

PORTSMOUTH SCHOOL BOARD PUBLIC MEETING FOR JUNE 13, 2017

EILEEN D. FOLEY COUNCIL CHAMBERS, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, JUNE 13, 2017

TIME: 7:00 PM [or thereafter]

NOTICE OF NON-PUBLIC- THE SCHOOL BOARD WILL HOLD A NON-PUBLIC MEETING AT 6:15 P.M., IN ACCORDANCE WITH RSA 91-A: 3, II (b) IN THE SCHOOL BOARD CONFERENCE ROOM.

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

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE**
- V. **ACCEPTANCE OF MINUTES**
 - a. MAY 23, REGULAR MEETING
- VI. **PUBLIC COMMENT**
- VII. **SPECIAL PRESENTATIONS**
 - a. NHSBA SCHOLARSHIP PRESENTATION- BARRETT CHRISTINA
 - b. RECOGNITION OF SCHOOL DEPARTMENT RETIREES
- VIII. **SUPERINTENDENT'S REPORT**
 - a. ITEMS OF INFORMATION
 - i. POLICY COMMITTEE MINUTES, MAY 2017
 - ii. POLICY COMMITTEE MINUTES, JUNE 2017
 - iii. NF GAZETTE
 - iv. OVERNIGHT FIELD TRIP, LOUISVILLE, KY
 - v. BOARD & ADMINISTRATOR, JUNE 2017
 - b. ADMINISTRATOR REPORT
 - i. FINANCIAL REPORT
 - c. CORRESPONDENCE
 - i. LETTER OF RESIGNATION, BETOURNAY
 - ii. LETTER OF RETIREMENT, BATES COOK

IX. OLD BUSINESS

- a. BOARD RETREAT

X. NEW BUSINESS

- a. CONSIDERATION AND APPROVAL OF POLICIES (1ST READING):
 - i. EVALUATION REQUIREMENTS FOR CHILDREN WITH LEARNING DISABILITIES (IHBA)
 - ii. INDEPENDENT EVALUATIONS REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES (IMBAB)
 - iii. STUDENT ASSESSMENT (IKA)
 - iv. PATRIOTISM (IMDA)
- b. CONSIDERATION AND APPROVAL OF POLICIES (SINGLE READING)
 - i. NON-SMOKING/TOBACCO (JICG)
 - ii. FIELD TRIPS (IJOA)
- c. MEMORANDUM OF UNDERSTANDING
- d. SCHOLARSHIPS
- e. SUPERINTENDENT EVALUATION
- f. CONSIDERATION AND APPROVAL AUTHORIZING THE SUPERINTENDENT TO HIRE PROFESSIONAL STAFF DURING THE SUMMER
- g. CONSIDERATION AND APPROVAL OF EMPLOYMENT
 - i. COMPUTER SCIENCE, PHS
 - ii. CULINARY ARTS, PHS
 - iii. ELEMENTARY TEACHER, DO
 - iv. SCIENCE TEACHER, PMS

XI. COMMITTEE UPDATES

- a. POLICY

XII. FUTURE AGENDA ITEMS

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

XIII. ADJOURNMENT

V. a.

PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR MAY 23, 2017- DRAFT

DONDERO ELEMENTARY SCHOOL

PORTSMOUTH, NH

DATE: TUESDAY, MAY 23, 2017

TIME: 7:00 PM [or thereafter]

NOTICE OF NON-PUBLIC MEETING: THE SCHOOL BOARD HELD A NON-PUBLIC MEETING AT DONDERO ELEMENTARY SCHOOL IN THE LIBRARY ON TUESDAY, MAY 23, 2017, IN ACCORDANCE WITH RSA 91-A: 3, II (b). THE MEETING BEGAN AT APPROXIMATELY 6:45 P.M.

- I. **CALL TO ORDER-** Chair Stevens called the meeting to order at 7:12 p.m.
- II. **ROLL CALL-** Chair Leslie Stevens, Tom Martin (8:15 p.m.) Jeff Landry, Kristin Jeffrey, Gary Epler, Ann Walker, Nancy Clayburgh, Patrick Ellis, Roseann Vozella Clark, SAU 50 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. **MAY 9, REGULAR MEETING**

MOTION: Motion to accept the public minutes of May 9, 2017, by Mr. Epler

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously accepted
- VI. **PUBLIC COMMENT-** None
- VII. **SPECIAL PRESENTATIONS**
 - a. **PHS STUDENT TRIPS-** PHS International Language Teacher Nancy Wheaton Modern thanked Superintendent Zdravec and the Board for their continued support of the program. Also, Ms. Modern acknowledged the many PHS teachers that organized and facilitated the various student trips. The trips included Costa Rica, Montreal, Puerto Rico, France, and Peru. Spanish Teacher Helene Wemple, Latin Teacher Joseph Marquette, French Teacher Jeannette MacDonald, and Spanish Teacher Tara Hebert introduced each student trip. Several PHS students shared their personal experiences and connections gained through their travel experience along with the benefits of being immersed into another culture. Students shared several photos from their trips.

COMMENTS/QUESTIONS: It was explained how the host families were chosen in Costa Rica. Some students shared their insight on the teaching aspect of the language classes offered at PHS.

This is the first year offering the Montreal trip and three students participated. Ten students travelled to Puerto Rico. Currently, there are forty applicants for next year's Peru trip.

- b. **SCHOOL NUTRITION-** School Nutrition Director Deb Riso reported the Nutrition Services Department has made it a priority to incorporate locally-produced food into the everyday operation of the school kitchens, including the PHS salad bar, Try It Days & Smoothie Tuesdays at the elementary schools, PMS & PHS Juicing Days, local burgers at LH & PMS, local fish at LH, and Farm Fresh Fridays.

Farm to School Program Manager Kate Mitchell reported they are continuing to insure that the Farm to School work is in alignment with the PSD goals, while continuing to implement their set plan. Ms. Mitchell reported on their integration and program sustainability efforts.

Garlic farmer, small business co-owner, and Portsmouth parent Margaret Witham shared her experience with building the Little Harbour School garden and her observations of the efforts observed as a result of the implementation of the Farm to School Program.

USDA Farm to School Regional Lead Danielle Fleury supports the integration of local foods into school nutrition programs. Ms. Fleury shared USDA and Farm to School data and reported Portsmouth School District is leading nationally in the Farm to School movement.

COMMENTS/QUESTIONS:

Burlington, Vermont and Cambridge, Massachusetts are both model districts in the Farm to School movement.

Ms. Fleury provided a status update of the USDA grant program. A memo was sent to the school districts regarding new school nutrition government regulations.

An update was provided as to the status of the PMS rooftop garden.

VIII. **SUPERINTENDENT'S REPORT**

a. **ITEMS OF INFORMATION**

- i. **BOARD & ADMINISTRATOR, MAY 2017**
- ii. **CENTRAL OFFICE UPDATE, MAY 2017**
- iii. **FUTURES NEWS**
- iv. **AREA REPORT**
- v. **PHS JUNE EVENT CALENDAR**
- vi. **OVERNIGHT FIELD TRIP, LAKE GEORGE, NY**

b. **CORRESPONDENCE**

- i. **LETTER OF RETIREMENT, PATRICIA CARR**
- ii. **LETTER OF RESIGNATION, LIZ PHILLIPS**

IX. OLD BUSINESS

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

i. MEAL CHARGING (EFA)

MOTION: Motion to approve policy EFA by Mr. Landry

SECOND: Ms. Clayburgh

DISCUSSION: Meal charging is being minimized.

VOTE: Unanimously approved

X. NEW BUSINESS

a. CONSIDERATION AND APPROVAL OF EMPLOYMENT (REHIRE)

i. ELEMENTARY TEACHER, DO

MOTION: Motion to approve employment, by Mr. Martin

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously approved

b. CONSIDERATION AND APPROVAL OF LEAVE OF ABSENCES

MOTION: Motion to approve leave of absences, by Mr. Martin

SECOND: Ms. Clayburgh

DISCUSSION:

VOTE: Unanimously approved

c. CONSIDERATION AND APPROVAL OF PARAPROFESSIONAL AGREEMENT

MOTION: Motion to approve Paraprofessional Agreement, by Ms. Walker

SECOND: Mr. Martin

DISCUSSION:

VOTE: Unanimously approved

XI. COMMITTEE UPDATES

a. POLICY- No report given.

b. PRESCHOOL COMMITTEE- Ms. Jeffrey reported on the last Committee meeting. The Committee is in the information gathering stage.

c. ELEMENTARY FOREIGN LANGUAGE- Ms. Jeffrey reported the Committee had their second meeting and discussed language delivery methods.

d. WORLD AWARENESS WEEK- Ms. McGlinchey provided an outline of the events taking place at PHS as part of World Awareness Week.

- e. STUDENT COUNCIL- Andrew Rodgers reported on the Council election results.

XII. FUTURE AGENDA ITEMS

- a. RJLA
- b. SPECIAL EDUCATION

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 meeting at 9:14 p.m., by Mr. Martin

SECOND: Mr. Epler

DISCUSSION:

VOTE: Unanimously accepted

VIII.
a.
i.

CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM

DATE: MAY 11, 2017
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: MAY 11, 2017 MEETING MINUTES

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

Others Present: Paulette Rouse

Policies Considered:

Evaluation Requirements for Children with Learning Disabilities (IHBA)

Kathleen explained that she had made additional revisions to this policy after the last Policy Committee meeting. There are changes on-going with the New Hampshire Regulations for Special Education. The new language is based upon the model policy from the New Hampshire School Boards Association. Their comments recommended a policy that references the New Hampshire Department of Education Special Education Policies and Procedures Manual. Kathleen said that she would add the link in the policy.

Independent Evaluations Requirements for Children with Learning Disabilities (IHBAB)

Kathleen explained that a similar approach will be taken with the policy as IHBA, with the addition of language regarding a school district's right to evaluate in the first instance and a link to the DOE website.

Student Assessment (IKA)

This was an archived policy that had gone to first reading in 2005 and never to second reading. The Committee reviewed the list of various methods by which a student can be assessed and report card requirements. This policy will be re-drafted and recommended for first reading by the School Board.

Patriotism (IMDA)

This policy was archived and brought forward for re-inclusion in the Policy Manual. Both the Federal and State Law require educational opportunities regarding the Pledge of Allegiance and the Star Spangled Banner, as well as the commemoration of the signing of the Constitution. The policy also addresses recitation of the Pledge of Allegiance and display of the flag.

Non Policy Items Discussed:

School Resource Officer Memorandum of Understanding

Based upon finalization of the changes to the MOU, Steve gave a copy to the Chief of Police and is waiting to hear back from him.

Field Trips

Kathleen explained that this was one of the issues recently discussed with the School Nurses. Sometime in the past, an effort had been made to make all district permission slips for field trips uniform, but that over time, that uniformity has eroded. An effort will be made to get back to a uniform permission slip.

Leslie brought up the issue of payment for field trips for some families. She inquired as to whether or not the permission form could have a check off box if the student was in need of financial assistance for field trips. The Committee discussed the need for complete confidentiality and sensitivity of staff on this issue. The policy will be reviewed at the next meeting of the Committee.

Recommended Board Actions:

Approve: (first reading of two)

Independent Educational Evaluations (IHBAB)
Patriotism (IMDA)
Special Education Evaluations (IHBAA)
Student Assessment (IKA)

Items for Next Meeting of Policy Committee:

Scholarships
Honors
Field Trips

Next Meeting: Friday, June 2, 2017, 9:00 a.m.

VIII
a.
ii

CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM

DATE: JUNE 2, 2017
TO: PORTSMOUTH SCHOOL BOARD
FROM: POLICY COMMITTEE
RE: JUNE 2, 2017 MEETING MINUTES

Members Present: Leslie Stevens, Steve Zadavec, and Kathleen Dwyer

Members Absent: Ann Walker

Others Present: Paulette Rouse

Policies Considered:

Non-Smoking/Tobacco (JICG)

Kathleen explained that the use of e-cigarettes and vaping devices has raised concern at the High School. The current policy on tobacco use does not address vaping devices that may contain illegal non-tobacco substances. The Committee recommended changing the Tobacco policy to include the prohibition of these devices.

Admission and Attendance of Non-Resident Students (JFAB)

Steve reported that the current policy authorizes non-resident students to attend on a tuition basis. Though there are not a large number of students who attend on a tuition basis, it might be a source of revenue. The current tuition charged is based upon the cost per pupil as established annually by the DOE 25. Kathleen explained that parents sign a contract for tuition that has to be paid monthly, in advance, to ensure continued attendance. There was discussion regarding any services that may be required beyond the standard tuition and Steve and Kathleen will make sure that the contracts include language regarding extra/extraordinary services.

Steve also indicated that occasionally, staff have had their non-resident children attend School in Portsmouth on a tuition basis. There was a general discussion whether or not some base tuition amount should be set and possibly offering staff the option to send their children to school in Portsmouth. Kathleen cautioned that it would be subject to

collective bargaining and that special education and/or extraordinary costs would need to be addressed.

No action is recommended at this time.

Meal Charging Policy (EFA)

Deb Riso had passed along comments regarding this policy recently revised by the School Board. Her concern is with compliance and the annual audit. Regulators had a concern regarding policy requirements that were not being enforced. This was addressed by the recent changes. Deb's other concern is that all schools follow the requirements of the policy to have principals contact parents directly when a student has exceeded the number of permitted charged lunches. Steve indicated that the building principals have been contacting families in an effort to have accounts brought up to date. Kathleen will follow up with Deb on any concerns.

No further recommended changes to this policy.

Field Trips (IJOA)

The Committee reviewed this policy and discussed whether or not a CPR trained staff member goes on all field trips. Steve indicated that given the high numbers of CPR trained staff this is not typically an issue. The Committee is recommending the addition of language in the policy regarding notice to parents of the availability of scholarships for field trips. There was also discussion about the need for a uniform permission form that could be put on the website. This is a matter that will need to be addressed at the administrator's meeting.

Non-Policy Items Discussed:

Memorandum of Understanding (for School Resource Officers)

Steve reported that he and Kathleen had met with the Chief and police staff regarding the MOU and the final changes have been made. Leslie asked to see the job description for the School Resource Officer. There was also discussion regarding the need to update the Information Sharing Protocol that hasn't been reviewed or updated since 2006. This protocol involves the City of Portsmouth and the towns of Newington, Greenland and New Castle. The Committee recommended that the School Board approve the MOU.

Scholarships

Kathleen updated the Board on the Scholarship consolidation project that she has been working on with the Trustees of the Trust Fund. There are many scholarships that are

unable to pay out awards due to the small amount of the trust corpus. She has consulted the Charitable Trust Division of the New Hampshire Attorney General and they have indicated that they would support one of two options for scholarships that are unable to pay out an award of at least \$500. The first is to pay out these funds and close out the scholarship and the second is to consolidate the trust corpus with other funds.

Kathleen has met with the Trustees who are in support of three categories for newly created scholarships:

1. A single purpose scholarship that would pay out all of the corpus over a defined period of time.
2. A named scholarship created with at least \$25,000.
3. Establishment of four to five general scholarship funds designated by type, i.e. for students studying in the medical fields, four year colleges, trades, etc.

There are a number of policy considerations in undertaking this project and Kathleen suggested that School Board representatives meet with the Trustees to make recommendations regarding the policy issues associated with this project. Leslie requested that Kathleen present this information to the School Board at its next meeting and she would appoint several members to work on this project.

Recommended Action:

Revise and Reapprove (Single Reading)

Non-Smoking/Tobacco JICG
Field Trips IJOA

Next Meeting: Tuesday, June 20, 2017 at 9:00 a.m.- PHS Principal's Conference Room

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The New Franklin Gazette

A NEW FRANKLIN PTO PUBLICATION

SIMONS SAYS...

Principal's Notebook: Mindset Matters Joanne Simons

It's hard to believe, but by the time this edition of the New Franklin Gazette is in your hands, we'll be in the final weeks of the 2017-2018 school year. It's been a year of celebrations, growth and learning for our students and staff.

A major focus this year has been on teaching students the value of having a Growth Mindset. What started as a book study by a small group of our teachers has turned into a school-wide movement. Based on the research of Carolyn Dweck, the work highlights the differences between a fixed and growth mindset. In the words of Kristine Mraz and Christine Hertz authors of *A Mindset for Learning*, those with a Fixed Mindset view traits, habits, personality and skills as fixed and immovable. You are smart or dumb, athletic or clumsy, artistic or not. Those with a Growth Mindset believe that they are constantly growing and changing. You are constantly in progress, and who knows how far you will go or what you can become.

- P1 Simons Says**
- P2 Simons Says Cont/3rd Grade Thinks**
- P3 Social Trips**
- P4 Busy K/1st Grade Fun**
- P5 Fantastic Fourth**
- P6 5th Grade Revolution**
- P7 Health and Wellness**
- P8 Puzzles and Pics**
- P9 PTO Power**

Failures are viewed as opportunities for feedback and learning. We are focused on building habits or stances to create powerful learning in our classrooms. Through the explicit teaching of these stances, students are

engaged in opportunities challenge their thinking, take risks and learn from their mistakes.



GET YOUR PTO NEWS EMAILED WEEKLY!
CLICK HERE OR VISIT NFSPTO.ORG

Stance #1) Optimism- When you do something new you think, "I can try this" and give it your best shot.

Stance #2) Persistence- Sticking with something even when it's difficult. You may need to try and try again even if it feels hard.

Stance #3) Flexibility- When one thing doesn't work, you try another way

Stance #4) Perseverance- When you have trouble you bounce back and try again

Stance #5) Empathy- Feeling how another person is feeling and imagining the other person's perspective

Through the Growth Mindset work we are encouraging students to try new things, work through their struggles and to embrace their mistakes. This has been especially evident as we have been introducing more and more STEAM (science, technology, engineering, art and math) opportunities in our classrooms. There is no "one way" but rather many ways to approach a situation.

Simons Says Cont...

Key to who we are as a building is our commitment to supporting all students in their academic, social and emotional growth. Through our emphasis on developing a Growth Mindset we are giving students the language and strategies to persist and persevere in times of difficulty, to be flexible in their thinking when challenged, to be optimistic when trying something new and to be resilient by bouncing back after failure. We look at the idea of teaching our students to have a Growth Mindset as an opportunity to make a life-long impact.

The Growth Mindset work that is happening is just one more example of how our New Franklin teachers go above and beyond every day. Driven by the question, "how can we help our students build independence, embrace challenges, and grow as learners?" teachers

began researching. The next step was to form what is called a Professional Learning Project which was presented to and approved by the assistant superintendent and a peer review board, from there a larger book study group formed and lesson plans were developed to be used across the grade levels.

We encourage you to look at some parent resources, linked below*, to further explain Growth Mindset.

As we continue on our learning journey together, the New Franklin staff and I thank you for sharing your children with us each and every day, and we look forward to a great end to the year.

***Click on Parent Resource 1 and 2 to read more
Parent Resource 1 Parent Resource 2**

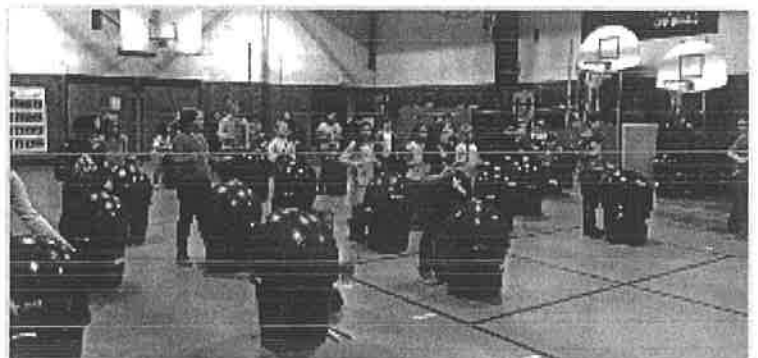
THIRD GRADE THINKS!

This trimester third grade readers acted as reading "detectives" as they were asked to identify suspects, uncover clues, and be on the lookout for red herrings while reading mysteries during our mystery book club unit.

In writing, writers learned how to organize and support their opinions in our unit on persuasive writing. Many parents have reported that they have stronger third grade negotiators at home who are now supporting their opinions with evidence and examples as a result of this unit.



Scientists had several opportunities to mix substances together



during labs to determine if they resulted in a chemical or physical change. Who doesn't love observing what happens when you mix baking soda and vinegar together?

In math, the focus was on multiplication, division and fractions. 42/42 kids are building a stronger understanding of these concepts and are working on developing more efficient strategies for solving problems involving these concepts.

GETTING SOCIAL

WITH THE LOCAL ANIMAL SHELTER

NFS Social Groups had the opportunity to spend time at the NHSPCA Animal Shelter in March 2017.

They learned about different kinds of animals and how to provide care for them. Students were able to make a bunny enrichment bag as part of their visit and then interact with many of the animals at the shelter, such as bunnies, chinchillas, guinea pigs, and birds. Our visit and lesson focused on compassion and kindness for all living creatures. The group would like to thank the generosity of the NFS PTO for providing funds for transportation to and from the Animal Shelter. The students expressed that this was one of their favorite community activities.



Students learning about the animals at the Animal Shelter.



NFS Social Group with their bunny enrichment bags.

SUPER SECOND GRADE

Second Graders have been busy working on determining author's message in fables and supporting their thinking with evidence from the text. Persuasive letter writing about books we have read together engaged and delighted young literary scholars as well. In math, we have been working on using partial-sums to add double digit numbers, measurement, and continue to practice fact-fluency.

If you'd like to explore more at home, here's a couple of links that are both fun and educational: startwithabook.org and Xtramath.org

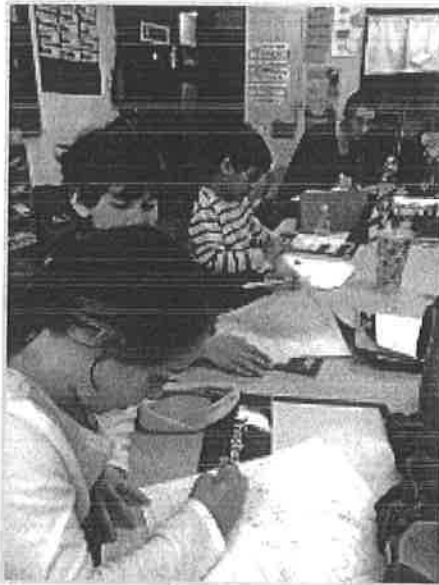
Coming up soon we'll be working on studying the life cycle of butterflies as we prepare for our field trip to The Butterfly Place on June 2nd. We will also be learning all about the use of apostrophes in contractions and possessives. Our math work will be focused on geometry. In addition, our hard-working, curious second graders have been super engaged with our study of Helen Keller.

Though the year has gone by quickly, we've had a wonderful time learning and exploring together!



BUSY KINDERGARTEN BEES!

We are studying weather in kindergarten! The study of weather includes reading about different types of weather in nonfiction books, keeping track of daily local weather and learning how to dress and prepare for weather each day. We are exploring seasons, forecasts, weather patterns and what would be typical and not typical for where we live. Each day a child is a meteorologist, reporting on the 5-day forecast, bus stop weather and the national weather. In order to connect literacy to our science unit, we read many books including The Weather, Snow, Clouds, Rain, and Lighting.



In math we are solving addition and subtraction stories within 10 and knowing our math facts within 5 fluently. Kindergartners are spending lots of time breaking numbers within 10 into 2 parts, as well as exploring calculators, tools to measure weight, length and capacity. We are building shapes with other shapes (example: making a trapezoid with 3 triangles) and recognizing 3D figures in our world.

Thank you to everyone who supports the PTO, providing us with 2 more trips to the Music Hall and a trip to the Children's Museum. To finish out the year, we will continue to grow your children's brain as well as our Plant unit.

Thank you for all your help and support this year. We are so proud of how much your children have grown.

FIRST GRADE FUN!

We can't believe that May is already upon us. Students have been working hard in all subject areas. We are very proud of these future second graders.

Students will be working on persuasive writing. In the weeks to come they will be writing about their opinions and trying to convince others by providing supportive details. They are excited to take these next steps and play with the power of persuasion.

We are amazed at the children's growth and how they have become such confident and accomplished readers! Children will continue to learn how to blend, spell and read multi-syllabic words and distinguish between short and long vowel sounds. We will also continue to read and gather information from fiction and nonfiction books with the goal of extending our comprehension skills and story retells. Please continue to read leveled text nightly as we head toward the end of the school and prepare for second grade.

In math we are working through Unit 7, Subtraction Fact Strategies, Geometry and Attributes. Students have been investigating geometry concepts and have been working closely with 2 and 3 dimensional shapes such as; trapezoids, hexagons, cylinders, spheres and rectangle prisms. Children are using pattern blocks and template shapes to extend their knowledge when learning about polygons and attributes. First grade friends will continue to build fluency while mastering math facts to ten. Most children feel successful with addition concepts but we will continue to explore the relationship between addition and subtraction and will focus on developing subtraction fact power.

This spring first grade students will be transforming into scientists. Mr. Scott Negley, the solar system ambassador, will be visiting with his mobile planetarium in the upcoming month. We are hoping their science experience is out of this world!!



FANTASTIC FOURTH GRADE!

4TH GRADE BUZZES!

We have been busy! There is a constant buzz in the fourth grade wing. The kids have grown so much already and there's still more to come!

The fourth grade worked on a historical fiction unit of study in Reader's Workshop. We spent time talking about how to pull factual information out of a story to learn about a specific time period, while following the fictional story at the same time. Our focus for Book Clubs was on Westward Expansion and Native Americans. Some of the books we read were: "Mr. Tucket" by Gary Paulsen, "Weasel" by Cynthia DeFelice, and "Riding Freedom" by Pam Munoz Ryan.

As always, we are looking for the kids to track their thinking while reading and to participate in the conversation during Book Club.

We have worked on a new writing unit over the last two months; developing and writing an essay. The kids spent several days generating lots of possible essay ideas that came from observations, their own lives, and things they felt strongly about. If you walk into one of the fourth grade classrooms during Writer's Workshop, you may hear terms such as "thesis statement" and "parallelism in lists" floating around! Essay topics cover anything from

"...One of the highlights of the second trimester of fourth grade was strutting our stuff on stage..."

"Being an only child is fun" to "Dance let's me express myself".

In math we have focused on different methods for multiplying multi-digit numbers such as partial products, partitioning rectangles and traditional multiplication. We have also introduced long division, in the form of partial quotients. The kids were very excited to finally be able to do long division...let's hope the excitement continues! Fourth



graders have learned why we ask them to practice their facts every night in this unit. Knowing multiplication facts automatically makes both multiplication and long division much easier!

The fourth graders traveled to the State House and Museum of New Hampshire History in Concord in March. We have studied the branches of government and how a bill becomes a law. The kids were excited to see the real thing up close! We visited the rooms of the House of Representatives and the Senate. We were even lucky enough to have the chance to chat with Governor Sununu.

Smarter Balanced testing began for fourth graders on

Tuesday, May 2nd, and continues throughout the month of May. Not only with the fourth graders have to show what they know in the areas of language arts and math, they will also be showing off their science skills on the Science NECAP assessment. It is essential that your children are well rested, well fed and thinking positively about the tests. We have been spending some time in class taking practice tests and talking about test taking strategies.

One of the highlights of the second trimester of fourth grade was strutting our stuff on stage, performing an original play under the direction of Ms. Stephanie Lazenby! "The Life and Times of a Wannabe Geotechnical Engineer" was based on a brand new science unit around the topics of geotechnical engineering and erosion. The kids took the

knowledge they had gained during science time and wrote a script, adding facts they had learned, lots of humor and drama, resulting in a truly entertaining show.

We're looking forward to a lot more fun and learning throughout the last two months of school.



GRADE 5 REVOLUTION!

Students in the fifth grade have been immersed in the Revolutionary War. They have learned about the causes of the Revolutionary War and explored the major battles of the War.

Students debated whether the Patriots or Tories were responsible for starting the Boston Massacre. With all of this background information, students were fired up to choose topics to explore for a research topic.

Writing and performing a play under the expert tutelage of Stephanie Lazenby has engaged students in both Ms. Jacoby and Mrs. McGuigan/Mrs. Carr's classroom. Ms. Jacoby's class chose to deepen their knowledge of the Revolutionary War by writing a play about the roles of unrecognized heroes in the war. Raps and choreography enriched this play.

Mrs. McGuigan/Mrs. Carr's classroom is currently in the process of writing a play about the interrelationship between the sun, moon and earth. It will be stellar!

Fractions, fractions and more fractions has been the focus in math lately. They learned how to convert improper fractions to mixed numbers, and vice versa. They learned how to find common denominators in order to add or subtract fractions, how to multiply fractions, and even how to divide whole numbers and fractions. We even got to use our fraction knowledge to make a fun trail mix for Smarter Balanced testing! We found that those fractions come in handy when we cook.



DID YOU KNOW THESE FUN FACTS?

- The word "independence" never appears in the Declaration of Independence — rather, it's titled "The Unanimous Declaration of the Thirteen United States of America."
- Spying played a huge role in the war, and agents on both sides sent messages using invisible ink.
- The first shots rang out on the morning of April 19, 1775 in Lexington, Mass.

Good Health and Wellness Messages

- Eat breakfast daily at home or at school
- Pack a healthy snack: fruit, cheese, healthy carb
- Avoid cookies, cakes and chips for school snack
- Take a 30 minute walk or other activity daily
- 8-10 hours of sleep a night
- Cover the cough with the elbow
- Wash hands and always have an extra set of clothes in child's backpack

Immunizations and the School Aged Child for 2017-2018

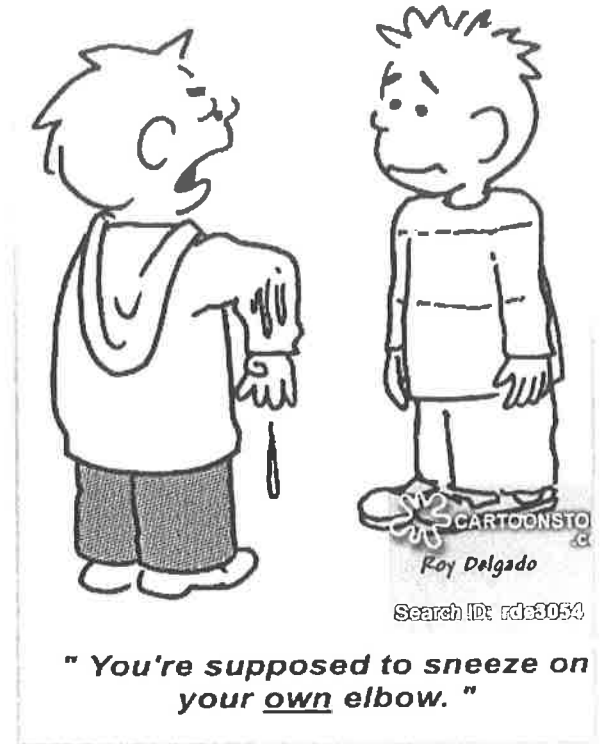
If registering your child for Kindergarten or 6th grade, there are NHDHHS immunization requirements that must be completed before your child may start Kindergarten or Grade 6. School nurses review immunization compliance. Please help your school nurse by scheduling your child's 5 year old or 11 year old physical exam and send a copy of updated immunizations to school as soon as possible.

- Did you know that your child MAY NOT enter 6th grade at Portsmouth Middle School without the updated Tdap (Tetanus) vaccine?
- Did you know that the school nurse monitors childhood vaccines and must receive updated vaccine reports for school entry and registration. We follow NH state immunization guidelines.
- Don't wait until the end the end of the school year, please schedule your child's 11 year old well child physical exam now.

Vision Screening at Portsmouth Elementary Schools

- Did you know the school nurse checks your child's vision in Kindergarten, Grade 1, 3, 5?
- Were you aware that the Lions Club partnered with school nurses to implement a new vision screening tool this year in Pre-K, Kindergarten, Grades 1 and 3?

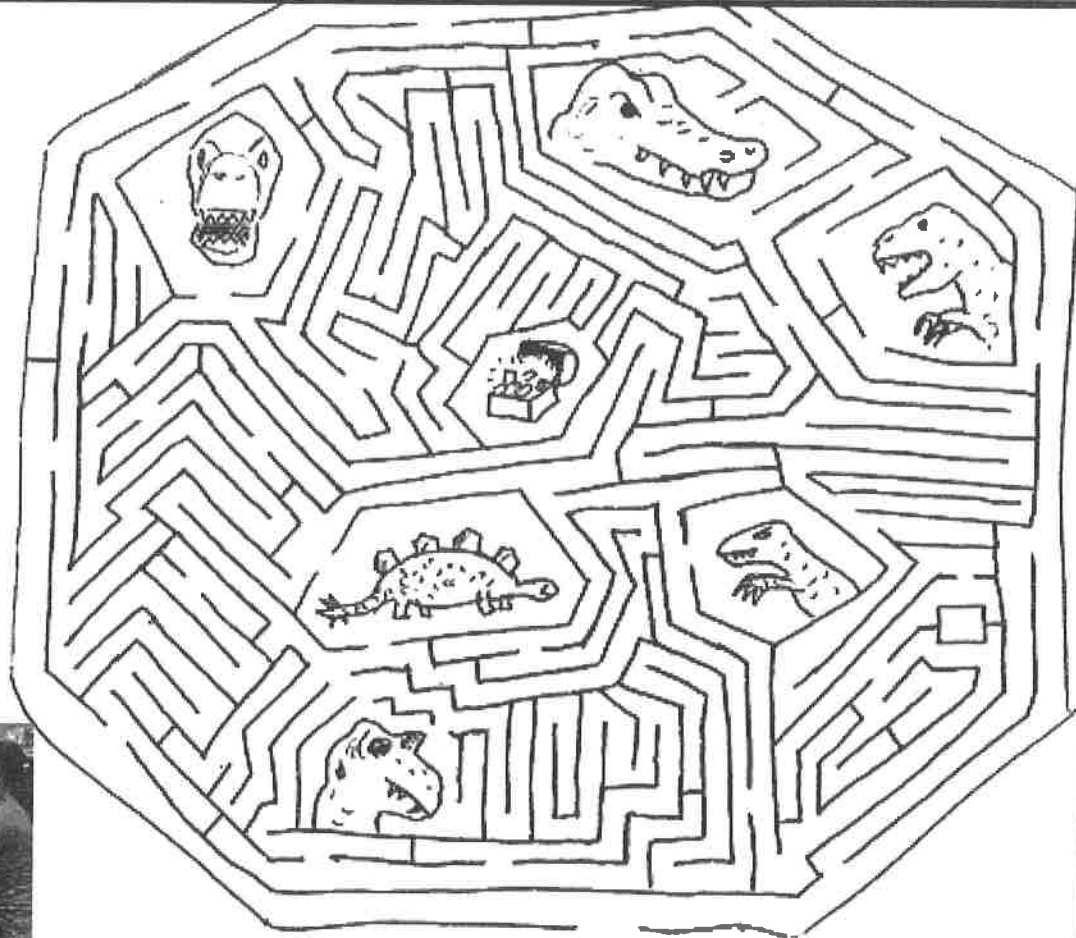
Free screenings "Operation Kids Sight" in an early intervention project using a spot screener to identify potential vision issues. The Spot Screen has been used in many districts in NH and rolled out the Portsmouth Elementary Schools in October 2016. Letters were sent to parents of the children needing a complete eye examination by an ophthalmologist or optometrist. We are grateful for the generous donation of the Lion's Club time, technology and resources.



TOP FIVE REASONS TO PARTICIPATE IN THE PTO:

- #5 You can learn how to say Fete the right way! (f-AY-t, not f-eh-t)
- #4 You can use words like Fete and nobody will look at you funny.
- #3 The children! Think of the children!
- #2 You can list it on your resume!
- #1 Sometimes you get to decide how giant chunks of money get spent. 40k shopping spree, anyone?

PUZZLE AND PICTURE PAGE!



↑
START



THE VOTES ARE IN!

95% of PTO members vote for proposed budget surplus spending. Over the past four months a group of NFS parents sifted through 150+ spending suggestions; doing research, and meeting with parents and teachers to get their feedback. The process set guidelines for spending the money, criteria for evaluation, and most importantly was transparent and inclusive. We are happy to report that 117 PTO member voted with 111 approving spending the funds as outlined below, a 95% approval.

Approved spending up to \$18,800 of NFS PTO funds for the following:

- \$7,000 – 20 iPads, headphones, cases & charging cart to take advantage of opportunities to integrate technology into the curriculum (All Grades)
 - \$4,000 – Up to 15 ball chairs or standing desks with swinging fidget bars for health and behavior management (Grades 2-5; Grade K-1 as requested)
 - \$4,000 – “You’ve Got Mail” summer reading materials to continue this tremendous program and help maintain reading proficiency over the summer (Grades K-1)
 - \$2,800 – Allocate \$100 for each of the 28 classroom teachers, specials teachers, and math and reading specialists to help pay out-of-pocket expenses for classroom supplies (All Grades)
 - \$1,000 – Portable sound system for auditorium/stage (All Grades)
- Through the process, many other great ideas came to the forefront. Some could be implemented mostly with volunteerism and manpower, like the nature trail and outdoor classroom. If you find yourself passionate about any of the other top projects identified and would like to do more research and report back to the NFS PTO, we strongly encourage you to do so. The other projects included:
- Compostable cafeteria trays
 - Healthy Snacks Program
 - Outdoor classroom (Tara Kennedy is interested in creating an outdoor classroom, if you are passionate about this please email Tara at kennedy.tara.m@gmail.com)
 - Nature trail (Dave Chapnick is interested in getting a group together to improve the nature trail at NFS, if interested please email him at david.chapnick@gmail.com)
 - Set design carts for stage/auditorium
 - Stage organization (Sarah Gatchell would like to organize some parents to take a look at organizing the stage and equipment more efficiently. Please email her at sarahgatchell@gmail.com if you are interested.)

Lastly, we would like to thank the Budget Surplus Committee for their hard work, dedication to the process, and for all the outreach they did with parents, teachers and staff. The members are: David Loehwing, David Chapnick, Maggie Flaherty, Erika Zollett, David Cosgrove, Jannell Levine, Breegan Johnson, Dovev Levine, Tara Kennedy, Amanda Goss, Shawn Muske, and Joanne Simons. Great job!

MAY 18TH

Healthy Try-It Day,
edible flowers

MAY 19TH

NFS Talent Show

JUNE 2ND

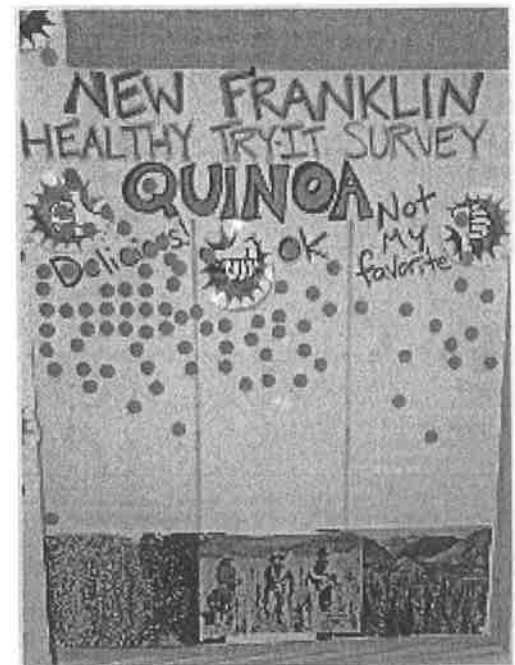
Movie Night, Star Wars

JUNE 14TH

Lawn Fete (pronounced
like FATE!!!! Not like Eh)

JUNE 21ST

Fifth grade breakfast



PARENTS:

Thanks for working so hard!



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VIII
a.
IV.

Portsmouth School Department Out of State/Overnight Student Trip Checklist

RECEIVED
JUN 08 2017
BY: _____

Destination Louisville, KY
Dates of travel 6/19/2017 - 6/24/2017
Sponsor Group CTE
Lead Advisor/Chaperone Perrin H. Long
Date submitted 6/7/2017
Date of meeting with Superintendent of Schools _____
List of other chaperones _____
List of students, home phone numbers, parents names attached? Yes
Number of Students 1
Staff to Student Ratio 1-1
Principal Approval Date 6/7/17
[Signature]

Supt. Approval Date _____
Insurance _____
On File? _____
Do all Students Have Passports? Yes
Fundraisers students have participated in: Lots
Method of travel to Destination Airline
Are Home stays involved in this trip? If yes, describe No
Names of chaperones with first Aid/CPR Training Perrin Long - Expired?

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

Cost for each student to participate No cost except for personal spending

Educational Goals for trip Compete in National Culinary Competition

Date of parent meeting and location held prior to departure Not scheduled - I have emailed parents (only 1 student on trip)

Has this trip been taken before by this group? Yes No _____
(3rd year in a row)

SUPPORTING DOCUMENTS:

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

Approve



6/8/17

Superintendent's Signature:

Date:

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

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

Board & Administrator

FOR SCHOOL BOARD MEMBERS

June 2017 Vol. 31, No. 2

Editor: Jeff Stratton

Support superintendent development efforts

Boards have the responsibility to hire and fire superintendents. That authority generally comes from the state.

The board also has an obligation to support the superintendent it hires. You made an important choice and want to see your administrator succeed. *Board & Administrator's Survey on School Boards* late last year showed that 53 percent of respondents reported five or fewer years' total experience as a superintendent.

One tangible way for the board to support a superintendent -- both new and veteran -- is to encourage him to participate in activities that improve the superintendency -- such as mentoring programs.

Support your superintendent's efforts in this area as he transitions into a new job and community or participates in efforts to help others do so.

Here are some ideas that have been used effectively to support mentoring for superintendents.

1. A mentor-mentee relationship cannot be forced to be successful. One reason for this may be the need for mentors to share certain things in common. Issues that can affect the success include: the size of district being managed, the demographics of the school district, personality type, and personal interests. Proximity is also import-

ant. For a relationship to thrive, the participants should ideally be close geographically to facilitate face-to-face meetings and ease of interaction.

2. A book club. Superintendent book clubs allow people to bond over a third point of reference, the book. That allows them to become comfortable asking questions inside and outside of the book club gathering.

3. Contact predecessors. A new superintendent should be encouraged to contact veteran and past administrators from your district to introduce himself. This is an effective way to find a terrific mentor who is familiar with the district.

4. Support state association mentor arrangements. The Minnesota Association of School Administrators assisted in development of a regionally based mentoring program for new superintendents in the state.

Within their school district regions, a new superintendent is paired with a veteran who serves as mentor. The role of the mentor is to reach out to the new superintendent, extend a welcome to the profession, and offer assistance in answering any questions the new superintendent may have. Follow-up efforts include regular telephone contact and interaction at regional meetings. ■

Board needs 'philosophy' for superintendent performance appraisal

For the superintendent's evaluation to be a productive experience for the board, administrator, and most importantly, the school district, the board should recognize a few points regarding the work of appraisal.

They are:

- It's an important board responsibility.

- It's important to the success of the district.
- It's important to the health of the board-and-superintendent relationship.
- It gives the board a chance to tell the administrator what the board expects, and that's why setting goals and evaluating them during the process are vital. ■

Tips for creating a board expense reimbursement policy

Compensation for board members is a touchy subject. Most school board members (there are exceptions across the country) serve voluntarily and are reimbursed only for the expenses they incur in serving on the board. That brings up the need for a board expense reimbursement policy so that this issue is handled in a way that doesn't upset school stakeholders, the staff, or the board member whose expenses are being reimbursed.

Here are some tips to work through the issues surrounding a board reimbursement policy:

1. Give a clear statement of philosophy. An example: Expenses of a Board member shall be reimbursed when incurred in the performance of his/her duties or in the performance of functions authorized by the Board and then duly vouchered.

What is performance of job duties for a board member? Travel to a board conference is an example. Duly vouchered means a receipt.

2. Set forth guidelines to ensure appropriate reimbursement.

- Expenses should be reimbursed only for activities authorized by board and after receipts have been turned in.
- Mileage rates should be predetermined and ad-

hered to. Use what employees receive as your guide.

- State specifically what will be reimbursed for board-approved travel and attendance at conferences. This can be a hot-button issue with the public, so consider that airfare, fees for the conference, materials and books related to governance to be shared with board, parking, mileage, taxi, meals, and lodging should be included.

- Be sure to clarify the distinction between attending an event as a board member at a board function or a board representative and attendance at an event as a private citizen. The former expenses can be reimbursed; the latter won't.

- Prohibit expense reimbursement for purchases of alcohol or a trip for tourism or entertainment purposes.

- Submit vouchers for reimbursement to a board appointed entity. Good options here are the president, treasurer, and chair of finance committee.

- Make clear that board members should approach the president when they have questions about expense reimbursement, not a school employee. This can be uncomfortable for an employee, who may feel pressured. ■

Tough decision-making painful? Evaluate why this was the case to improve

If the board struggles before eventually making a difficult decision, assess the process once the decision has been made so that next time the board can work through a difficult issue in a more productive fashion. Answer the following questions to find answers to

your difficult decision-making processes.

The president should collect responses from all board members and lead a discussion on how the board can learn from its past experiences.

State the Issue:

1. Did other board members pay attention to your ideas as we worked through this issue?	Very Little -- 1	Little -- 2	Some -- 3	Quite a Bit -- 4	Very Much -- 5
2. Were you frustrated by the team decision-making process?	Very Little -- 1	Little -- 2	Some -- 3	Quite a Bit -- 4	Very Much -- 5
3. Do you feel ownership in the recently made decision? Are you committed to it? How responsible and committed do you feel for the decisions that were made?	Very Little -- 1	Little -- 2	Some -- 3	Quite a Bit -- 4	Very Much -- 5
4. Do you listen to the input of other board members?	Very Little -- 1	Little -- 2	Some -- 3	Quite a Bit -- 4	Very Much -- 5
5. Is our board team an effective decision-making body?	Very Little -- 1	Little -- 2	Some -- 3	Quite a Bit -- 4	Very Much -- 5
6. What helped the board team reach consensus?					
7. What prevented the team from reaching consensus?					
8. What would you do differently as a school board next time? ■					

VIII
C.
I.

From: Brian Betournay

Sent: Tuesday, May 23, 2017 8:33 PM

To: Stephen Zadravec

Cc: George Shea

Subject: Next year



Hi Steve,

I'm excited and anxious to let you know about some big news for the Betournay family. For the past 8 years my wife has been traveling down to Boston for work and it's really taken a toll on her. She has been unable to find a healthy balance between work and life... way too much time on the road and not enough time with the kids. For the past two years she's been actively searching for a new job but nothing has been quite right. We have just learned that she has been offered (and plans to accept) a great job based in Norwich, VT. This position will require us to relocate our family.

So, I'm writing ask to be released from my teaching contract for next year. I feel very fortunate to have had the opportunity to teach in Portsmouth and I will always have a strong sense of Clipper pride. I will truly miss all of the teachers and students at PHS.

I am grateful for the opportunity I've had in Portsmouth. I will bring many great memories and lessons learned while teaching in Portsmouth as I continue on my professional journey.

Sincerely,

Brian Betournay

VIII
C

RECEIVED
MAY 30 2017
BY: _____

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

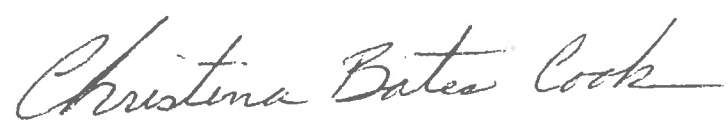
May 30, 2017

Dear Steve,

I am writing to inform you that I am retiring after the 2016-2017 school year. It has been a pleasure to work for the Portsmouth School Department and especially with my colleagues at New Franklin School for the past fifteen years. I will miss working and learning with my second grade students.

I look forward to my next adventures and wish you and the Portsmouth School Department success in educating the students of Portsmouth as contributing citizens and lifelong learners.

Sincerely,



Christina Bates Cook

EVALUATION REQUIREMENTS FOR CHILDREN WITH LEARNING DISABILITIES

See also IHBA

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable State and Federal laws and regulations. All staff, students, parents, and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

Legal References:

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities
Appendix IHBAA-R*

INDEPENDENT EVALUATION REQUIREMENTS FOR CHILDREN WITH LEARNING DISABILITIES

The Portsmouth School Department will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable State and Federal laws and regulations. All staff, students, parents, and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

The provision for an independent evaluation cannot be invoked on a parent who has refused to consent to a District evaluation.

Legal References:

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities
Appendix IHBAA-R*

Student Assessment

Students will be assessed through multiple, competency-based assessments including: homework assignments, quizzes and tests, written assignments, class participation, classroom presentations, and standardized testing in all classes on a regular basis. The purpose of student assessment is to review student progress. Student assessments will also be used to form classroom instruction and its relation to the curriculum.

Student progress will be reported to parents and students through parent/teacher conferences and report cards. Parents may also access student progress through the parent portal of the Student Information System. Report cards shall be issued at the end of each term during the school year.

Parents and students shall be made aware before the end of the marking period when a student is in jeopardy of failing the term.

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a.
iv.

Patriotism

In accordance with Federal law, the School will offer educational instruction or opportunities each year on Constitution Day to commemorate the September 17, 1878, signing of the United States Constitution.

In accordance with State law, during the weeks of Memorial Day and Veterans Day, the School Department will devote time to exercises of patriotic nature, including a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star Spangled Banner.

The flag of the United States of America shall be raised during all school sessions, weather permitting. If raised at night, the flag must be properly illuminated.

Either at the start of the school day or at morning announcements, each school shall recite the Pledge of Allegiance.

The Portsmouth Board of Education shall commence its meeting with the Pledge of Allegiance.

Legal References:

RSA 189:18, Patriotic Exercises
Section 111 of Division J of Public Law 108-447 (2004)

Non-Smoking/Tobacco

In accordance with State RSA 126-K: 7

The use of tobacco products in School Department buildings, facilities, or on School Department grounds is prohibited at all times. Tobacco products shall mean any tobacco/[nicotine](#)-containing product, [or other illegal substances](#) including but not limited to:

- Cigarettes
- Smoking tobacco
- Cigars
- Chewing tobacco
- Snuff pipe tobacco
- Smokers' tobacco
- [ElectronicSmokeless](#) cigarettes [including smokeless cigarettes and vape pens](#)

No student shall possess cigarettes, chewing tobacco or any other tobacco products in any school building or on school grounds.

Students who violate this policy shall be subject to penalties including but not limited to:

- [Community service](#)
- ~~School suspension~~
- [Referral to smoking cessation program](#)
- [In school suspension](#)
- Out of school suspension
- ~~In house community service~~
- Expulsion

Nothing in this policy shall be deemed to waive the School Department's right to seek enforcement of penalties pursuant to RSA 155:76 or RSA 126-K: 7.

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Field Trips

General:

The Portsmouth School Board supports field trips that:

- Meet educational objectives and related to the curriculum;
- Fulfill obligations in inter-scholastic activities; and
- Allow participants and non-participants to carry on their schoolwork with a minimum of lost school time.

The building principal may authorize field trips, with notification to the Superintendent of Schools and upon compliance with field trip request procedures.

Permission for Field Trips:

The teacher, in requesting permission to take a class off school grounds on a field trip, should submit the details of the trip to the Principal pursuant to the field trip request procedures. Upon authorization of a field trip, a signed permission form by the parent or guardian is required for each student participating in the trip. No student may leave the school grounds on a field trip unless a parent or guardian has properly signed the form.

Permission forms of those participating in the field trip shall be maintained on file at the direction of the Principal.

Financial arrangements for field trips must be made prior to the trip at the direction of the Principal. If fees are involved, all necessary funds must be submitted to the Principal prior to the trip. Notice of the availability of scholarships shall be included on field trip permission forms.

Transportation for field trips shall be on a certified school bus with a certified bus driver wherever possible. If transportation is by private vehicle, proof of insurance is required in the amount of \$100,000/\$300,000 in bodily injury and \$100,000 in property damage liability.

A report shall be made to the Office of the Superintendent of Schools on the day students will be offsite on field trips.

Out of State Trips and Overnight Trips, including On-Site Overnight Events:

Requests for permission for out-of-state, overnight trips and on-site overnight events shall be made to the Superintendent of Schools.

Requests for permission must:

- Be made at least one month prior to the proposed trip or event
- Be made by the Principal, advisor and student (where applicable);
- Include signed permission slips
- Include arrangements for transportation
- Include the staff to student ratio, including non-school chaperones
- Include a list, by name, of non-school chaperones
- Include cost of trip and any fundraising activities associated with financing the trip
- State the educational objective and how it is related to the curriculum

Upon satisfactory completion of the foregoing, the Superintendent is authorized to grant permission for the trip, subject to final approval by the School Board. The Superintendent may consider other factors in the decision to grant permission including security for the students and staff on the trip.

Motor vehicle transportation for trips shall be on a certified school bus with a certified bus driver wherever possible. If transportation is by private vehicle, proof of insurance is required in the amount of \$100,000/\$300,000 in bodily injury and \$100,000 in property damage liability.

Post trip:

~~Within two weeks of the completion of the trip there shall be a follow-up meeting with the Superintendent to insure that all objectives were met.~~

X.
C.

**SCHOOL RESOURCE OFFICER MEMORANDUM OF UNDERSTANDING
BETWEEN THE PORTSMOUTH POLICE DEPARTMENT AND THE PORTSMOUTH
SCHOOL DEPARTMENT**

This agreement made on _____, 2017, by and between the Portsmouth Police Department and the Portsmouth School Department as follows:

WHEREAS, the Portsmouth Police Department (hereafter "POLICE") and the Portsmouth School Department (hereafter "SCHOOL") desire to establish a School Resource Officer (hereafter "SRO") by entering into a Memorandum of Understanding (hereafter "MOU") outlining the specific goals, objective, terms, and conditions of services to be performed and provided by the SRO; and

WHEREAS, POLICE and SCHOOL seek to provide a safe and healthy school environment for students, staff, and visitors.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1.0 INFORMATION SHARING PROTOCOL/GOALS

1.1 To foster an environment of open communication between POLICE and SCHOOL. As communication and information are essential components of a cooperative effort, it is agreed that every SCHOOL employee who has either witnessed or has received information from the victim or a third party of an act or threat of theft, destruction, or violence within a Safe School Zone will report it to a SCHOOL administrator or designee, who, in turn will file it with local law enforcement (See: RSA 193-D).

Additionally, to the greatest extent provided by law, all information which might have a reasonable bearing on school safety which comes into the possession of POLICE or SCHOOL shall be shared. This includes any information from any source, including but not limited to citizen complaints, judicial proceedings, media accounts, police investigations, and school disciplinary proceedings, which a reasonable person might believe to have a reasonable bearing on the safety of any person within the school community and shall deem to be relevant. To the extent questions arise as to whether information is confidential, privileged, or unable to be shared with the POLICE and SCHOOL pursuant to this MOU, the Legal Department of the City of Portsmouth shall treat the resolution of the issue as a matter of the highest authority.

The SRO shall serve as the focal point for sharing relevant information at all levels of the SCHOOL system. The building principal shall serve as the primary contact with the SRO with regard to safety related information.

Nothing in this MOU is intended or shall be interpreted to compel or require any individual to release or share any information in violation of any law.

1.2 To ensure safety, it shall be permissible for any law enforcement officer and any school administrator to exchange information relating to acts or threat of theft, destruction, or violence, in a Safe School Zone regarding the identify of any juvenile, police records relating to any juvenile, or relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency, suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or in need of protection under RSA 169-C.

1.3 To provide education to Portsmouth school age children on internet safety, cyber bullying, drug abuse, or other topics agreed upon by POLICE and SCHOOL.

1.4 To have the SRO act as a liaison to SCHOOL, the public, and private persons.

1.5 To coordinate annual activities and to establish community connections with SCHOOL elementary students.

1.6 To have the SRO serve as a resource for the schools when looking for POLICE assistance with investigations.

1.7 To represent POLICE concerns with officials and to assist SCHOOL officials in conducting training and safety exercises.

1.8 To support investigators, be it DCYF or other law enforcement agencies on concurrent investigations.

2.0 DUTIES OF SCHOOL RESOURCE OFFICER

2.1 To protect lives and property of the citizens and SCHOOL students.

2.2 To enforce Federal, State and local criminal laws and ordinances.

2.3 To investigate criminal activity committed on or adjacent to SCHOOL property.

2.4 To serve as a resource to SCHOOL parents and/or guardians who request support.

2.5 To answer questions that SCHOOL students may have about NH criminal or juvenile justice system.

3.0 CHAIN OF COMMAND

3.1 As an employee of the POLICE, the SRO shall follow the procedures set forth by the POLICE. Similarly, SCHOOL building principals shall follow established protocols pursuant to SCHOOL policy.

4.0 INVESTIGATION, INTERVIEW, SEARCH AND ARREST PROCEDURES

4.1 SCHOOL officials shall conduct investigations, interviews, and searches in accordance with established School procedures. If a SCHOOL investigation uncovers evidence of an act or threat of theft, destruction of property, violence, or drug possession and/or sales as defined in RSA 193D (Safe School Zones) the SCHOOL official shall notify the student's parent and/or guardian, the SRO, and SCHOOL Superintendent.

4.2 SCHOOL officials who have reasonable grounds for suspecting that a search of a student or a student's possessions will uncover evidence that the student has violated or is violating either the law or rules of the SCHOOL, may conduct a search. In rare circumstances, the SCHOOL may request the SRO to assist in the search in order to protect the safety of all persons involved in the search.

4.3 If the search uncovers evidence of criminal misconduct, the evidence will be turned over to the SRO.

4.4 The POLICE will follow its procedures for juvenile arrests. The SRO will consult whenever possible with the SCHOOL building principal and agree upon a time during the day for removal of the student from school. If an investigation leads to an arrest that is initiated by the SCHOOL, the SCHOOL building principal shall notify the student's parents and/ or guardians and SCHOOL Superintendent as soon as practicable. If POLICE initiated, the SRO shall notify the parents and/ or guardians as well as SCHOOL officials. Typically, when a student is found to be in possession of drugs, the SCHOOL provides due process and administers any necessary SCHOOL consequences. Parents and/or guardians are called, informed of the situation, and required to come pick up their child. Upon arrival, the SRO informs parents and/or guardians of the legal consequences of the student's actions. Parents and/or guardians are informed of the process moving forward. The student is then released to the parents and/or guardians.

5.0 CONFIDENTIALITY

5.1 The SCHOOL will abide, by the Family Educational Rights and Privacy Act (FERPA).

5.2 Any student age 17 years or younger, is considered a juvenile, and with the exceptions of motor vehicle violations and Title 13, all information will be confidential and referred through the family court process.

5.3 Students who are age 18 years or older can only be treated as an adult. Arrests conducted by POLICE are subject to public disclosure.

5.4 SCHOOL officials will allow the SRO to inspect public records maintained by the school such as yearbooks and directory information. Law enforcement officials may not inspect confidential student education records.

6.0 TRANSPORTING STUDENTS

6.1 Generally, the SRO will be provided with a police vehicle and will not normally transport students, except in an emergency. If a student needs police transportation, the SRO will make arrangements with the POLICE dispatch. The SRO will notify the SCHOOL before transporting a student, unless exigency prevents immediate notification.

Nothing contained in this MOU is intended to limit events that may be reported to police or limits school employees from requesting police assistance on matters not referred to in the MOU.

POLICE and SCHOOL agree to provide their respective commission, board, and employees with training relative to this MOU, its purpose, and anticipated results. The parties further agree to maintain regular and open communication to evaluate the effect of this MOU and to suggest improvements and adjustments, as may be necessary.

PORTSMOUTH POLICE DEPARTMENT

By: _____
Chief of Police

PORTSMOUTH SCHOOL DEPARTMENT

By: _____
Superintendent of Schools

CITY OF PORTSMOUTH
LEGAL DEPARTMENT
MEMORANDUM

DATE: FEBRUARY 17, 2016

TO: TRUSTEES OF THE TRUST FUND

FROM: KATHLEEN M. DWYER, ASSISTANT CITY ATTORNEY

CC: STEPHEN ZADRAVEC, SUPERINTENDENT OF SCHOOLS
ROBERT P. SULLIVAN, CITY ATTORNEY

RE: SCHOLARSHIPS

A while back we met to discuss the many scholarships managed by the Trustees. Some date back to the 1800's, some are extremely underfunded to be able to make any awards and some are very financially viable. It was my thought to try to establish several designated scholarships and merge existing funds with them. The end result would be able to award more meaningful scholarships, less individual funds for the Trustees to manage and to offer future scholarship creators a vehicle by which amounts collected can be put to actual award of scholarships much faster. As you all know, it takes a trust corpus of \$10,000 to make any award after being invested by the Trustees for at least one year. Many scholarships have been created with between \$1,500 and \$2,000. At 3% interest and a corpus of \$3,300 would only yield \$100 available for award.

Any such undertaking has legal implications that would have to be worked out with the Charitable Trust Division with respect to existing scholarships. I have analyzed the most recent reporting to the Attorney General from the MS-9 for year end June 30, 2016. I used the projected year end fair market value of the funds (which differ slightly from the actual year-end balance) and the amounts expended are not exact as they include payment of fees. That being said, the figures are close enough to give you a general idea of the performance of these funds and the ability to accomplish what they were originally intended to do. The approximate total fair market value at June 30, 2016 was \$6,060,789 for the 47 scholarships. This excludes Futures.

There are 47 scholarships classified on the MS-9. Below is a breakdown of the funds that paid out awards in F/Y 2016 by value of scholarship funds :

No distributions	17	(Total Value of \$ 220,987)
Distributions up to \$500	7	(Total Value of \$ 111,573)
Distributions \$501-1,000	11	(Total Value of \$ 328,226)
Distributions \$1,001-2,000	4	(Total Value of \$ 172,739)
Distributions \$2,000-15,000	4	(Total Value of \$ 305,132)
Distributions over \$15,001	4	(Total Value of \$4,922,132)

Total scholarship distributions for this period amounted to \$130,321. I did not research how many individual students received awards. Obviously, the larger scholarships pay out to more than one student.

The following is the breakdown of scholarships restricted to the following areas:

		Total Value	Total Awards
College Bound Students	26	3,886,566	81,955
Studying Education	7	186,315	2,707
Studying Nursing/Health	5	1,754,742	39,142
Trades	3	126,366	2,028
Unknown	4	106,800	4,489
Band*	2	Included in Unknown totals	

*For some reason there are two funds classified as scholarships though they were merged at some point to distribute materials or books. I will do further research on these two funds, but for the purposes of this review it is not irrelevant.

Some of the college bound scholarships designate a certain type of recipient, i.e. band member, soccer player, art student, etc. However, if we had a common scholarship that gave out multiple awards this would be easy to accomplish.

Issues to Resolve

1. Creation of new scholarships – Well intentioned people raise money for scholarships, often in memory of a deceased loved one. This is done with an unrealistic expectation about what amounts are necessary for the trust corpus in order to pay out any significant awards. We will need to get useful information to families and steer them to the new designated funds.
2. Named scholarships tend to dissipate over time as there may be little name recognition remaining as time goes by. Also, if the funds do not increase substantially by way of new donations, many of these give out little or no awards as can be seen above. Family interest tends to wane after students that they know have long since graduated.
3. Though all scholarships are now written to allow for common investment, the income and expense must be individually accounted for at the end of the year. The 47 scholarships accounted for are in addition to all of the other funds overseen by the Trustees of the Trust Funds.
4. There has been a dramatic increase over the last 25 years in higher education costs and many of the awards given out are very small. Even though every dollar matters, rearranging the scholarships may eventually lead to more significant awards. I believe that the New Hampshire Charitable Foundation

undertook a similar project a few years ago to give out fewer, but larger awards, many of which are renewable.

5. Suggest additional fundraising for those who approach the City/School with a smaller anticipated trust corpus.
6. If there was a creation of 5 consolidated scholarship funds, a system would need to be developed to recognize those in whose memory money is donated. Named scholarships could be reserved for funds created with substantial amounts.
7. Removal, if possible, of legal impediments to consolidation into common scholarship funds of existing scholarships.

I would be happy to meet with you again to discuss this project.

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Portsmouth School Department
1 Junkins Avenue, Suite 402
Portsmouth, NH 03801

Office of the
Superintendent of Schools

Telephone 603-431-5080

Date: 6/12/2017
To: Portsmouth School Board
From: Stephen Zadravec
Re: Nominations

There are still professional positions to fill for the 2017-2018 school year. Each year, as administration pursues candidates, the superintendent requests authorization from the School Board to issue contracts for employment to candidates prior to their nomination before the School board.

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



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New Hire:

Name: Gordon Reynolds **Bachelors** – History, University of New Hampshire, Durham, New Hampshire 1985

Address: 167 Portsmouth Avenue **Bachelors** – Information Technology, University of New Castle, NH 03854 Cincinnati, Cincinnati, Ohio 2004

Position: Computer Science Teacher **Experience:**
2017 – Present Computer Science Teacher, Haverhill Public Schools, Haverhill, Massachusetts
2014 – 2016 Computer Science Teacher, Pittsfield Public Schools, Pittsfield, Massachusetts

Location: PHS

Replacing: New

Effective: July 1, 2017

Interval: 3

Salary: \$49,242 Base \$46,458 + degree 2,784

Funding Source: General Fund

Certification: Will pursue NH Certification through Alternative IV

New Hire:

Name: Beth Brown **Associates** – Applied Science in Culinary Arts,
New Hampshire Community Technical College,
Berlin, New Hampshire 2004

Address: 5 Estes Road **Experience:**
Rochester, NH 03839 **October 2012 – May 2016** Chef Instructor, Le
Cordon Bleu, Cambridge, Massachusetts

Position: Culinary Arts Teacher

Location: PHS

Replacing: Perrin Long – Retired

Effective: July 1, 2017

Interval: 5

Salary: \$49,287 Base \$49,287

Funding Source: General Fund

Certification: Will pursue certification with Bachelor's Degree

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New Hire:

Name: Kelly Garcea **Masters** – Elementary Education, University of New Hampshire, Durham, New Hampshire 2008

Address: 82 Glengarry Drive **Bachelors** – Individual and Child Development, University of New Hampshire, Durham, New Hampshire 2007
Stratham, NH 03885

Position: Elementary **Experience:**
2008 – present Elementary Teacher, SAU#33
Raymond, New Hampshire

Location: Dondero

Replacing: Latasha Smith

Effective: July 1, 2017

Interval: 10

Salary: **\$63,938** Base \$57,137 + degree 6,801

Funding Source: General Fund

Certification: New Hampshire Certified Elementary #1811

New Hire:

Name: Kaitlin Muller **Bachelors** – Environmental Science, Biology
Concentration, University of Massachusetts, Lowell,
MA 2013

Address: 407 Ocean Boulevard, B-10 **Experience:**
Hampton, NH 03842

Position: Science Teacher

Location: PMS

Replacing: Laura Barone - Retired

Effective: July 1, 2017

Interval: 1

Salary: \$46,575 Base \$43,791 + degree 2,784

Funding Source: General Fund

Certification: New Hampshire Certified Life Science Education #1302