193-E, which defines the scope of an "adequate education." Likewise, an approved elementary school under NH Department of Education Code of Administrative Regulations Ed 306.01 states that Kindergarten must be included as part of an approved public school. NHDOE Rule Ed 306.18(a) requires that kindergarten only provide 450 hours of instructional time per year, whereas grades one through eight shall maintain a school year of at least 945 hours of instructional time.

NHSBA Resolution II:H states "NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding." (First Adopted in 2003 – Revised in 2014)

**Resolution Impact/Analysis:**

NHSBA has long advocated for local control of school district structure, governance and programs. A mandate from the state that all school districts shall offer full-day kindergarten runs contrary to past NHSBA advocacy positions. Additionally, given the varying demographics across New Hampshire, full-day kindergarten may not be feasible in some New Hampshire school districts.

✓ **Adoption NOT recommended by NHSBA Board of Directors.**

15. Resolution Submitted by the Mascoma Valley Regional School Board

**Proposed Resolution:**

NHSBA supports the increase from half to full adequacy aid from the state of New Hampshire for all-day kindergarten programs and the establishment of state adequacy aid for universal, high quality pre-K programs in the state.

**Rationale:**

Comprehensive studies from the National Institute of Health have proven that high quality early childhood education programs are highly beneficial for students with both short- and long-term positive results in language, literacy, mathematics, behavior and health. Currently, the state of New Hampshire only provides 50% adequacy aid for all kindergarten programs, regardless of whether they are full-day or half-day. This has the potential to discourage local school districts from implementing full-day kindergarten programs. By increasing state adequacy aid to the same levels as all other grades, districts will be encouraged to provide full-day kindergarten programs across every school in the state, bringing the early educational advantage to children statewide. Providing state adequacy aid for preschool programs will also encourage school districts to operate pre-K programs for those residents who cannot afford private schooling, giving all children across the state an equal advantage. The implementation of expanding early childhood education will result in a long-term benefit for the state's students and long-term reduced costs in extra instruction and/or special education as many behavioral, language, reading, math and special ed issues can be addressed at a younger age.

**NHSBA Response**

**Current Law:**

New Hampshire school districts are not required to offer pre-kindergarten programs.

RSA 189:25 require school districts to offer kindergarten. RSA 198:38 states in part "no kindergarten pupil shall count as more than 1/2 day attendance per school year." Thus, even if a school district offers full-day kindergarten, the district only receives one-half adequacy aid for those students. Kindergarten is included in the provisions of an RSA 193-E, which defines the scope of an "adequate education." Likewise, an approved elementary school under NH Department of Education Code of Administrative Regulations Ed 306.01 states that Kindergarten must be included as part of an approved public school. NHDOE Rule Ed 306.18(a) requires that kindergarten only provide 450 hours of instructional time per year, whereas grades one through eight shall maintain a school year of at least 945 hours of instructional time.

NHSBA Resolution II:H states "NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding." (First Adopted in 2003 – Revised in 2014)

**Resolution Impact/Analysis:**

Passage of legislation requiring school districts to offer pre-kindergarten programs as part of an adequate education would greatly increase financial liability of both the state as well as local school districts. Further, legislative changes would have to be made to various provisions of RSA 189, RSA 193, RSA 193-E as well as changes to NHDOE rules and regulations relative to minimum standards for public school approval (Ed 306).

NHSBA has long advocated for local control of school district structure, governance and programs. A mandate from the state that all school districts shall offer full-day kindergarten runs contrary to past NHSBA advocacy positions. Additionally, given the varying demographics across New Hampshire, full-day kindergarten may not be feasible in some New Hampshire school districts.

**✓ Adoption NOT recommended by NHSBA Board of Directors.**

16. **Resolution Submitted by the Timberlane Regional School Board**

**Proposed Resolution:**

NHSBA supports funding for education from the state that annually adjusts and accurately correlates with changes in actual spending by school districts.

**Stated Rationale:**

NH state education funding has remained relatively flat for years as required payments from school districts to NH Retirements Systems have significantly increased. The net result has been a decrease in state aid used to offset local property tax contribution to local education.

**NHSBA Response**

**Current Law:**

The Proposed Resolution and rationale reflects concerns relative to the downshift of education costs to local school districts. In recent years, the state has ceased contributing to the New Hampshire Retirement System, leaving the onus of financing the system on local school boards and, by extension, taxpayers. Similarly, on average the state only funds catastrophic special education aid at approximately 70% of allowable reimbursements. Additionally, state adequacy aid grants have not increased in correlation to actual per-student spending by many districts.

**Resolution Impact/Analysis:**

The Proposed Resolution is consistent with current NHSBA Resolutions II:A, II:D, II:M, and II:N. These current Resolutions speak to adequate education funding, review of funding formulas, state contributions to NHRS, and the diverting or downshifting of costs from the state to local school districts.

**√ Adoption NOT recommended by NHSBA Board of Directors.**

17. **Resolution Submitted by the Monadnock Regional School Board**

**Proposed Resolution:**

IDEA requires the Federal Government to pay 40% of the average daily tuition for students meeting the conditions of services under IDEA. Since that time the maximum reimbursement on average has been less than 40% and in recent years has averaged as little as 17%. Be it resolved that members of the National School Board Association enjoin in a class action suit against the Federal Government and its appropriate agencies as well as the US Congress to require full reimbursement to all member SAUs for the entire shortfall of reimbursement since the enactment of IDEA.

**Rationale:**

Since the provision of Special Education is required by law, SAUs are required to fund the requirements of the program often at the cost of providing other services and programs or raising taxes. An increasingly untenable position in the current economic situation. Not only that, but the Rule of Law is a founding principal of our Republic, and it is unconscionable that our government willfully ignores the statutory requirements that it makes for itself. A lawsuit would not only possibly provide remedy to a long standing injustice, it would also serve notice to the US Congress and the Federal government that it can no longer ignore the statutory requirements of funding all laws and regulations for which such reimbursements are required.

**NHSBA Response**

**Current Law:**

The Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Program (IEP). IDEA requires every state to issue regulations that guide the implementation of the federal law within the state. At a minimum, state regulations must provide all of the protections contained in IDEA. Some states, including NH, have additional requirements that go beyond the federal law. While the debate at the time referred to funding 40%, IDEA is not "fully funded." In the IDEA legislation, Congress set a maximum target for the federal contribution to special education spending equal to 40 percent of the estimated excess cost of educating children with disabilities. Thus, if the program were "fully funded," states would receive their maximum grants, calculated at 40 percent of the national average per pupil expenditure times the number of children with disabilities. Under the act, the count of children with disabilities cannot exceed 12 percent of the state's total school population.

**Resolution Impact/Analysis:**

Given the language of the IDEA statute (see bolded above), the proposed legal action would likely not be successful. Both national and state advocacy efforts have focused on this issue for a long time. NHSBA Perennial Resolution IX:A, dating back to 1990, calls for Congress to appropriate funds to pay 40% of the cost of implementing IDEA. Of equal importance is Perennial Resolution IX:B, also calling for full funding of IDEA, but moving it from the discretionary side of the budget to being mandatory.

Despite long-standing efforts to increase the level of funding, neither political party has been willing to realistically address this issue. Past efforts included a proposal to increase the funding amount gradually over 10 years to reach full funding. Similar efforts to move the issue to mandatory funding within the federal budget have not been successful with either party. Both NSBA and NHSBA continue to annually advocate on behalf of this issue.

**✓ Adoption NOT recommended by NHSBA Board of Directors.**

18. **Resolution Submitted by Hooksett School Board**

**Proposed Resolution:**

NHSBA urges the New Hampshire Legislature to provide immunity to school districts and school district employees relative to a school district's use, maintenance and storage of all video-recording devices used on school property.

**Rationale:**

Given that the New Hampshire Legislature has taken recent action limiting how, when and where audio and video recording devices can be used in classrooms, the Legislature should provide corresponding immunity to school districts and school district employees if the failure to record certain events or circumstances on audio or video recording devices would otherwise have been captured, but for the statutory limitations enacted by the Legislature.

**NHSBA Response:**

**Current Law:**

RSA 189:68 states in part:

IV. No school shall record in any way a school classroom for the purpose of teacher evaluations without school board approval after a public hearing, and without written consent of the teacher and the parent or legal guardian of each affected student.

V. (a) Nothing in this section shall preclude the use of audio or video recordings for use with or by a child with a disability, or by such child's teacher or service provider when the child's individualized education program or accommodation plan includes audio or video recording as part of the child's special education, related services, assistive technology service, or methodology, so long as such audio or video recordings are made, used, and maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. section 1232g, and applicable state law.

(b) Nothing in this section shall preclude the use of audio or video recordings for student instructional purposes.

(c) Nothing in this section shall preclude the use of audio or video recordings for use in the instruction of teacher interns or student teachers after written notification to the parent or legal guardian of each affected student as to the purpose of, and privacy policy for, the recordings.

NHSBA Sample Policy EEAA addresses the provisions of this statute.

School districts are allowed to use video and audio recording devices in other parts of school buildings for safety and security purposes.



School districts are afforded limited immunity under RSA 507-B. However, there have been recent legislative studies seeking to limit the scope of immunity for governmental units.

Various laws directing school boards to take certain provide school districts and district employees with immunity protections. For example, RSA 193-F:7 – bullying; 200:11-a – Investigation of Air Quality; and RSA 189:13-a – designated volunteers all contain immunity provisions for good faith efforts in implementing the provisions of those laws.

**Resolution Impact/Analysis:**

To the best of NHSBA's knowledge, no New Hampshire school district has faced liability relative to the use, misuse or failure to use recording devices on school grounds. Additionally, NHSBA believes that adequate remedies and /or legal defenses already exist without express statutory immunity.

**√ Adoption NOT recommended by NHSBA Board of Directors.**

*New Hampshire  
School Boards Association*

*Policies, Resolutions and  
Statements of Belief  
Manual*

January 2017  
By Procedure Adopted Unanimously at Delegate Assembly, November 4, 2006  
And Following Action of the January 21, 2016 Delegate Assembly

New Hampshire School Boards Association  
25 Triangle Park – Suite 101  
Concord, NH 03301  
603/228-2061 • [www.nhsba.org](http://www.nhsba.org)

*Overview of Action Taken at the 2006 Delegate Assembly*

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas **NHSBA** takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions, and

Whereas these issues deserve special recognition for their continued importance as long-standing positions,

Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the **NHSBA** Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE  
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

<b><u>SECTION</u></b>	<b><u>TOPIC</u></b>	<b><u>PAGE</u></b>
I	School Choice	1
II	Education Funding	1
III	Health Care Funding	3
IV	Charter Schools	3
V	Local Control and School District Autonomy	3
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VII	Accountability	5
VIII	State Board of Education	6
IX	Federal Legislation	7
X	Public Pension System	8

# Perennial Resolutions of the New Hampshire School Boards Association

## I - School Choice

- I:A** • NHSBA supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)
- I:B** • NHSBA urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

## II - Education Funding

- II:A** • NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
- II:B** • NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
- II:C** • NHSBA supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. (*First Adopted in 2000 – Revised in 2014*)
- II:D** • NHSBA supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. (*First Adopted in 2000 – Revised in 2014*)
- II:E** • NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

**II:F• NHSBA** opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

The **NHSBA** opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

**II:G•** *Replaced by Resolution II:D in 2014.*

**II:H• NHSBA** supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

**II:I•** *Replaced by Resolution II:N in 2014.*

**II:J• NHSBA** opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court’s ruling and present interpretation of the New Hampshire Constitution. (2008)

**II:K• NHSBA** opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

**II:L•** *Replaced by Resolution II:C in 2014.*

**II:M• NHSBA** opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

**II:N• NHSBA** opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

**II:O•** Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. (2009)

**II:P• NHSBA** supports amending New Hampshire’s special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law

to exceed federal law. (2010)

### *III - Health Care Funding*

**III:A • NHSBA** supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

### *IV – Charter Schools*

**IV:A • NHSBA** proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

**IV:B • NHSBA** proposes that the State Department of Education develop evaluation and accountability criteria for the state’s charter schools to ensure their financial stability as well as sound educational objectives. (2006)

### *V - Local Control and School District Autonomy*

**V:A • NHSBA** supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

**V:B • NHSBA** supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

**V:C • Deleted in 2014.**

**V:D • NHSBA** supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

**V:E • NHSBA** supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

**V:F • The NHSBA** supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

- V:G**• NHSBA opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. (*First adopted in 2009 – Revised in 2014*)
- V:H**• NHSBA opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)
- V:I**• NHSBA supports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. (*First adopted in 2009 – Revised in 2014*)
- V:J**• NHSBA supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
- V:K**• NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state’s rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
- V:L**• NHSBA supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)
- V:M**• NHSBA supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)
- V:N**• NHSBA supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system’s mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)
- V:O**• NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy,



understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)

## *VI - School Safety*

- VI:A • NHSBA** supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)
- VI:B • NHSBA** supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)
- VI:C • NHSBA** supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)

## *VII - Accountability*

- VII:A • NHSBA** believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for measuring student performance. If NH does not adopt gains-score or value-added measures as the principal means for measuring student performance, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (*First adopted in 1998 – Revised in 2016*)
- VII:B • NHSBA** supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated to measure student performance. (*First adopted in 2005 – Revised in 2016*)
- VII:C • NHSBA** supports a review of NH's accountability and performance measures as well as standards established for the NH state assessment program. (2009)
- VII:D • NHSBA** supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education

students be tested at their grade level ability rather than their placement of their current school grade. (2013)

### **VIII - State Board of Education**

**VIII:A** • NHSBA calls on the State Board of Education to continuously monitor all teacher training programs at New Hampshire colleges and universities to assure that such institutions are offering quality and relevant training programs preparing individuals for careers as teachers and/or administrators in New Hampshire's public schools. (*First adopted in 1998 – Revised in 2014*)

**VIII:B** • NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

**VIII:C** • NHSBA urges the State Board of Education to conduct a statewide study of the "traditional" school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)

**VIII:D** • NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)

**VIII:E** • *Replaced by Resolution II:H in 2014.*

**VIII:F** • NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)

**VIII:G** • NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

**VIII:H** • NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that NHSBA can support. (2005)

**VIII:I** • NHSBA supports a compulsory attendance age of eighteen (18), along with flexibility to utilize alternative options that allow students to continue a

program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)

**VIII:J** • NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities' relationship to the funding formula. (2009)

## **IX - Federal Legislation**

### **IDEA**

**IX:A** • NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

**IX:B** • Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. NHSBA supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, NHSBA believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. NHSBA believes that for special education to achieve its potential in today's environment, several areas should receive attention. NHSBA proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;
- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation
- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;

- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

### **Every Student Succeeds Act**

**IX:C** • NHSBA urges the New Hampshire Legislature and New Hampshire Department of Education, consistent with the language and intent of the Every Student Succeeds Act (ESSA), to maximize local governance and community leadership through enhanced local school board flexibility in addressing key areas such as standards, testing, and accountability; and further to pro-actively engage and collaborate with NHSBA in all legislative and administrative discussions and decisions concerning the implementation of ESSA. (*First adopted in 2003 – Revised in 2009 – Revised in 2016*)

### **X – Public Pension System**

**X:A** • NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent, and fiscally sustainable. To achieve this goal, NHSBA supports legislation that will strengthen NHRS's solvency, including legislation to change how an employee's average final compensation is determined. NHSBA supports a calculation using an average of the highest five years for all employees retiring after July 1, 2016. NHSBA further supports legislation requiring that all NHRS rate increases, above those attributable to the \$2.4 billion unfunded liability agreed to by public employers in 2007, be shared equally between employees and employers. (2011)

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2017 Best  
SCHOOLS



# CONGRATULATIONS

— Niche is proud to recognize —

Portsmouth School District

for achieving the rank of

**#3**

Best School District in New Hampshire

November 2016

Date

Luke Skurman, Chief Executive Officer



## **Niche- 2017 Best School Districts in New Hampshire**

1. SAU 70, Hanover, NH
2. Bedford School District, Bedford, NH
3. Portsmouth School District, Portsmouth, NH
4. Oyster River Cooperative School District, Durham, NH
5. Bow School District, Bow, NH
6. Hollis/Brookline Cooperative School District, Hollis, NH
7. Londonderry School District, Londonderry, NH
8. Windham School District, Windham, NH
9. Hopkinton School District, Contoocook, NH
10. Profile School District, Littleton, NH

[← Back to 2017 Best School Districts Ranking](#)

## 2017 Best School Districts Ranking Methodology

The 2017 Best School Districts ranking is based on rigorous analysis of academic and student life data from the U.S. Department of Education along with test scores, college data, and ratings collected from millions of Niche users. Learn where our data comes from.

### Factors Considered

Factor	Description	Source	Weight
Academics Grade	Based on state assessment proficiency, SAT/ACT scores, and survey responses on academics from students and parents.	Niche	50.0%
Culture & Diversity Grade	Based on racial and economic diversity and survey responses on school culture and diversity from students and parents.	Niche	10.0%
Health & Safety Grade	Based on chronic student absenteeism, suspensions/expulsions, and survey responses on the school environment from students and parents.	Niche	10.0%
Parent/Student Surveys on Overall Experience	Niche survey responses scored on a 1-5 scale regarding the overall experience of students and parents in the district.	Self-reported by Niche users	10.0%
Teachers Grade	Based on teacher salary, teacher absenteeism, state test results, and survey responses on teachers from students and parents.	Niche	10.0%
Resources & Facilities Grade	Based on expenses per student, staffing, and survey responses on facilities from students and parents.	Niche	5.0%
Clubs & Activities Grade	Based on expenses per student and survey responses on clubs and activities from students and parents.	Niche	2.5%
Sports Grade	Based on the number of sports, participation, and survey responses on athletics and athletic facilities from students and parents.	Niche	2.5%



This ranking assesses 10,364 U.S. public school districts. The same methodology is used to produce the Overall Niche Grade for each ranked school district as well as additional school districts.

Statistics obtained from the U.S. Department of Education represent the most recent data available, usually from 2014–2016, as self-reported by the school districts.

For more details about how we calculate our rankings, [click here](#).

[← Back to 2017 Best School Districts Ranking](#)

VIII  
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**CITY OF PORTSMOUTH  
LEGAL DEPARTMENT  
MEMORANDUM**

**DATE:** JANUARY 4, 2017  
**TO:** PORTSMOUTH SCHOOL BOARD  
**FROM:** POLICY COMMITTEE  
**RE:** JANUARY 4, 2017 MEETING MINUTES

---

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

**Others Present:** Paulette Rouse

**Policies Considered:**

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

This policy was up for adoption and the Committee recommended the addition of language regarding that more clearly stated circumstances under which the School Board would hear complaints. The Committee recommended a reference that the Board would hear complaints that "are authorized by law or by collective bargaining agreements." In addition, the reference to the Clerk as the person authorized to receive complaints against the Superintendent be changed to the Chair.

This policy will be recommended for adoption.

**Public Complaints (KE)**

The Committee reviewed the School Board Association model policy and determined that it was not necessary for adoption as the policy KEB provided enough opportunity to address complaints.

**Graduation Requirements (IKF)**

Kathleen explained that this policy has been under discussion with the High School, the Pupil Services Director and the Out of District Coordinator. Ann inquired as to the reasons why students are out of district and Kathleen explained there are a variety of circumstances including incarceration, court ordered placements and special education placements. The

issue has come up on occasion when a student in an out of district placement wants to participate in senior year end activities and/or graduation in Portsmouth. Kathleen further explained that students who are in out of district placements usually participate in these activities at the placement. Students receive their diplomas upon completing the requirements of the out of district placement and from that entity. There are rare circumstances where there is no graduation ceremony.

Prom is another issue where students are in out of district day placements, but continue to live in Portsmouth. There was a discussion regarding the prom and a recommendation was made to permit students to attend with the same requirements for non-resident students (i.e. prior sign up and being in good standing at their school). The Committee suggested that requests be considered on a case-by-case basis by a group consisting of the Senior Guidance Counsellor, the Out-of-District Coordinator and the Principal of the High School. Prior to any formal action being taken, Kathleen said that she will take this discussion back to the High School.

The issue of graduation requirements was also discussed. Currently, students on Individualized Education Plans may receive a Portsmouth diploma when the IEP team, Principal and Student Services Director recommend it. Kathleen explained when this was reviewed at the High School there was a recommendation to include a reference to the transition piece of the IEP. In addition, there are very rare circumstances, where a student can meet the minimum state requirements of 20 credits for graduation and a Portsmouth diploma would be recommended by the team referenced above. Kathleen said that she will make the changes to the policy and it was recommended for revision.

### **Evaluation of Instructional Program (IL)**

This policy was reviewed because of the need for updating to reflect current practice. It had last been reviewed in 2005. The Committee also reviewed the model policy before making recommended changes.

The Committee recommended changing the title of the policy to Analysis and Assessment of the Instruction Program. In addition, it included language from the model policy that has the Superintendent reporting to the Board at least annually on the instructional program. The Assistant Superintendent will remain the designated administrator in charge of the educational program development and evaluation along with School Department staff. References to the Curriculum Council were deleted as this is no longer used. In addition, the section on New Courses was deleted to conform with the aforementioned changes and long standing practice.

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

Kathleen said that she had forwarded this to Barbara Pamboukes for comment before the holidays and has not touched base with her yet. She will do so before the next meeting.

### **Non-Policy Items Discussed:**

#### **MOU with Portsmouth Police Department**

The Committee had a copy of an unsigned draft of an MOU with the Portsmouth Police Department. This is a much more detailed document than the mutual aid agreement with Portsmouth and the towns. No one on the Committee could recall that this ever got past the draft stage. Steve mentioned that, given the current hiring process for a new Chief, this might be brought up with the police after the new chief is hired.

There are other agreements in place for information sharing and the SRO's.

### **Elections**

Since the State opined during the election season in the fall, that voters could not be prevented from voting because they were carrying a weapon notwithstanding Federal and State laws on Gun Free School Zones, the School Board has decided to close schools on voting days. This includes Federal and State elections and primaries and municipal elections. This is problematic for the School Department as, in some years, it is a large interruption in the required days of school and instructional time. Kathleen said that this would be an easy item to forget on the back burner when there is no election pending, but would become an issue when there might not be enough planning time for it. Steve said that he would get a list of voting days from the City Clerk to know how many days are effected. Kathleen said that she would pass along the minutes of the Policy Committee on this item to the City Clerk and the City Manager so a dialog about alternatives to school voting sites could commence.

### **Recommended Board Actions:**

**Adopt:** (two readings)

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

**Revise:** (two readings):

Evaluation of Instructional Program (IL)

Graduation Requirements (IKF)

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

Weapons on School Property (JICI)

**Next Meeting: Tuesday, January 25, 2017 9:00 a.m.**

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# Board & Administrator

FOR SCHOOL BOARD MEMBERS

January 2017 Vol. 30, No. 9

Editor: Jeff Stratton

## Show your appreciation for staff, students

When he started service as a school board member, attorney Gary R. Brochu, a partner at Shipman & Goodwin LLP in Hartford, Conn., never wrote personal notes to students expressing his thanks for coming to school board meetings for recognition and presentations.

Then, Brochu was shamed into it -- by a student.

"I attended a student recognition event for DARE graduation, and afterwards received a thank-you note from a fifth-grade girl for attending," Brochu said. "I felt shamed."

Brochu was at the event as a board member, along with the superintendent and other dignitar-

ies. "After receiving that note, I thought to myself 'I can't be so arrogant as to not learn from something like this,'" he said.

After that, Brochu purchased stationery (about every six months) with his name on it and handwrote notes of appreciation to those who attend school board meetings. He would ask his superintendent for the contact information of attendees, handwrite them a note, and deliver it to school secretaries for delivery during the day.

All these years later, Brochu said he still has that thank-you letter from the DARE student as a reminder. ■

## Welcome patron feedback, but handle it properly

A board member should never turn away a district stakeholder who approaches the trustee with a concern. The best approach when this occurs is to offer your help, but to do so in an appropriate fashion.

The Oklahoma State School Boards Association has some good advice on this topic:

"Welcome people who come to see you about school problems," OSBA states in its new school board member materials. "Listen carefully, then refer them to the appropriate person according to board policy."

During this encounter with a patron, do not try to solve a problem, OSBA recommends. "Don't commit yourself to a course of action that you may regret later. The board as a whole may not support your view, and you could find yourself in an embarrassing position of having committed yourself to a stand that the board rejects."

For information, <http://www.ossba.org/new-school-board-member-information1>. ■

## Tip: Keep governance-focused job descriptions handy

Like a regular employer provides for employees, your board should have on file job descriptions for the superintendent, board members, and board officers and standing board committees.

These educational tools make for useful reminders if the board reviews them regularly, when it selects new officers, and in the orientation of new school board members. ■

## Stay clear on the board's role and the board member's responsibilities

The board's job is a bit different than the individual school board member's. It can be helpful to consider what the board does as the district's governing body, and how the individual board member's responsibilities support the board's oversight work.

As the governing body for the school district in your community, the board meets the mission of educating students while controlling district affairs.

The board does this by:

- Hiring a superintendent.
- Setting policy.
- Approving a budget.
- Approving staff hirings, terminations, and requests for leave.
- Setting curriculum.
- Meeting legal requirements.
- Ensuring staff have the resources (materials, buildings, and grounds) to meet the mission.

The board typically holds an organizational meeting each year, often in January, to elect officers and establish committees as part of its job.

The job description for an individual trustee is to support and fulfill the board's obligations. The board member does this through voting, representing the views of the community, setting goals for the superintendent, and participating in the development of policy and its implementation.

Here are the key points The Board Doctor recommends for inclusion in a Board Member Job Description.

1. State attendance expectations: Attend regularly scheduled meetings, meetings of any committees served, board retreats and planning sessions, and as many extracurricular events as is practical.

2. Stress board obligations as a reminder of the board's work:

- Establish board policy.
- Hire, annually evaluate, and, if necessary, terminate the employment of the superintendent.
- Serve as the voice of constituents and report their issues and concerns to the board and superintendent.

- Monitor finances.
- Plan for the district's future needs.

3. Include specific duties:

- Attend meetings.
- Arrive punctually.
- Prepare for meetings.
- Participate in discussions by contributing skills, knowledge, and experience.
- Listen respectfully to all who have the floor.
- Assume leadership roles such as officer positions or as a committee chair.
- Support publicly all decisions of the majority.
- Represent the district to stakeholders, the business community, and government officials.
- Participate in development opportunities to improve knowledge and board skills. ■

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## Board's relationship to school staff: "Are they happy?" isn't a board issue

When a board member concerns herself with issues such as staff morale, she often finds herself wandering around in the weeds of day-to-day management. That's a good way to pick up a case of poison ivy.

As a board member, it is important to think of school personnel with a governance mindset: by giving your superintendent clear guidance for the board's expectations on personnel matters.

Here are some tips for setting guidelines in this area:

- State that the administrator should make full use of employee talents.
- Ask the superintendent to establish a culture of respect in the district, starting with his leadership team and extending throughout the district.

- Have the superintendent create an atmosphere of civility and responsiveness where staff concerns and suggestions for improvements are welcomed and considered.

The most important work a board can perform in its relationship to staff is by setting and supporting goals for student learning and achievement. That's where most of the board's attention about staff should be focused.

As a board, ask questions such as:

"Does the superintendent have everything she needs to meet our goals for student achievement?" "Are our goals being met?" "Do teachers have access to the best professional development?" and "If our goals are not being met, why not?" ■

VIII  
D.

**Stephen Zadavec**

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**From:** Tricia Lee <pafrindle@gmail.com>  
**Sent:** Monday, January 02, 2017 2:40 PM  
**To:** George Shea; Stephen Zadavec  
**Subject:** Leave of Absence

Happy New Year Steve and George,

I am writing to let you know that I am officially withdrawing from my teaching position at Portsmouth Middle School. I have settled in Port Orchard, Washington and have accepted a teaching position. I have also taken on the position of department head for Social Studies and English Language Arts. I would like to thank you and the Portsmouth School district for everything you have done for me over the last twenty five years.

If at any time you would like to bridge the gap between the east coast and the west coast please send me a note.

--  
Thanks So Much,  
Tricia Lee



VIII  
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Rebecca L Bellistri, M.Ed.

7 Rowell Road, East Kingston, New Hampshire 03827

603.686.6327

Rtuttle17@yahoo.com



January 1, 2017

Dear Mr. Zdravec,

I am writing to inform you that I will not be returning to my position in the Portsmouth School Department next school year.

Please contact me if you have any questions or require additional information or documentation.

Sincerely,

A handwritten signature in cursive script that reads "Rebecca L Bellistri".

Rebecca L Bellistri, M.Ed.

cc Phil Davis

## Public Complaints about School Personnel, Employees, Students or Administration

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Any complaint presented to the Board about school personnel, employees, students or administration, will be referred back to the Superintendent. The Board will not hear or review complaints authorized by law or by collective bargaining agreements, until such complaints have first been brought forth through the appropriate and applicable administrative procedures and the Superintendent or his/her designee has had a reasonable opportunity to seek to resolve the complaint.

The Board may decline to hear any complaint, which will interfere with its ability to serve as an impartial trier of fact in any related student or personnel matter. This complaint procedure shall not supersede or modify any right held by employees of the District under federal law, state law, contract, or collective bargaining agreement.

To the extent it is deemed appropriate by the Superintendent, the individual who is the subject of the complaint may be advised of the nature of the complaint and may be given an opportunity for explanation, comment, and presentation of the facts. The Superintendent shall seek to resolve the matter and report to the Board.

Complaints about the Superintendent may be made directly to the Board through the Chair, but only after reasonable efforts have been made by the complaining party to resolve their complaint directly with the Superintendent. The Board may, to the extent it is appropriate, advise the Superintendent of the nature of the complaint and may give the Superintendent an opportunity for explanation, comment, and presentation of facts.

In the event a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

1. The Board member shall refer the person making the complaint to the Superintendent or for investigation. The Superintendent may delegate the investigation to a Principal or other administrator.
2. If the member of the public will not personally present the complaint to the Superintendent or Principal, the Board member shall then ask that the complaint be written and signed. The Board member will then refer the complaint to the Superintendent for investigation.
3. If the person making a complaint believes that a satisfactory reply has not been received from the Superintendent, he or she may request that the Board hear the complaint. The Board will hear and act upon the complaint only by majority vote. The Board may decline to act on any complaint, which, in its sole judgment, would interfere with the Superintendent's ability to properly administer the district. If the Board does hear and act upon the complaint, all Board decisions shall be final.
4. If the Board decides, in accord with Paragraph Three, to hear and act upon a complaint that pertains to personnel, employee, student or administrative matters, it shall determine whether the complaint shall be heard in public or non-public session in accord with RSA 91-A:3 and the laws pertaining to student and family privacy rights.

The Board shall also determine whether it is appropriate to inform the individual who is the subject of the complaint of the meeting and to provide said individual with further opportunity for explanation, comment, and presentation of the facts to the Board.

5. If the Superintendent is the subject of the complaint, the Board shall determine whether the complaint should be heard in public or non-public session in accord with RSA 91-A:3. The Board may, to the extent it is appropriate, advise the Superintendent of the nature of the complaint and may give the Superintendent an opportunity for explanation, comment, and presentation of the facts.

## Evaluation ~~o~~Analysis and Assessment off the Instructional Program

The Superintendent will evaluate the instructional program annually in accordance with Board policies and state guidelines. The Superintendent will, from time to time, report to the Board on the progress the District is making towards the attainment of its educational goals and improvement in student performance.

Faculty and the administration shall regularly evaluate the educational program for best practices, changes suggested to the curriculum and for new courses. The Assistant Superintendent of Schools shall be primarily responsible for the coordination and the development process of the curriculum working closely with District leadership. All staff are expected to participate in curriculum development.

### Evaluation:

~~Faculty and the administration shall regularly evaluate the education program. Such evaluation is expected to lead to recommendations to the Board for modifications of best practices, changes to the curriculum and for new courses.~~

~~The Assistant Superintendent of Schools shall be primarily responsible for the coordination and the development process of the curriculum working closely with the Curriculum Council. All staff are expected to participate in curriculum development.~~

### New Course Recommendation:

- ~~• All new courses shall be approved by the School Board~~
- ~~• New courses shall be planned by the faculty and approved by the Administration and Curriculum Council~~
- ~~• New courses shall be planned by the faculty and approved by the Administration and Curriculum Council~~
- ~~• Courses may be offered on a trial basis if recommended by the Administration and approved by the School Board~~
- ~~• The Assistant Superintendent shall make periodic reports to the School Board on the status of curriculum development activities~~

### **Legal References:**

*NH Code of Administrative Rules, Section Ed 306.08, Instructional Resources*

*NH Code of Administrative Rules, Section Ed 306.14(e), Basic Instructional Standards*

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## Graduation Requirements

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

- Upon the recommendation of the Student's Evaluation/Placement Team, the Principal of the High School and the Student Services Director after review of the Individualized Education Plan, including transition, for the completion of the Individual Education Plan and upon the recommendation of the Student's Evaluation/Placement Team, the Principal of the High School and the Student Services Director for those students with an identified disability pursuant to the New Hampshire Rules for the Education of Children with Disabilities. The Individualized Education Plan may include less than 26 credits, but may not include less than 20 credits that are required by State law.

**OR**

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

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

**Legal References:**

*NH Code of Administrative Rules, Section Ed [306.04\(a\)\(14\)](#), How Credit Can Be Earned*  
*N.H. Code of Administrative Rules, Section Ed [306.14\(f\)](#), Awarding of Credit for Required*

*Subjects and Open Electives*

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

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

## Weapons on School Property

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Weapons are not permitted on school property, in school vehicles, vehicles parked on school property or at school-sponsored activities. No person, other than law enforcement personnel, may enter school property as enumerated above, with a weapon of any kind their possession or vehicle without prior, written authorization from the building principal. [20 U.S.C. § 7151, Gun-Free Schools Act and RSA 193-D.](#)

The term weapon includes, but is not limited to, firearms (rifles, pistols, revolvers, pellet guns, BB guns) knives, slingshots, metallic knuckles, firecrackers, billy-clubs, stilettos, switchblade knives, swords, canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons or self-defense weapons, or look-alike weapons (as defined by RSA 159:24 and RSA 159:20 respectively), or any other object or substance which in the manner it is used, or threatened to be used, is known to be capable of producing death or bodily injury.

Members of the public who violate this policy will be reported to local law enforcement authorities.

Any student who is determined to have brought a firearm (as defined 18U.S.C. §921) to school or to a school sponsored activity, will be expelled for not less than one year (365 days). This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Disciplinary action shall include a one (1) to ten (10) day suspension from school. The building principal, in consultation with the Superintendent of Schools, may refer the matter to the Board of Education, depending upon the specific circumstances of the violation.

The Board may impose additional discipline, including expulsion from school.

**Legal Reference:**

[18 U.S.C. § 921 et seq.](#)

[20 U.S.C. § 7151, Gun-Free Schools Act](#)

[RSA 193-D, Safe School Zones](#)

[RSA 193:13, Suspension and Expulsion of Students](#)

[NH Code of Administrative Rules, Section Ed. 317, Standards and procedures for suspension and expulsion of pupils including procedures assuring due process](#)

[NCLB 20 U.S.C.A. § 7139 et seq](#)



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December 19, 2016

Dear Dr. Zdravec,

I would like to request a leave of absence for the remainder of the 2016-2017 school year. I look forward to returning for the 2017-2018 school year, but I appreciate the opportunity to spend this time with my children.

Thank you for your consideration.

Sincerely,

*Julia Ghoting*

Julia Ghoting  
ESOL Teacher  
Dondero Elementary School

RECEIVED  
DEC 20 2016  
BY: \_\_\_\_\_

cc: Kate Callahan  
Jeanette Souther  
Jean Frisbee  
Stephanie Long

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**OFFICE OF THE CITY CLERK  
CITY OF PORTSMOUTH, N.H.**

**Kelli L. Barnaby, CMC/CNHMC  
City Clerk  
1 Junkins Avenue  
Portsmouth, NH 03801  
603-610-7207  
Fax: 603-610-4158  
Klbarnaby@cityofportsmouth.com**

# Memo

**To:** Mayor Blalock, City Council  
Leslie Stevens, School Board Chair  
Richard Gamester, Fire Commissioner Chair  
Brenna Cavanaugh, Police Commissioner Chair

**From:** Kelli L. Barnaby, City Clerk *Kub*

**Date:** December 27, 2016

**Re:** Board of Ethics

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In accordance with Chapter 1, Article VIII, Section 1.804 – Board of Ethics – establishes a method for appointing a Board of Ethics. It is required that the Board member shall be drawn at the first meeting of the calendar year of each of the governing bodies. One member each is selected by lot from the City Council, School Board, Police Commission and Fire Commission to serve on the Board of Ethics.

Once the selection by lot is completed, please notify me the name of the individual selected for my records.

If you should have any questions, please do not hesitate to contact the City Clerk's Office directly.

Thank you.

**cc:** John P. Bohenko, City Manager  
Robert P. Sullivan, City Attorney  
Stephen Zadavec, Superintendent of Schools  
Steven Achilles, Fire Chief  
David Mara, Police Chief

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