

**PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR MAY 9, 2017**

EILEEN D. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, MAY 9, 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. APRIL 11, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
  - a. 21<sup>ST</sup> CENTURY COMPETENCIES
- VIII. **SUPERINTENDENT'S REPORT**
  - a. ITEMS OF INFORMATION
    - i. POLICY COMMITTEE MINUTES, APRIL 2017
    - ii. BOARD & ADMINISTRATOR, MAY 2017
    - iii. OVERNIGHT FIELD TRIP, PLYMOUTH, NH
  - b. CORRESPONDENCE
    - i. LETTER OF RESIGNATION, JANINE BIBEAU
    - ii. LETTER OF RESIGNATION, MARIA GUBELLINI
    - iii. LETTER OF RETIREMENT, LAURA BARONE
  - c. ADMINISTRATOR REPORT
    - i. FINANCIAL REPORT
- IX. **OLD BUSINESS**
  - a. CONSIDERATION AND APPROVAL OF SCHOOL BOARD MEETING DATES
  - b. CONSIDERATION AND APPROVAL OF POLICIES (2ND READING):
    - i. INSTRUCTIONAL MATERIALS (IJ)
- X. **NEW BUSINESS**
  - a. CONSIDERATION AND APPROVAL OF POLICIES (1ST READING):
    - i. MEAL CHARGING (EFA)
  - b. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCE

**XI. COMMITTEE UPDATES**

- a. POLICY

**XII. FUTURE AGENDA ITEMS**

- a. SCHOOL NUTRITION
- b. RJLA PRINCIPAL REPORT
- c. SPECIAL EDUCATION REPORT

**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 APRIL 11, 2017 REVISED-  
DRAFT**

EILEEN D. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, APRIL 11, 2017

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER-** Board Chair Stevens called the meeting to order at 7:02 p.m.
- II. **ROLL CALL-** Chair Leslie Stevens, Vice-Chair Tom Martin (7:08 p.m.), Jeff Landry, Kristin Jeffrey, Ann Walker, Patrick Ellis, SAU50 Representative Randy Bunnell, 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-** Chair Stevens led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
- a. MARCH 28, REGULAR MEETING
- MOTION: Motion to accept the public minutes of March 28, 2017, by Mr. Landry
- SECOND: Ms. Walker
- DISCUSSION:
- VOTE: Unanimously accepted
- ❖ **Chair Stevens welcomed SAU 50 Representative Randy Bunnell.**
- VI. **PUBLIC COMMENT-** None
- VII. **SPECIAL PRESENTATIONS**
- a. **FINANCIAL REPORT-** Business Administrator Stephen Bartlett provided the month-end March report. The salary section still needs to be taken as a net-total. The pressure areas continue to be in Special Education (preschool, speech, and OT), and areas that are running close are out-of-district tuition and maintenance. Energy and transportation is doing well and tracking reasonable.
- COMMENTS/QUESTIONS: The contract plowing bill from the last snow storm is not included in this report. Clarification was provided on lines 177 Technology and line 121 Substitutes.
- b. **CHINESE PROGRAM-** Superintendent Stephen Zdravec introduced PHS Chinese Teacher Xialing Chen and PHS Spanish Teacher Tara Hebert. Ms. Chin shared a PowerPoint presentation which included the following information:
- ♦ Brief Introduction of the Confucius Institute
  - ♦ Current Chinese Programming: Credit Courses offered at Portsmouth High School (PHS) (Chinese 1, Chinese 2, and Chinese 3), Non-Credit Courses offered at Portsmouth Middle School (PMS), and one Enrichment Session at New Franklin Elementary (NF).
  - ♦ Future Chinese Programming: Chinese VI, additional Enrichment Sessions at the elementary level, and outreach to more schools.
  - ♦ Draft Proposal for the Chinese Cultural Tour

PHS Student Declan Baker demonstrated his skills and spoke Chinese for the Board.

COMMENTS/QUESTIONS: There are approximately 64 PHS students, 21 PMS students, and 30 NF students in the Chinese Program.

The NF Enrichment Session is offered as part of the MC3 Afterschool Program.

- c. PMS PRINCIPAL REPORT-Principal Phil Davis provided several highlights and updates happening at Portsmouth Middle School including:
- ♦ Re-aligning Interdisciplinary Teaching Teams for 2017-2018
  - ♦ Technology: Each Team of Teachers, Unified Arts Team, and the Library have dedicated Chromebook mobile carts.
  - ♦ Moving in the Direction of 21<sup>st</sup> Century Learning Skills
  - ♦ Creating Math Tiered Intervention
  - ♦ Community Involvement: Memorial Day Celebration and Community Planting Day
  - ♦ Parent Advisory Committee
  - ♦ PMS offers over 40 student clubs: new clubs include- Film Club, Trading Card Club, and Anime Club
  - ♦ Congratulations to Geo Bee Champion Francis Powell
  - ♦ Interdisciplinary Units: Annual 6<sup>th</sup> Grade Team Enterprise City field trip and 8<sup>th</sup> Grade World of Work Unit

COMMENTS/QUESTIONS: School climate, Team changes, as well as looping Case Managers, and Unified technology are all viewed as positive changes.

- d. MODEL NH METRICS UPDATE- Superintendent Zdravec highlighted performance measures documented in the FY 18 Vision Book. Portsmouth is positioned well against the State averages, but continues to look for ways to improve.
- e. COMMENTS/ QUESTIONS: The Vision Book provides valuable information and has become a good resource. Additional ways to use cohort analysis in regards to STEAM/STEM or 21<sup>st</sup> Century Learning Skills will be explored. Vision Books will be available at Portsmouth Public Library, Portsmouth Schools, and online.

## VIII. SUPERINTENDENT'S REPORT

- a. ITEMS OF INFORMATION
- i. POLICY COMMITTEE MINUTES, MARCH, 2017
  - ii. OVERNIGHT FIELD TRIP, CAMP CALUMET
  - iii. OVERNIGHT FIELD TRIP, GILFORD, NH
  - iv. SCHOOL BOARD PROPOSED MEETING DATES
  - v. FY 18 BUDGET AND PERFORMANCE MEASURES BOOK
  - vi. DONDERO UPDATE- City Council approved funding for Phase One of the Dondero project. Dondero's last day for students will be Monday, June 19 (full day). Principal Callahan will get this information to parents this week.
  - vii. START TIME UPDATE- A parent survey is being sent to assess some afterschool needs for elementary students. As a result of the school start time changes for next year, there

may be additional afterschool needs. Administration is finalizing bus routes and hope to have the schedules available this spring.

COMMENTS/QUESTIONS: It was suggested switching the meeting locations for two dates on next year's proposed School Board meeting schedule.

Clarification was provided as to a high school student transporting their elementary school sibling from school.

b. **CORRESPONDENCE**

- i. LETTER OF RESIGNATION, DEXTER ROBBLEE
- ii. LETTER OF RESIGNATION, PERRIN LONG- Clarification that Mr. Long's letter states he is resigning, but in fact he is intending to retire.

IX. **OLD BUSINESS**

a. **CONSIDERATION AND APPROVAL OF POLICIES (2ND READING):**

- i. **FIRST AID AND EMERGENCY MEDICAL CARE (EBBC)**

MOTION: Motion to approve Policy EBBC, by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously approved

X. **NEW BUSINESS**

a. **CONSIDERATION AND APPROVAL OF EMPLOYMENT (RENEWAL)**

- i. **SPECIAL EDUCATION TEACHER- LH**

MOTION: Motion to approve employment renewal, by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously approved

b. **CONSIDERATION AND APPROVAL OF POLICIES (FIRST READING)**

- i. **INSTRUCTIONAL MATERIALS (IJ)**

MOTION: Motion to approve Policy IJ, by Mr. Martin

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously approved

XI. **COMMITTEE UPDATES**

- a. **MIDDLE SCHOOL JOINT BUILDING COMMITTEE-** Ms. Walker and Ms. Stevens provided an update on the last Committee meeting.
- b. **PRESCHOOL COMMITTEE-** Ms. Jeffrey provided an update on today's Committee meeting.
- c. **STUDENT SENATE-** Student Representative Rodgers provided an update on the last Senate meeting.

- d. MAYOR'S BLUE RIBBON COMMITTEE ON SUSTAINABLE PRACTICES- Mr. Ellis provided information on the Energize 360 Program.

**XII. FUTURE AGENDA ITEMS**

- a. TQP UPDATE
- b. 21<sup>ST</sup> CENTURY SKILLS AND COMPETENCIES
- c. SCHOOL NUTRITION
- d. RJLA PRINCIPAL REPORT
- e. SPECIAL EDUCATION REPORT

**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 8:19 p.m. by Mr. Martin

SECOND: Mr. Ellis

DISCUSSION:

VOTE: Unanimously accepted

- ❖ Congratulations to the PHS Percussion Ensemble and their Director Steve Cirillo for their third consecutive undefeated season and recorded a high score of 98.1.

2. VII

<b>ACADEMIC</b>	<b>Substantially Below Proficient</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Proficient with Distinction</b>
<b>Communicate Effectively</b>	<p>Rarely engages in large or small group discussions</p> <p>Rarely or inefficiently uses appropriate or precise vocabulary</p> <p>Strategies of address (e.g. rate, tone, inflection) are inappropriate for audience, task and purpose</p> <p>Inconsistent use of the conventions of Standard English impacts clarity of message</p> <p>Little to no organization; supporting evidence and details are irrelevant and unclear</p>	<p>Engages in some large or small group discussions displaying inconsistent confidence to respond appropriately to feedback</p> <p>Uses some appropriate and precise vocabulary</p> <p>Inconsistent use of appropriate strategies of address (e.g. rate, tone, inflection)</p> <p>Multiple errors with the conventions of Standard English although message is still clear</p> <p>Basic organization with minimal supporting evidence and relevant details</p>	<p>Engages in large or small group discussions often displaying confidence and the ability to respond appropriately to feedback</p> <p>Uses appropriate and precise vocabulary and strategies of address (e.g. rate, tone, inflection) consistent with audience and subject matter</p> <p>Minimal errors with the conventions of Standard English</p> <p>Information is effectively and coherently organized and accurately supported by clear evidence</p>	<p>Actively engages in large or small group discussions consistently displaying confidence and the ability to respond appropriately to feedback</p> <p>Consistently uses precise and appropriate vocabulary, information and strategies of address (e.g. rate, tone, inflection) consistent with audience and subject matter</p> <p>No or few errors with the conventions of Standard English</p> <p>Information is effectively and coherently organized supported by multiple examples of clear evidence</p>
<b>Think Critically</b>	<p>Unable to identify the problem without support</p> <p>Demonstrates only a literal understanding of the problem, unable to synthesize information or determine the reasonableness of a solution</p> <p>Does not ask questions</p> <p>Follows a template for solving a problem with little or no conceptual understanding</p> <p>Demonstrates little or no transfer of knowledge</p>	<p>Occasionally can identify the problem</p> <p>Needs support to analyze and synthesize information and reflect on the accuracy and reasonableness of a solution</p> <p>Questions asked are often unrelated or irrelevant to task completion or solving the problem</p> <p>Presents one solution and/or perspective</p> <p>Rarely applies information learned to new situations</p>	<p>Independently identifies the problem, analyzes and synthesizes information and reflects on the accuracy and reasonableness of a solution</p> <p>Formulates probing questions relevant to task completion or solving the problem</p> <p>Designs solutions to solve a problem</p> <p>Frequently applies information learned to new situations</p>	<p>Consistently and independently identifies the problem, analyzes and synthesizes information and reflects on the accuracy and reasonableness of solutions</p> <p>Formulates multiple probing questions relevant to task completion or solving the problem</p> <p>Presents multiple/complex solutions and/or perspectives</p> <p>Consistently applies information learned to new situations</p>
<b>Utilize Appropriate Tools and Information to Solve Problems</b>	<p>Needs significant support to identify and use appropriate resources for solving problems and/or completing tasks</p> <p>Demonstrates little or no understanding of the information needed to solve problems</p>	<p>Occasionally can identify an appropriate tool and/or information needed to solve problems; needs some support in its utilization</p> <p>Needs some support to identify accurately the information needed to solve problems and the resources needed for their resolution</p>	<p>Utilizes effective resources to solve problems and/or complete tasks</p> <p>Identifies accurately the information needed to solve problems and the resources needed for their resolution</p>	<p>Consistently identifies and utilizes effective resources to solve problems and/or complete tasks.</p> <p>Continuously identifies accurately the information needed to solve problems and the resources needed for their resolution</p>
<b>Set Personal and Academic Goals</b>	<p>Sets minimally defined, inappropriate or unrealistic goals</p> <p>Chooses tasks that are easy to complete and take minimal effort</p> <p>Continues with little or no consideration given to progress on goals.</p>	<p>Given explicit instruction or template can set goals; needs support with process for attaining them</p> <p>Occasionally chooses a task that is a challenge but mostly needs support in order to do so.</p> <p>Reevaluates goals and makes adjustments to ensure academic success with support</p>	<p>Sets and articulates clearly defined goals with a structured process for attaining them</p> <p>Challenges oneself personally and in the classroom</p> <p>Reevaluates goals in order to ensure academic and/or personal challenge and success</p>	<p>Continuously sets and articulates clearly defined goals with a structured process for attaining them</p> <p>Consistently challenges oneself personally and in the classroom</p> <p>Systematically reevaluates goals in order to ensure academic and/or personal challenge and success</p>

<b>ACADEMIC</b>	<b>Substantially Below Proficient</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Proficient with Distinction</b>
<b>Approach Challenges with Creativity and Innovation</b>	Attempts problems only when provided with a method for solution	Uses one method to solve a problem	Analyzes different solutions to challenges and chooses what is effective for the desired outcome	Analyzes a number of different solutions to challenges and chooses what is most effective for the desired outcome
	No attempt at developing new ideas	Uses minimal resources and needs support to develop new ideas	Uses a wide-range of ideas and community resources to develop new ideas	Consistently uses a wide-range of ideas and community resources to develop new ideas
<b>SOCIAL</b>	Often fails to meet required expectations	Includes only required expectations	Goes beyond original parameters of assignment or expectations	Continually goes beyond original parameters of assignment or expectations
	<b>Substantially Below Proficient</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Proficient with Distinction</b>
<b>Work Collaboratively</b>	Contributes little or not at all to the group	With support, will participate in group	Participates in group and demonstrates effort to help the group work together	Actively participates and works to facilitate the contributions of others
	Consistently disengaged and shows little or no regard for the input of others	Listens to others but may judge and/or disregard their input	Listens to others and considers other people's feelings and ideas	Consistently listens attentively and is empathetic to others
<b>Work Independently</b>	Participation is consistently off point and gets in the way of accomplishing the goal	Shares ideas that are sometimes related to the goal	Shares ideas related to the goal and aids the team in moving forward to its completion	Continually shares ideas related to the goal and aids the team in moving forward to its completion
	Fails to complete most assigned tasks; contributions to group work are sub-par	Relies on others for time management and contributions to the group	Manages time and shares responsibility effectively resulting in completion of task with quality work	Consistently manages time and shares responsibility effectively resulting in completion of task with high quality work
<b>CIVIC</b>	<b>Substantially Below Proficient</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Proficient with Distinction</b>
	Demonstrates little or no understanding of his/her needs, skills or abilities, relying considerably on the teacher to complete anything	Investigates problems or lack of understanding only with support	Pursues opportunities to expand knowledge, skills and abilities within course expectations; investigating problems or lack of understanding	Generates and pursues opportunities to expand knowledge, skills and abilities beyond expectations
<b>Engage in the Classroom and the Community</b>	Often comes to class unprepared and fails to complete assignments both in and out of class; Gets stuck when challenged	Completes course requirements; Persists when challenged with support	Sets learning goals within course expectations and persists in their attainment	Sets learning goals that push personal development beyond course expectations and persists in their attainment
	Needs frequent reminders to stay on task	Needs reminders to stay on task	Manages time and workload effectively resulting in completion of quality work	Manages time and workload effectively resulting in completion of only high quality work
<b>Engage in the Classroom and the Community</b>	<b>Substantially Below Proficient</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Proficient with Distinction</b>
	Participates little or not at all in class	Occasionally participates in the classroom	Actively participates and enhances learning in the classroom	Actively participates and enhances learning in the classroom and encourages others to do the same
<b>Engage in the Classroom and the Community</b>	Demonstrates little or no understanding of how individual and group actions affect the community as a whole. Consistently avoids accepting responsibility for his/her own actions and how they affect others around them	Can articulate how individual and group actions affect the community as a whole with support. Inconsistently accepts responsibility for personal decisions and actions.	Can articulate an understanding of how individual and group actions affect the community as a whole and often accepts responsibility for personal decisions and actions	Consistently demonstrates an understanding of how individual and group actions affect the community as a whole and accepts responsibility for personal decisions and actions
	Makes little or no contribution to the classroom or school community	Occasionally contributes to the school community	Frequently contributes to the community to better the school and the people in it.	Consistently contributes to the community to better the school and the people in it.
<b>Engage in the Classroom and the Community</b>	Participates in no community events	Participates in community events only when mandated	Actively participates in a number of community events	Takes a leadership role and actively participates in a number of community events



VIII.  
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CITY OF PORTSMOUTH  
LEGAL DEPARTMENT  
MEMORANDUM

DATE: APRIL 20, 2017  
TO: PORTSMOUTH SCHOOL BOARD  
FROM: POLICY COMMITTEE  
RE: APRIL 18, 2017 MEETING MINUTES

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

**Others Present:** Deb Riso

**Policies Considered:**

**Meal Charging (EFA)**

Deb handed out a New Hampshire Department of Education Technical Advisory providing information regarding meal charging policies and shared policy feedback from the State with the Committee. The Committee inquired as to whether or not the School Department was actually implementing this policy as written. Of particular concern was the offer of alternative lunches. This policy is not generally followed at the schools and the Committee is recommending removal of language in the policy to delete references to the sections that are not followed.

The Committee also reviewed the outstanding account balances by school and reviewed the collection efforts made by Deb's office, building principals, and ultimately, through the City Attorney's office.

There was also discussion regarding the advice in the Technical Advisory regarding notice to parents regarding the policy. Kathleen will follow up with the schools to make sure that this policy is included in the student handbooks. It was also suggested that this policy include a sign off at the beginning of each school year as is done with other policies that require proof of notice to parents.

**Special Education Independent Evaluations (IHBAB)**

The Committee reviewed this policy and questioned the schedule of acceptable fees for outside evaluations that used to be included in the policy. Kathleen reported that she had checked with Director of Pupil Support and Instruction Jeanette Souther and she reported

that only Dover still has such a policy. At one time, Kathleen recalled that Rochester had had such a policy, but that under current law and regulation this was questionable. The Committee again reviewed the policy and determined that it really should be broken out into two policies; one regarding the requirements for evaluations and one for independent evaluations. This is the approach taken by the New Hampshire School Board Association.

**Non-Policy Items Discussed:**

**Memorandum of Understanding (MOU) with Portsmouth Police Department**

The Committee reviewed the revised draft of the MOU regarding the School Resource Officer. The MOU will be formatted and Steve will send it to the Chief.

**Meeting with School Nurses**

Kathleen reported that she had met with the school nurses on an early release day and discussed a number of areas of concern, some of which might involve policies. They talked about the use of texting as a method of communicating with parents and the use of personal cell phones to do so. They had indicated that often their telephone calls go unanswered if the parent does not recognize the number. Kathleen will get copies of her notes from the meeting to the Committee for further discussion.

**Recommended Board Actions:**

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

Meal Charging (EFA)

**Policies for Next Meeting of Policy Committee:**

Student Assessment (IKA)

Patriotism (IMDA)

Independent Educational Evaluations (IHBAA)

Special Education Evaluations (IHBAB)

**Next Meeting: Thursday, May 11, 2017 9:00 a.m.**

# Board & Administrator

## FOR SCHOOL BOARD MEMBERS

April 2017 Vol. 30, No. 12

Editor: Jeff Stratton

## Should school boards manage? Yes, themselves

Boards should be comfortable “managing” in two areas: They should manage but not micro-manage their superintendent, and the board should manage itself. That second point may be most critical to the district, according to John Almond and Lloyd Wamhof, member assistance advocates for the Association of California School Administrators.

“In our work, we see some boards that accomplish both of these functions very well,” Almond said. “Our observation is, however, that a significant number of school boards have not set any guidelines for managing themselves.”

For evidence to back up this statement, look no further than the number of boards that are always at odds within their own ranks, Almond said. “Such boards have become divided on certain core issues and, in some cases, recall after recall of board members has created dysfunction within the district,” he said.

Regular and counterproductive superintendent turnover due to board dysfunction is another sign that boards are not adept at managing themselves, Wamhof said. Here are several suggestions from Wamhof and Almond to help a board manage itself professionally, successfully, and in a way that allows the board to do the job trustees were elected to do:

1. Agree on written norms/protocols that outline how the board will manage itself and conduct business efficiently at its meetings. The norms/protocols should be laid out in a short list that is agreed to by all members. (See an example of board norms/protocols on page 2.)

2. Restate board norms/protocols at the beginning of meetings and board workshops.

3. Reach agreement as a board on what a successful school district looks like. “Part of this process is examining and visiting successful districts and then deciding on what best practices board members can implement in their own district,” Wamhof said.

4. Rely on the superintendent to conduct the daily business of the district.

5. Be willing to hire a board coach to assist in establishing board norms/protocols and to utilize the coach in maintaining a positive relationship with the superintendent.

6. Be willing to censure fellow board members who continually disrupt the smooth running of the district and don’t observe the board’s own norms/protocols and agreements on how to run the district.

When the board is unprofessional, breaking the cycle of poor board management isn’t simple, and there isn’t a quick fix pill to swallow to change the behavior of disruptive board members who get themselves elected based on a negative personal agenda, Wamhof said.

Can a cycle of negativity be broken? Yes, Wamhof said.

For this to occur, however, there should be a process in place and board members must be willing to discipline themselves. That starts with norms and protocols.

For information, [www.acsa.org](http://www.acsa.org); 559-905-2057. ■

## **Board norms/protocols help board manage itself**

John Almond and Lloyd Wamhof, member assistance advocates of the Association of California School Administrators, suggest the following board norms and protocols for school boards to help them “manage” themselves professionally:

We agree:

- To respect differences of opinions in making decisions for the district.
- To follow best practices in managing the superintendent and the management of the board itself.

- To stay on task when conducting business for the district including while at board meetings.
- To never surprise the superintendent or each other when conducting official business of the district.
- To read these norms at the beginning of each board meeting and at board workshops as a reminder of how to conduct our meetings.
- To continually self-check to determine if we are following our norms when conducting district business. ■

### **Advocacy never more important to public schools than today**

If school board members won't speak to their elected officials about support for public education, who in your community will?

The Kansas Association of School Boards, in its “10 rules of effective lobbying” offers these tips to help school board members when they reach out to their elected officials.

- Prioritize. “When everything is important, nothing is important,” KASB States. “This applies to how you spend your time as well as what you communicate to your legislators. They probably will not support you on every issue. Let them know what is the most important.”

- You need friends. “Shore up lobbying allies from your community to demonstrate broad support,” KASB advises.

- Manners, manners, manners. “Always be positive and courteous,” KASB states. “In politics, no permanent friends, no permanent enemies, but always politeness.”

For information, [https://www.kasb.org/wcm/Advocacy\\_Services/Advocacy\\_Tips/10\\_Rules\\_of\\_Effective\\_Lobbying/wcm/\\_AdvS/Advocacy\\_Tips/10\\_Rules\\_of\\_Effective\\_Lobbying.aspx?hkey=fc5eead5-95a9-4a6f-a781-39e982263cab](https://www.kasb.org/wcm/Advocacy_Services/Advocacy_Tips/10_Rules_of_Effective_Lobbying/wcm/_AdvS/Advocacy_Tips/10_Rules_of_Effective_Lobbying.aspx?hkey=fc5eead5-95a9-4a6f-a781-39e982263cab). ■

## **Participate in new member orientation with these 3 ideas**

Here are three ways all board members can play a role in the orientation of a school board trustee, thereby ensuring that your newest teammate has a smooth start to the job:

1. Policy commitment. The board should have a policy in place stating that new board member orientation is required and listing who participates in the orientation, what orientation consists of, and when it should occur.

2. A belief that ongoing board education is vital. The board expects school staff to engage in professional development; it should expect the same of itself. Take time at board meetings to discuss

how to be a better board, how to improve policy, and how to ensure that thorough discussions take place so that all board members are up to speed on the complex issues you face.

3. Treat staff as a valuable resource. This starts with your relationship to the superintendent. The board should understand that he wants to answer board questions, whether they are from veterans or newbies. Expect the superintendent to reach out to new board members to check their comfort level with board work and maybe call on board veterans to assist with this. ■

VIII  
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SECTION 4

DISTRICT FORMS

4.1 FIELD TRIP FORM

Portsmouth School Department Out of State/Overnight Student Trip Checklist

Destination Plymouth State University  
Dates of travel April 8-9  
Sponsor Group Model UN  
Lead Advisor/Chaperone Cynthia Young  
Date submitted April 7, 2017  
Date of meeting with Superintendent of Schools \_\_\_\_\_  
List of other chaperones \_\_\_\_\_

List of students, home phone numbers, parents' names attached? yes

Number of Students 4

Staff to Student Ratio 1 to 4

Principal Approval Date \_\_\_\_\_

Supt. Approval Date \_\_\_\_\_

Insurance yes

On File? card copies

Do all Students Have Passports? N/A

Fundraisers students have participated in Flatbread

Method of travel to Destination Parents driving

Are Home stays involved in this trip? If yes, describe \_\_\_\_\_

N/A

Names of chaperones with first Aid/CPR Training Cynthia Young  
(at school training)

Is there a Phone Tree established with parents? Yes \_\_\_\_\_ No \_\_\_\_\_ (If yes, a copy should be attached) Phone list +  
Cost for each student to participate \$15 attache

Educational Goals for trip Students will learn more about  
participation in world affairs and  
will practice public speaking + negotiatio

Date of parent meeting and location held prior to departure NA

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

**SUPPORTING DOCUMENTS:**

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

If issues arise during your trip, please contact your building principal as soon as possible.

Prior to departure and upon arrival home the lead advisor must contact their building principal.

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

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*[Handwritten signature]*

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APR 17 2017

April 12, 2017

Dear Portsmouth School Department,

It is with much careful consideration that I have decided not to accept the gracious contract that you have offered. I have truly enjoyed being part of the Portsmouth community and teaching in your schools. It is such a wonderful district and having a part in teaching Portsmouth's children is something that I will always be grateful for. I hope to have an opportunity to teach in Portsmouth schools again in the future.

Sincerely,

*Janine Bibeau*  
Janine Bibeau

VIII  
Maria A. Gubellini, M.Ed  
NH Certified School Psychologist  
419 South Barnstead Rd.  
Center Barnstead, NH  
03225

MAY 01 2017

To Whom It May Concern:

04/10/2017

It is with great regret that I am writing this letter to inform you of my resignation from the Portsmouth School District. I am so very grateful for the opportunities that I've had over the years in working and being a part of the clipper community, initially as intern and later as a school psychologist for PHS. I am also very grateful that I had the opportunity to work with an amazing and talented group of professionals who I have learned so very much from and have the upmost respect for. Lastly, but not least, I am also thankful for the period of time that was granted to me to spend away from work, in order to be with my baby girl, Nadia, and the patience that was shown by administration and my colleagues during this time, while I was trying to figure out motherhood, childcare, work and commuting.

Unfortunately, though commuting over two hours each day was easy and feasible prior to motherhood; it brings on added challenges and stress. In addition, I have found that finding proper childcare will add to the commute time, which makes for longer day for a toddler and more hours away from home. Hence, with these challenges in mind, I have come to the difficult realization that as much as I truly want to return to PHS and continue to be a part of the clipper community, it would not be the best decision for myself and my family, at this time.

Sincerely and with best regards,

Maria A. Gubellini



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Laura Barone  
Science Department  
Portsmouth Middle School  
155 Parrott Ave  
Portsmouth NH 03801

April 7, 2017

Steve Zadravec  
Superintendent  
Portsmouth School Department  
1 Junkins Ave  
Suite 402  
Portsmouth NH 03801



Dear Steve,

I am writing this letter to thank you for the contract but to inform you that I will be retiring as of June 30, 2017. This decision was made with much thought and sadness on my part.

I have worked for the Portsmouth School Department for forty two years and I have enjoyed every day. I am grateful for the opportunity to share my love of science and problem solving skills with thousands of students. When I was hired in the 70's I was mentored by seven experienced science teachers who helped me to develop a teaching style that encouraged doing science and not just reading or listening about science. I also appreciate the confidence the administration had in me as I developed a nationally recognized interdisciplinary AIDS unit in the 90's and more recently with my connection Scholastic Science World magazine.

While I look forward to enjoying my retirement, I will miss my team, my department and all of my colleagues. Many people I have worked with will remain important to me in the future including the Portsmouth Junior High art teacher I married in 1975.

Please let me know how to proceed and how I can help you.

Best regards,

A handwritten signature in cursive script that reads "Laura Barone". The signature is fluid and elegant, with a long, sweeping underline.

Laura Barone

IX.  
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**Portsmouth School Board  
Portsmouth, New Hampshire**

**Proposed Meeting Dates/Locations 2017/2018**

<b>DATE</b>	<b>LOCATION</b>
July 11	Council Chambers, City Hall
August 8	Council Chambers, City Hall
September 12	Council Chambers, City Hall
September 26	DONDERO
October 10	Council Chambers, City Hall
October 24	PORTSMOUTH MIDDLE
November 14	Council Chambers, City Hall
November 28	ROBERT J. LISTER ACADEMY
December 12	Council Chambers, City Hall
January 9	Council Chambers, City Hall
January 23	PORTSMOUTH HIGH
February 13	Council Chambers, City Hall
March 13	Council Chambers, City Hall
March 27	NEW FRANKLIN
April 10	Council Chambers, City Hall
May 8	Council Chambers, City Hall
May 22	LITTLE HARBOUR
June 12	Council Chambers, City Hall

## Instructional Resources Materials

### Selection:

The Superintendent shall authorize the use of instructional materials after the receipt of the recommendation of:

1. the building principal after selection by the appropriate certified personnel; and/or
2. the Curriculum Council after review that the recommended materials are consistent with instruction, curriculum, student assessment and professional development.

Textbooks and teaching materials are supplemental to the curriculum and are not intended to replace curriculum guides and/or instructional practices.

### Use:

The School Department recommends that all teaching personnel take advantage of materials that promote opportunities for a personalized education. Teachers should use all instructional resources available that allow for a child specific education, maximizing student achievement with instructional strategies that are appropriate, challenging and that build lifelong learning.

First reading approved: March 8, 2005

All instructional materials will be selected based upon the ability to provide quality learning experiences for students in that they:

- Enrich and support the curriculum
- Stimulate growth in knowledge, literary appreciation, aesthetic value and ethical standards
- Provide background information to enable students in making intelligent judgments
- Present opposing sides of controversial issues
- Match the appropriate skill levels of pupils
- Depict, in an accurate and unbiased way, the cultural diversity in the United States

The Administration and/or teachers may select instructional materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media and instructional technologies. Selection of such materials should be made only after a determination that such materials are age appropriate, provide quality learning experiences and fit within the School Department's educational goals and mission.

## Meal Charging

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The Portsmouth School Department recognizes the importance of good nutrition and wants to take all reasonable steps to make sure students have access to school meals.

These steps include providing access to applications for Free and Reduced Lunch for those families who qualify. Application forms will be sent home at the beginning of each school year, posted on the School Department website and available from the building Principal's office.

All students who do not qualify for Free and Reduced Lunch are expected to pay for school meals at the time of purchase. The School Department recognizes that there may be times when a student has forgotten their lunch money, or inadvertently failed to keep a positive balance in their account. Parents or guardians will be contacted by the school by note, e-mail, telephone call or letter when their student's account goes into the negative.

### MEAL CHARGING

When a student's account becomes negative, or a student has forgotten their lunch money, meal charging may be permitted as follows:

#### **Elementary School**

The bookkeeper/cashier in each building will send a reminder notice home if a student is provided lunch without payment. Students will be permitted to charge up to three lunches. ~~If payment is not received for the charged lunches prior to the next lunchtime, students will be provided an alternative brown bag lunch consisting of an offering of the required food groups of grain, vegetable, protein, fruit and milk in place of the hot lunch offering of the day. The cost of the alternative meal will be added to the outstanding account balance. Up to three alternative meals will be offered to the student without prior payment.~~ If full payment is not made, or alternative payment arrangements made, students will not be permitted to charge additional lunches until the outstanding balance is paid. If a student has exceeded six days of unpaid meals, the student will be assisted in contacting a parent or guardian from school prior to lunchtime for a bag lunch from home or payment of the unpaid balance.

#### **Middle School**

Students will be permitted to charge one meal. ~~If payment is not received for the charged meal prior to the next lunchtime, the student will be offered an alternative meal consisting of the required food groups in place of the main meal. The cost of the alternative meal will be added to the outstanding balance. Up to three alternative meals will be permitted to be charged.~~ If full payment is not made or alternative payments arrangements made, students will not be permitted to charge additional lunches until the outstanding balance is paid. If a student has exceeds four days of unpaid meals, the student will be assisted in contacting a parent, guardian or other adult from school prior to lunchtime for a bag lunch from home or payment of the unpaid balance.

If the student's account has a negative balance the parent or guardian will be contacted by telephone, e-mail or letter regarding the outstanding balance.

Students at the Middle School are not permitted to charge a la carte items.

## High School

Students at the High School are not permitted to charge meals nor is charging permitted for a la carte items.

### ACCOUNT BALANCES

The parent or guardian of all accounts with a negative account will receive an e-mail on Wednesdays informing them of the amount due on the account. Arrangements can be made at the individual schools to bring the account current. If a family is having financial difficulty in bringing the account balance they will be assisted in applying for Free and Reduced Lunch or in making acceptable payment arrangements. In addition, the Portsmouth School Department Business Office is open from 7:00 a.m. to 3:30 p.m., Monday through Thursday and from 7:00 a.m. to 12:30 p.m. on Fridays. Payments can be made by mail payable to Portsmouth Food Services, 1 Junkins Ave, 4<sup>th</sup> Floor, Portsmouth, NH 03801.

### FREE AND REDUCED SCHOOL MEALS

Applications for Free and Reduced School Lunch can be submitted to the cafeteria **at any time** during the school year. School personnel are available to assist anyone in filling out the application for Free and Reduced School Lunch. Any balance owed prior to being determined eligible will remain the responsibility of the parent or guardian.

### CHECK PAYMENTS AND ONLINE PAYMENT OPTION

The Portsmouth School Department offers parents an online payment option. The website is [myschoolbucks.com](http://myschoolbucks.com) and the information can be found on the School Department website. Payments may also be made by checks made out to the Portsmouth Nutrition Department.

### PARENT OR GUARDIAN ACKNOWLEDGEMENT

At the beginning of each school years, parents and guardians will be provided a copy of this policy along with the following acknowledgement of receipt of the policy:

Student's Name: \_\_\_\_\_ School of Attendance \_\_\_\_\_

By signing below, \_\_\_\_\_, acknowledge receipt and understanding of the meal charging policy of the Portsmouth School Department.

Dated: \_\_\_\_\_  
Parent or Guardian

X. D.

**Stephen Zadravec**

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**From:** Tricia Comi  
**Sent:** Tuesday, May 02, 2017 10:33 AM  
**To:** Stephen Zadravec  
**Subject:** Letter

Dear Steve,

I am requesting a leave of absence for the 2017-2018 school year to attend to family matters.

I thank you and the Portsmouth School Board for your time and consideration regarding this matter.

Best Regards,  
Tricia Comi  
Grade 2 Dondero School