

**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR OCTOBER 28, 2014**

NEW FRANKLIN ELEMENTARY SCHOOL

PORTSMOUTH, NH

DATE: TUESDAY, OCTOBER 28, 2014

TIME: 7:00 PM [or thereafter]

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- I. **CALL TO ORDER** – Chair Stevens called the meeting to order at 7:06 p.m.
- II. **ROLL CALL** – LESLIE STEVENS (CHAIR), DEXTER LEGG (VICE CHAIR), ANN WALKER, TOM MARTIN, JEFF LANDRY, LENNIE MULLANEY, NANCY NOVELLINE-CLAYBURGH, GARY EPLER, ED MCDONOUGH (SUPERINTENDENT), STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT), STEVE BARTLETT (BUSINESS ADMINISTRATOR), OLIN JOHANNESSEN (EMPLOYEE REPRESENTATIVE) AND JULIA ADLER (STUDENT REPRESENTATIVE).
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the Pledge of Allegiance.
- V. **ACCEPTANCE OF MINUTES**
- a. OCTOBER 14, 2014 BUSINESS MEETING
- MOTION: Motion to accept the regular meeting minutes of October 14, 2014 by Ms. Walker  
SECOND: Ms. Mullaney  
DISCUSSION:  
VOTE: Unanimously Approved
- VI. **PUBLIC COMMENT - NONE**
- VII. **SPECIAL PRESENTATION**
- a. ELEMENTARY EXTENDED LEARNING SUMMER CAMPS, PRINCIPAL SHEA & MR. BILL DUNCAN – Principal Shea reported that Ms. Mary Ann Driscoll met with Mr. Bill Duncan and other educational proponents last fall to discuss summer learning loss. A plan was developed to offer three summer learning camps at no cost to all three elementary schools. The camps were to include high engagement content for three weeks in July. The first camp, “Track Math,” was taught by Ms. Karen Jacoby from New Franklin and had students crunching kinesthetic data. The second camp, “Comic Book Camp,” focused on reading, drawing, illustration and page layout and was taught by Ms. Sara Zoe Patterson and Mr. Brendon Cornwall. The third camp, “How Stuff Works,” had students studying the inner workings of computers, motorized vehicles and was taught by Ms. Angela Manning-Welch. These three camps were combined with another Title I summer program, allowing students to check out library books for the week. Principal Shea stated that, of the 29 students that participated, 79% reentered in the fall reading at a higher level and 21% maintained their reading level. Mr. Duncan impressed the importance of giving students summertime opportunities and recommended that the Board entertain funding summer programs and making them part of the district’s core mission.

## VIII. SUPERINTENDENT'S REPORT

### a. ITEMS OF INFORMATION

- i. 2014-15 TUITION RATES
- ii. *BOARD AND ADMINISTRATOR*, 2014
- iii. PHS PROFILE, 2014
- iv. *NEW FRANKLIN GAZETTE*, FALL 2014
- v. CITY JOINT BUDGET COMMITTEE
- vi. *SEVEN KEYS TO EFFECTIVE FEEDBACK*, GRANT WIGGINS, IN SEPTEMBER  
2012 ASCD EDUCATIONAL LEADERSHIP

### b. CORRESPONDENCE

- i. MEMO FROM BARBARA DOYLE RE: TEACHER AWARDS

### c. ADMINISTATOR REPORTS

- i. PRINCIPAL CHARLIE GROSSMAN, LHS – Principal Grossman acknowledged several new staff members and thanked the Board and administration for attracting professionals that can “hit the ground running.” Little Harbour recently formed a committee called the Teacher Support Team (TST), tasked with brainstorming strategies and interventions to help move a child forward. This team communicates on a regular basis about student concerns. By addressing a minor student concern with peers, it is hopeful that the problem will be corrected before services are needed. Minor interventions have always happened but are now being tracked longitudinally to clearly reflect if the student is improving. Grade five completed Open Circle training and teachers report that students who have participated in Open Circle are more engaged and empathetic towards their peers. Mr. Grossman concluded with upcoming events and the school’s recent trip to Mount Major. Little Harbour recently found out that the school holds one of the longest standing traditions of hiking Mt. Major and the school was recently highlighted in Forest Notes magazine.

## IX. OLD BUSINESS

- a. UPDATE ON ADMININSTRATION’S PLC SMART GOAL AND ACTION STEPS TO IMPROVE FEEDBACK – Assistant Superintendent Zdravec reported that the administrative Smart Goal continues to refine the evaluation/supervision cycle. This year was an opportune time to discuss the quality of the feedback that administrators are offering. Discussion led to the question, “what is our common goal for teacher practice and what can we share to achieve this?” A new administrative Smart Goal states that by February of 2015, 80% of the faculty will identify that they have received effective feedback. A survey will be developed and distributed to help

administration understand how they are doing against this goal and will ask teachers “what is effective feedback?” A Professional Development Committee meeting in November will focus will be on feedback towards PLC’s to assure that teachers’ goals clearly aligned with Smart Goal standards, that they are measurable and that there is a clearly defined timeline to achieving the goal. The Superintendent and Assistant Superintendent are currently observing teachers participating in the Differentiated Instruction course to receive objective feedback on what teachers would like administration to focus on during an observation or evaluation. Assistant Superintendent concluded by saying how much teachers are valuing and embracing the feedback from their peers.

**X. NEW BUSINESS**

- a. **CONSIDERATION AND APPROVAL OF TENTATIVE AGREEMENT WITH ASSOCIATION OF PORTSMOUTH TEACHERS** – Vice Chair Legg stated it was important to understand the background, time and collaboration that went into the proposed tentative agreement. Vice-Chair Legg thanked the negotiation team consisting of School Board members, administration and the teacher association. 18 months ago the committee began its work by defining “what do we want the district to look like”? The answer was “to be the very best district in New Hampshire”. The way to make certain that Portsmouth becomes the best district is to have the very best talent in the classroom. Work done by administration and the Board over the last three years has focused on talent; how to attract, develop and retain highly qualified professionals. The Superintendent and Assistant Superintendent have ramped up recruiting; an orientation program now develops new teachers and provides valuable feedback that can be thin sliced to improve student outcomes even more. This work, built into the new agreement, will meet the teacher’s needs and the district’s needs.

High points in tentative agreement:

- 4 year contract
- Increases in compensation will shift from the traditional longevity/seniority system. Instead, teachers will be required to earn 3 achievement units (“AU’s”) to advance an interval on the salary scale.
- A Teacher Quality Panel (based on a shared governance model between teachers and administrators) will be created to provide in-district coursework and to develop a framework for identifying and preparing highly effective teachers.

- A “Model” Teacher career ladder will be added to the compensation structure in 2017-2018.

Monetary highlights:

- Teachers have agreed to move from five healthcare plans to two in March. This savings will be poured back into compensation.
- In 2017, the teachers will move to a consumer driven health plan consistent with the Affordable Care Act that ensures that the Cadillac Tax will not penalize the city in 2018.
- Longevity payments have been frozen at current levels and paid only to those teachers who already receive it.
- Automatic COLA’s have been removed.
- Salary increases will now be based on 16 equal intervals.

Chair Stevens thanked Superintendent McDonough, Assistant Superintendent Zdravec and Board members Legg, Martin and Walker for all their hard work reaching the tentative agreement.

MOTION: Motion to accept the tentative agreement between the Portsmouth School Board and the Association of Portsmouth Teachers beginning July 1, 2014 through June 30, 2018 by Vice-Chair Legg

SECOND: Mr. Martin

DISCUSSION:

ROLL CALL VOTE: 7 YES 1 ABSENT (PE)

b. **CONSIDERATION AND APPROVAL OF PHS LATIN TEACHER**

MOTION: Motion to accept Ms. Ann Salloom as PHS Latin Teacher by Vice-Chair Legg

SECOND: Ms. Clayburgh

DISCUSSION:

VOTE: Unanimously Approved

**XI. COMMITTEE UPDATES**

**XII. FUTURE AGENDA ITEMS**

- PHS ECO CLUB SOLAR UPDATE, NOVEMBER 12
- WORKSHOP ON LISTER ACADEMY SUSTAINABILTY, NOVEMBER 25
- WORKSHOP ON LATER START AT SECONDARY LEVEL, DECEMBER 9

**XIII. ADJOURNMENT** – Motion to adjourn at 8:30 pm by Mr. Martin and seconded by Ms. Walker Unanimously approved.

## BARBARA DOYLE CLASSROOM FUND

Fourteen classroom teachers were reimbursed approximately \$650 for expenses they incurred improving their classrooms for children from the Barbara Doyle Classroom Fund. In five years, over \$2,800 has been returned to teachers.

## SPECIAL ED HOSTS WORLD CAFE

The Special Education Department had over 20 parents participate in an evening protocol entitled World Café, the event was co-sponsored with NH Connections. The focus of the evening was to facilitate conversation on building stronger home - school partnerships, improving communication and identifying areas for parent trainings and supports. Parents rotated through small groups to discuss each topic. The conversation was lively and rich with ideas. Next steps in the process will be to identify areas to address through a short term and long term action plan. Thanks to all who came out and participated.



## DISTRICT DOINGS

**Kudos** to our **Food Service Department** for hosting a visit by the **US Department of Agriculture**. The visitors saw NFS students as they had breakfast and observed parent volunteers preparing snacks from our Fresh Fruit and Vegetables grant. USDA officials toured the new middle school kitchen and commons area and finished at LHS where they visited the garden, watched 3rd graders share a slide show about their involvement in the garden and saw kindergartners “try out” sweet potatoes. Kudos to everyone involved in these wonderful aspects of our food service program!

The **PHS Performing Arts Department** will present *“In the Heights”* on Thursday, November 20th through Sunday, November 23 at the PHS Hagstrom Auditorium.

**Congratulations to Perrin Long** selected as the Educator of the Year by the NH Lodging and Restaurant Association. Perrin will receive his award on November 17<sup>th</sup> at the NHLRA’s Stars of the Industry awards dinner.

**Welcome to Anne Salloom**, a 2014 graduate of Holy Cross, majoring in Classics, who will take over the reigns for **Mr. Arnstein**, who will retire at the end of the 1st semester. **Best wishes to Joe and welcome Anne!**

**Kudos** to everyone involved in coordinating the exchange visit and hosting student **visitors from Nichinan, Japan**.



## SUPERINTENDENT’S UPDATE



November 2014

*Educating all students by challenging them to become thinking, responsible, contributing citizens who continue to learn throughout their lives.*

**HAPPY THANKSGIVING!**



## FOCUS ON FEEDBACK

As you know, the K-12 administrative team meets monthly to collaborate in ways that model Professional Learning Communities (PLC) practices that remain a key strategy for improving students achievement throughout the district. Our admin PLC is working to establish common expectations and learn strategies in framing feedback to improve performance. One protocol was to journal and share out “feedback” nightmares and the team had an opportunity to provide feedback to a teacher avatar.

Of course, a key piece of PLC’s is setting a specific, measurable, attainable, realistic and time-bound (SMART) goal. The team established:

***By February 2015, 80% of our teachers will identify that they have received effective feedback that has helped them reflect on their practice.***

Administrators will utilize an assessment survey to monitor feedback on the goal.

## PD COMMITTEE

This November, the Professional Development Committee will be providing all PLC Teams feedback on their SMART Goals. The group, comprised of teachers, department heads and administrators, will undertake a review with the goal

## LOOKING AHEAD TO SMARTER BALANCED

of establishing a common set of criteria for SMART Goals.

The NH Department of Education has shared that it is about to finalize a contract with a vendor that will coordinate administration of the Smarter Balanced Assessment Consortium (SBAC). We expect once this issue is resolved, we will hear more about the implementation details.

Nonetheless, we do have more information about the roll-out and the district is taking steps to prepare. First, in August, SBAC released accessibility and accommodations guidelines to ensure every child has a positive assessment experience and can show what s/he knows. Our special education teachers have reviewed this material and are knowledgeable about the universal tools, supports and accommodations for those students who need them.

Second, while SBAC provides for a twelve week window for test administration (March—May), in order to achieve reliability (comparability between districts), certain grades will be expected to take the assessment in shorter testing windows. Essentially, initial testing will be done in grades 3-4, 5-6, and then 7-8, and 11. As such, building principals, grade levels and technology folks will begin setting up schedules aligned with this framework.

Third, SBAC has released practice test items, and we hope to provide all children an opportunity to preview the types of questions they can expect to see, as well some familiarity with the on-line assessment tools over the next few months. Classroom teachers will determine how best to fit this in.

Finally, as nice as it was to begin this school year without the demands of the NECAP assessment, we are confident we will provide our students an optimal environment to evidence what each knows and is able to do in the Spring of 2015.



“My attorney, Mr. Hays, would like to discuss my algebra grade with you.”

**Portsmouth School Department  
Policy Committee Minutes  
Monday, November 3, 2014**

Attendees: Leslie Stevens, Ann Walker, Rus Wilson, Mary Lyons, Ed McDonough  
Absent: Kathleen Dwyer

**Item # 1:** The committee heard about concerns raised by physical education teachers at PHS about others in the community who run on the track at PHS while physical education classes are taking place on the turf field. Historically, when the fields were redone, there was an agreement that the public would be allowed to use the complex. This is the first year a shared campus has been raised as a concern; Principal Lyons heard from staff 5 or 6 times this fall. Mr. Wilson believed a policy was unnecessary. He noted how middle school PE classes co-exist on the Parrot Avenue fields and tennis courts. With the city pool, the Jarvis Center and churches, there can be a great deal of activity on the complex. It was noted that students assemble outside during lunch, arrive and leave early with open campus, and that our security personnel and SRO are less than 100 yards away in the event a citizen might interfere with a class. In sum, it was decided to continue to let others run the track. However, if anyone using the complex is disturbing a class, PE staff is encouraged to ask community members to exercise on another field.

**Item # 2:** The committee reviewed a request from a parent to change it extra and co-curricular eligibility policy to be aligned with the less stringent recommendation from NHIAA. Adopting the NHIAA policy would mean a student could “fail two classes and receive two D-’s and be eligible for athletics.” Presently, at PHS, you can have no more than one D and you cannot have an F. Mr. Wilson noted that each season, PHS has over 400 participants, with 4-6 students who are deemed ineligible to play (roughly 1 percent). Ineligible students are allowed to continue to fully participate and practice with the team (except games) and to bring their grades up to the standards of our policy when progress reports are issued, halfway through the grading quarter. The committee reaffirmed the higher standards for athletic participation and determined the policy as currently written is working well.

**Item # 3:** Revisited concerns expressed about internet use and student safety. Tom Lotz, Network Administrator, shared the following information about the district’s filter.

*The Portsmouth School Department filters web traffic in compliance with the Children’s Internet Protection Act (CIPA). The web filter currently in use is Websense which has more than 100 security and filtering categories. Websense maintains and updates these categories and uploads changes on a daily basis. However, it is technologically impossible to filter all Internet access with 100% accuracy while still retaining a meaningful and educational Internet experience. Even with web filtering in place, it is the responsibility of students, teachers, staff, and the public to exercise appropriate personal responsibility in the use of Internet access privileges.*

**Item #4:** Requested that Attorney Dwyer enumerate in the draft policy for 2<sup>nd</sup> reading the “dangerous restraint techniques” defined in RSA 126-U:4.

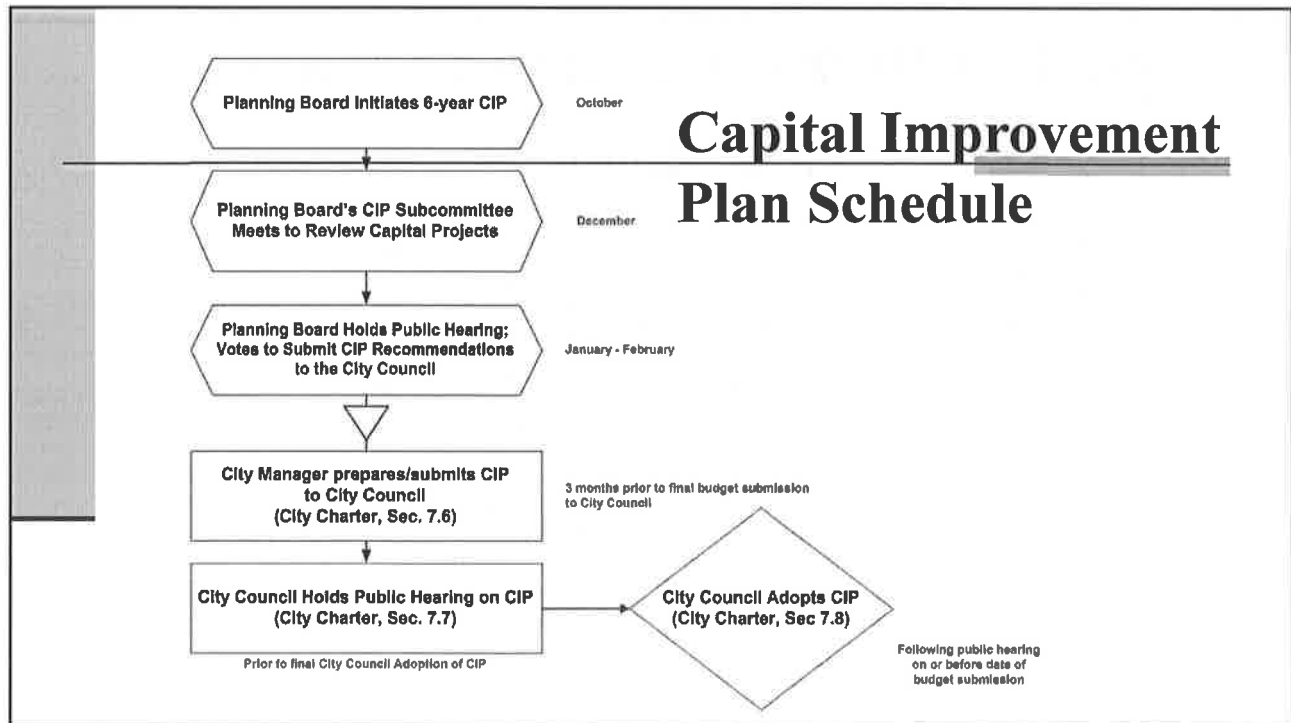
**Next meeting:** Wednesday, December 3, 2014, 9 am, Alice Lee Conference Room

SB  
11/12/14

# Joint Budget Committee Meeting

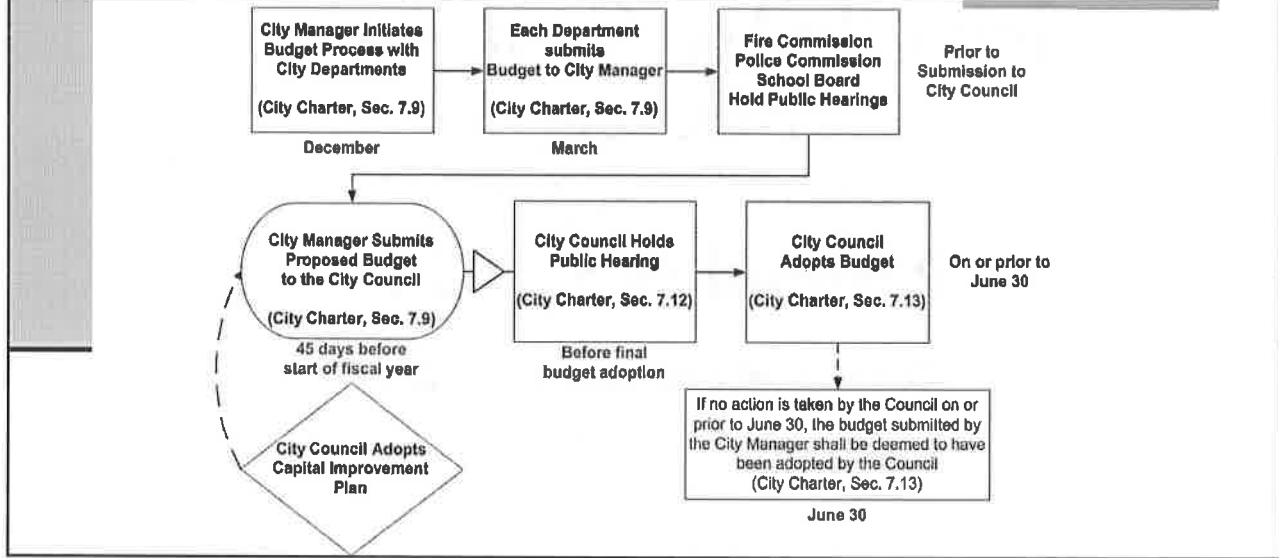
## November 5, 2014

Eileen Dondero Foley Council Chambers





# Annual Budget Schedule per City Charter Requirements



# ACTUAL BUDGET SCHEDULE FOR FY16

January 2015		
5	Monday	City Council - Establish Budget Guidelines
26	Monday	City Council Work Session on CIP
February 2015		
2	Monday	City Council Public Hearing on CIP
4	Wednesday	Fire Department Public Hearing on the proposed FY16 budget
10	Tuesday	School Board Public Hearing #1 on the proposed FY16 budget
17	Tuesday	City Council Meeting-Adoption of CIP
18	Wednesday	Police Commission Public Hearing on the proposed FY16 budget
March 2015		
3	Tuesday	School Board Public Hearing #2 on the proposed FY16 budget
April 2015		
27	Monday	Proposed Budget document to be submitted to the City Council
May 2015		
2	Saturday	City Council Work Session (All Day) General Government, Police, Fire and School Presentations
6	Wednesday	City Council Work Session- Water and Sewer work session
11	Monday	City Council Meeting-Public Hearing on FY16 Budget
20	Wednesday	City Council Work Session-Budget Review FY16
26	Tuesday	City Council Budget Review if necessary
June 2015		
8	Monday	City Council Meeting-Adoption of FY16 Budget

# Budget Document GFOA Guidelines

Received 8 Consecutive Budget Presentation Awards



- **Policy Document**
  - Financial Guidelines and Policies
  - Priorities and Long-Term Planning
  - CIP Summary
  - Rolling Stock Plan
- **Financial Plan**
  - Detailed Debt Service Summary with future outlook
  - Capital Project Summary
  - Consolidated Financial Overview
  - Provide Estimated Tax Rate
- **Operations Guide**
  - Budget Summary by Departments
  - Program and Services by Departments
  - Performance Measures by Department
  - Position Summary Schedules
- **Communications Device**
  - Guide to the Budget Document
    - Budget Schedule
  - Community Profile
  - Account Structure

## Bond Rating

INVESTMENT GRADE RATINGS	
Standard & Poor's	Moody's
AAA	Aaa
AA+	Aa1
AA	Aa2
AA-	Aa3
A+	A1
A	A2
A-	A3
BBB+	Baa1
BBB	Baa2
BBB-	Baa3
BB	Ba

Standard & Poor's		Moody's	
Year	City of Portsmouth	Year	City of Portsmouth
2014	AAA	2014	Aa1
2013	AAA	2013	Aa1
2012	AA+	2012	Aa1
2011	AA+	2011	Aa1
2010	AA+	*2010	Aa1
2009	AA+	2009	Aa2
2008	AA	2008	Aa2
2007	AA	2007	Aa3
2006	AA	2006	Aa3
2005	AA	2005	Aa3
2004	AA-	2004	Aa3
2003	AA-	2003	Aa3
2002	AA-	2002	Aa3
2001	A+	2001	A1
2000	A+	2000	A1
1999	A	1999	A
1998	A	1998	A
1997	A	1997	A
1996	A	1996	A
1995	A	1995	Baa1
1994	A	1994	Baa1
		1993	Baa
		1992	Ba
		1991	Ba

\*Moody's Investment Group changed their rating system to no longer using A as a rating

## Critical Components Reviewed by Rating Agencies

1. **Conservative Budgeting Techniques**
  - ✓ Conservative Revenue Forecasting
  - ✓ Tight Expenditure Controls
  - ✓ Multi-Year Budget Planning
2. **Debt Management Policy**
  - ✓ How does the City Manage Debt
  - ✓ Debt Limit
3. **Fund Balance Policies**
  - ✓ Unassigned Fund Balance
  - ✓ Total Fund Balance
4. **Strong Liquidity Management**
  - ✓ Ability to Manage Cash Flow
  - ✓ Established Strong Reserves
5. **Succession and Contingency Planning**
  - ✓ Management Team
  - ✓ Ability to Identify Mid-Year Changes in Revenues and Expenditures
6. **Strategic Planning for Economic Development**
  - ✓ Demographics – Median Household Income
  - ✓ Tax Base
  - ✓ Economic Growth

## Municipal Budget Where Do we Start

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>■ <b>What do the Citizens want for services?</b></li><li>■ <b>What does the City Council want for an outcome?</b><ul style="list-style-type: none"><li>■ New Services</li><li>■ Reduced or cut Services</li><li>■ Increase/No-increase</li><li>■ Capital Improvements</li></ul></li></ul> | <ul style="list-style-type: none"><li>■ <b>How do we get there?</b><ul style="list-style-type: none"><li>■ Capital Improvement Plan (CIP)</li><li>■ Financial Policies</li><li>■ Revenues Trends</li><li>■ Property Valuation</li><li>■ Expenditures<ul style="list-style-type: none"><li>■ Collective Bargaining</li><li>■ Legal Obligations/Debt Service Obligation</li><li>■ County Tax Obligation</li></ul></li></ul></li></ul> |
|---|---|

# General Fund Departments

## OPERATING BUDGET

- Fire
- Police
- School
- Municipal Departments:
  - Mayor/City Manager
  - City Clerk
  - Human Resources
  - Finance - Information Technology – Accounting – Assessing – Purchasing
  - Legal
  - Public Works
  - Recreation
  - Public Health
  - Planning
  - Library
  - Inspection
  - Welfare/Outside Social Services

## NON-OPERATING BUDGET

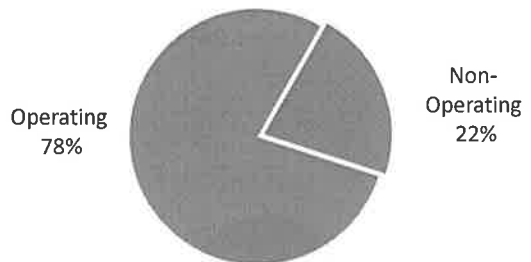
- Debt Service Payment
- Overlay
- Capital Outlay
- County
- Contingency
- Rolling Stock

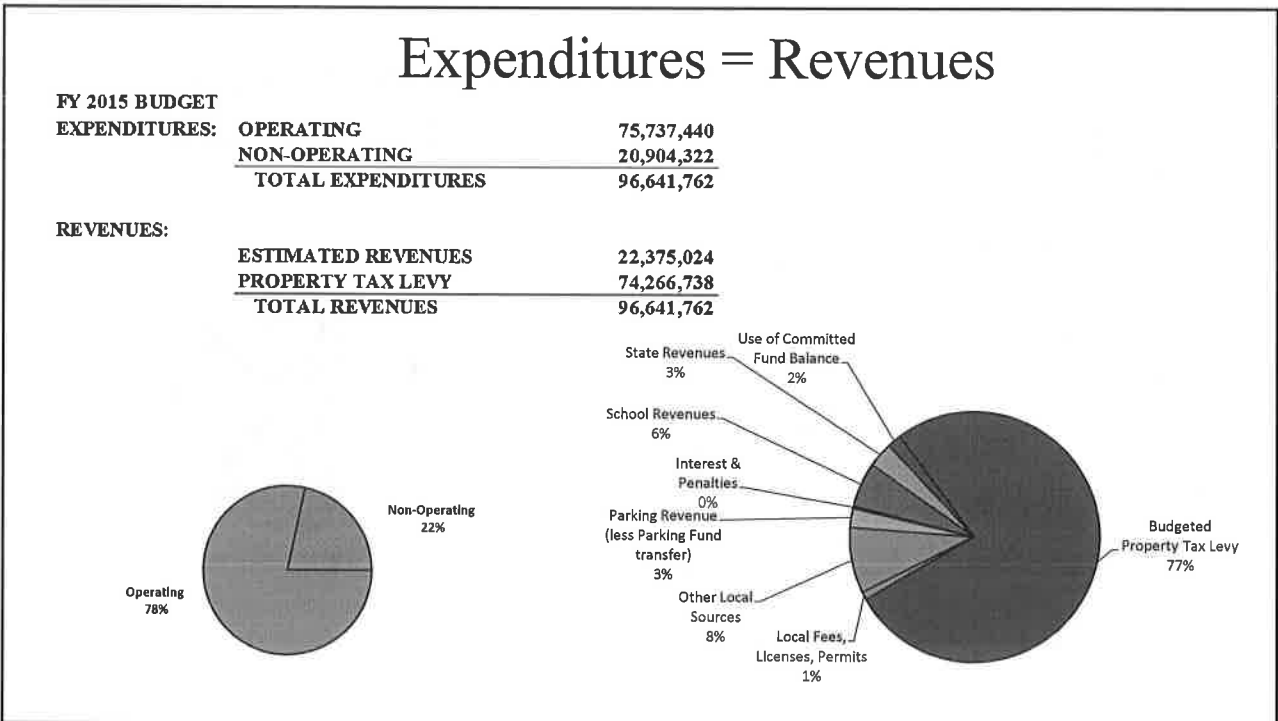
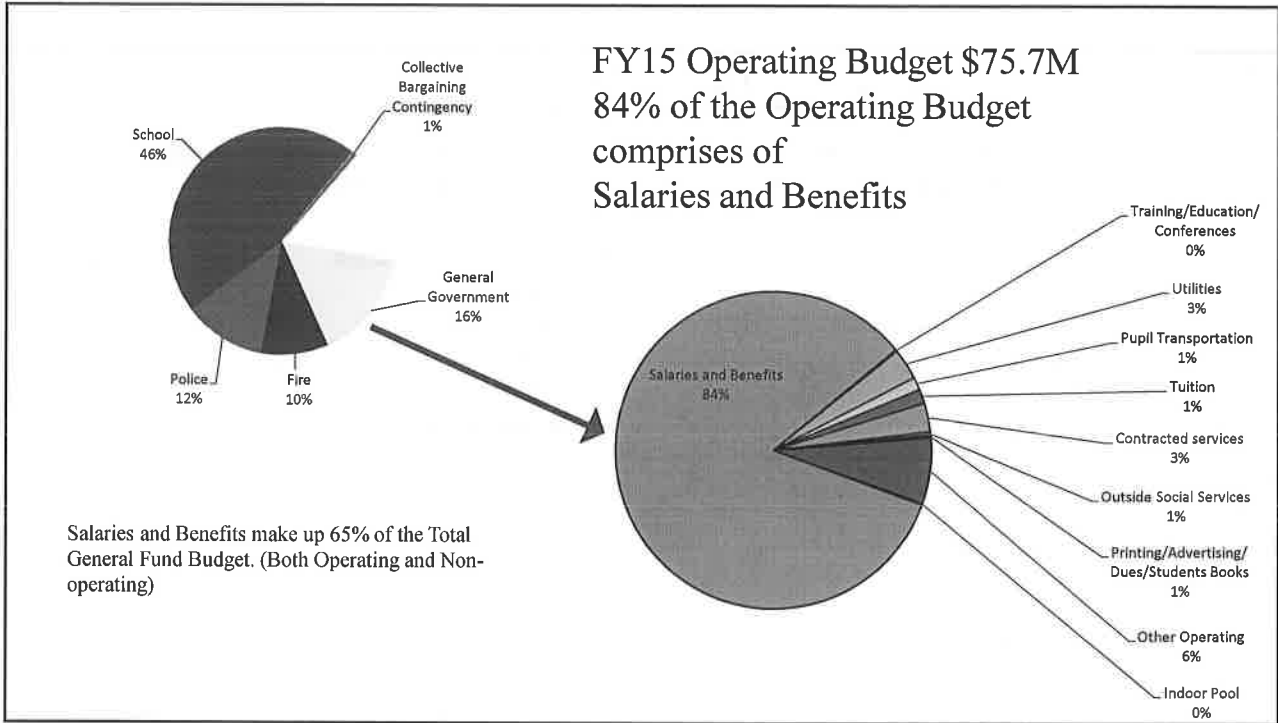
## FY15 Operating & Non-Operating Budget

OPERATING BUDGET		
General Government	17,010,942	17.6%
Police	9,343,994	9.7%
Fire	7,757,108	8.0%
School	40,975,396	42.4%
Coll Bargaining Contingency	500,000	0.5%
Transfer to Indoor Pool	150,000	0.2%
<b>Total Operating</b>	<b>75,737,440</b>	<b>78.4%</b>

NON-OPERATING BUDGET		
Debt Relates Exp	275,000	0.3%
Debt Service	11,231,523	11.6%
Overlay	1,000,000	1.0%
Property & Liability Insurance	318,000	0.3%
County	4,764,174	4.9%
Contingency	250,000	0.3%
Rolling Stock	786,300	0.8%
IT Equipment Replacement	329,450	0.3%
Capital Outlay	1,600,000	1.7%
Other General Non-Operating	349,875	0.4%
<b>Total Non-Operating</b>	<b>20,904,322</b>	<b>21.6%</b>

**TOTAL FY15 ADOPTED BUDGET 96,641,762**





## Financial Policies

### Stabilizing cost fluctuations

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- Leave at Termination Stabilization Fund
- Health Insurance Stabilization Fund
- Debt Service Planning
- Rolling Stock Replacement Program
- Unassigned Fund Balance Ordinance

## Leave At Termination

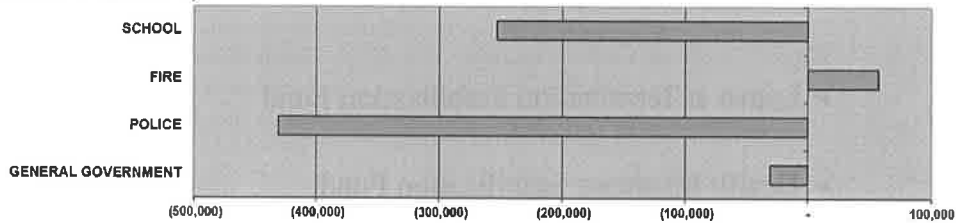
### Sick Leave Pay Owed To Employees When They Leave Municipal Services

**City established two methods to address:**

- **The Significant growing Liability**
  - **Negative budgetary impacts to the operating budget**
1. Eliminated Future Growth in this liability by negotiating in all labor agreements that new employees can no longer accumulate unlimited sick leave.
  2. The Creation of the Leave at Termination Fund (in 1999) to eliminate spikes which negatively impact the department's operating budget. Each department annually budgets a fixed amount determined by an actuarial study which is transferred into this fund where this liability is paid.

# Leave at Termination- FY99-FY14

(As of June 30, 2014)



	TRANSFER TO FUND FY 99-FY 13	EXPENDED FY 99- FY13	FUND BALANCE June 30, 2013	FISCAL YEAR 2014			ACCUMALATIVE FUND BALANCE
				ANNUAL APPROPRIATION	FY 14 EXPENDED	FY 14 Balance	
GENERAL GOVERNMENT	2,922,868.00	2,866,408.63	56,459.37	300,000.00	387,034.35	(87,034.35)	(30,574.98)
POLICE	2,239,454.00	2,811,371.67	(571,917.67)	155,203.00	14,276.69	140,926.31	(430,991.36)
FIRE	1,051,280.00	1,051,047.91	212.09	70,084.00	13,301.12	56,782.88	56,994.97
SCHOOL	8,174,518.32	8,524,664.73	(350,146.41)	400,000.00	302,805.03	97,194.97	(252,951.44)
	14,388,100.32	15,253,492.94	(865,392.62)	925,287.00	717,417.19	207,869.81	(657,522.81)

Eligible for Leave at Termination:

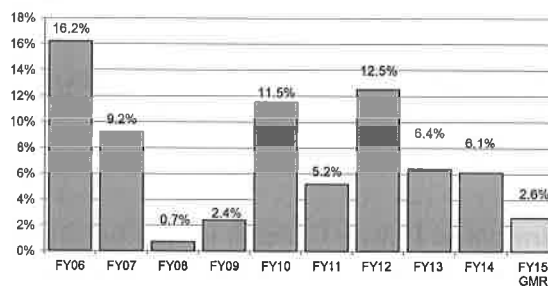
Municipal	19%	Fire	33%
Police	18%	School	20%

# Health Insurance Stabilization Fund

(Implemented in 2002)

To stabilize annual budgetary spikes that often negatively impact the operating budget.

HEALTH INSURANCE 10 YEAR RATE CHANGE HISTORY



ESTIMATED USE OF HEALTH INSURANCE RESERVE

	Total Premium	Employee Portion	FY15 City Portion	FY15 Proposed Budget	Estimated Use of Reserve
General Government	2,062,861	355,805	1,707,055	1,686,043	(21,012)
Police Department	1,887,072	302,273	1,584,799	1,414,956	(169,843)
Fire Department	1,376,453	224,543	1,151,910	1,098,396	(53,515)
School	8,780,677	1,584,554	7,196,123	5,841,258	(1,354,865)
<b>Total General Fund Budget</b>	<b>14,107,063</b>	<b>2,467,175</b>	<b>11,639,886</b>	<b>10,040,653</b>	<b>(1,599,235)</b>
Estimated Holiday Premium					512,724
<b>Estimated Use of Health Insurance Reserve</b>					<b>(1,086,511)</b>

# Debt Service Policy

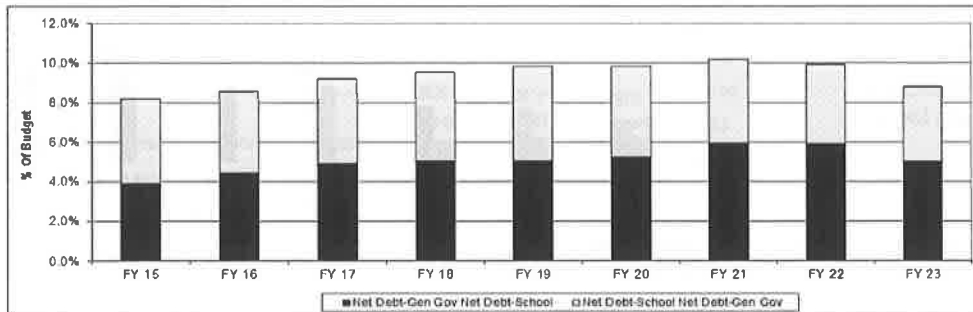
To keep the debt burden and operational debt costs at manageable levels.

City policy is to use no more than 10% of annual appropriations toward net debt service payments.

## LONG TERM DEBT SERVICE FORECAST MODEL

### Net Debt Service as a Percentage of the General Fund Budget

	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Total Gen Fund Without Debt Service <i>(Increase 2.50% in FY 15 and beyond)</i>	85,510,239	87,647,995	89,839,195	92,085,176	94,387,305	96,746,987	99,165,662	101,644,803	104,185,923
<b>Total Gross Debt Service</b>	<b>11,231,523</b>	<b>11,050,352</b>	<b>12,760,406</b>	<b>13,427,178</b>	<b>14,018,697</b>	<b>13,403,595</b>	<b>13,755,161</b>	<b>13,213,409</b>	<b>12,041,729</b>
Debt Service Related Revenues-Gen Gov	(1,541,106)	(1,490,096)	(1,489,087)	(1,538,077)	(1,537,067)	(761,324)	(410,844)	-	-
Debt Service Related Revenues-Schools	(1,770,305)	(1,828,055)	(1,828,055)	(1,828,055)	(1,828,055)	(1,828,055)	(1,828,055)	(1,828,055)	(1,828,055)
Net Debt-Gen Gov	3,762,098	4,405,406	5,023,207	5,311,414	5,454,154	5,750,896	6,720,780	6,804,414	5,837,141
Net Debt-School	4,159,014	4,126,795	4,420,058	4,749,633	5,199,420	6,063,320	4,795,483	4,581,020	4,376,533
<b>Total Net Debt</b>	<b>7,920,112</b>	<b>8,532,201</b>	<b>9,443,265</b>	<b>10,061,046</b>	<b>10,653,574</b>	<b>10,814,218</b>	<b>11,516,262</b>	<b>11,385,434</b>	<b>10,213,674</b>
<b>Total General Fund Budget</b>	<b>96,741,762</b>	<b>99,498,348</b>	<b>102,599,602</b>	<b>105,512,353</b>	<b>108,406,001</b>	<b>110,150,583</b>	<b>112,920,823</b>	<b>114,858,292</b>	<b>116,227,652</b>
<b>Percentage Debt Service of Budget:</b>	<b>8.19%</b>	<b>8.58%</b>	<b>9.20%</b>	<b>9.54%</b>	<b>9.83%</b>	<b>9.82%</b>	<b>10.20%</b>	<b>9.91%</b>	<b>8.79%</b>





# Key Information and Dates

## Operating Budget

- NH Retirement Rates.....Sept
  - Certified rates for FY16 & FY17
- Health Insurance (GMR).....Nov/Dec
  - Lock in Rate in April or May
- COLA.....Mid Dec
- Worker's Compensation.....Nov/Dec

## Other Key Information

- Revaluation .....Sept
  - Valuations as of April 1, 2015
- County Tax Obligation
- State Revenues
  - Meals and Rooms
  - Highway Block Grant

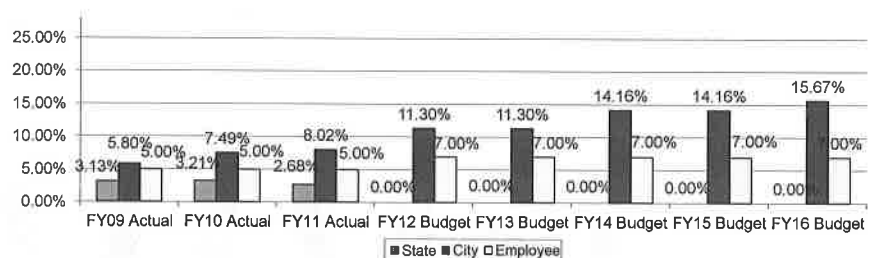
# Retirement New Rates FY16 & FY17

RETIREMENT RATES-EMPLOYER			
	FY15 Rates	FY16 & FY17 Rates	% change from FY15 rates
<b>GROUP I</b>			
Employees	10.77%	11.17%	3.71%
Teachers	14.16%	15.67%	10.66%
<b>GROUP II</b>			
Police	25.30%	26.38%	4.27%
Fire	27.74%	29.16%	5.12%

Retirement appropriation will be affected by increased in salaries due to:

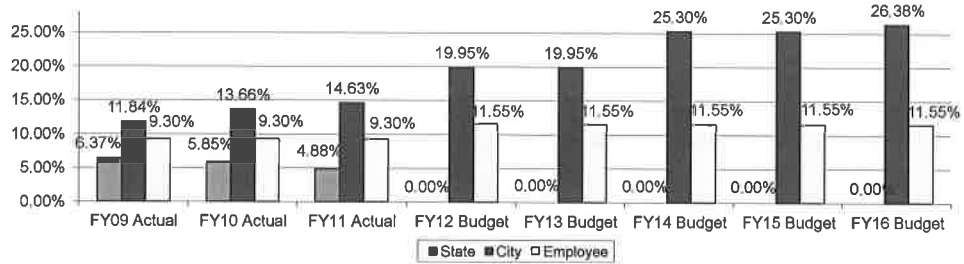
- COLA Adjustments
- Step Increases

Teachers Retirement Contributions

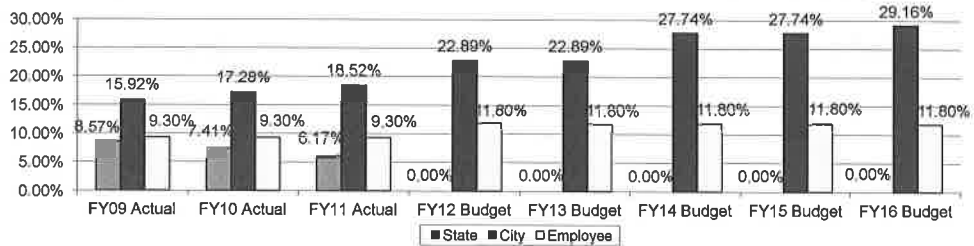


Prior to FY10 the State of NH contributed 35%  
 FY 10 - reduced obligation to 30%  
 FY 11 - reduced obligation to 25%  
 FY 12- reduced obligation to 0%

Police Retirement Contributions



Fire Retirement Contributions



# Fund Balance

Committed Fund Balance  
Unassigned Fund Balance

## Committed Fund Balance

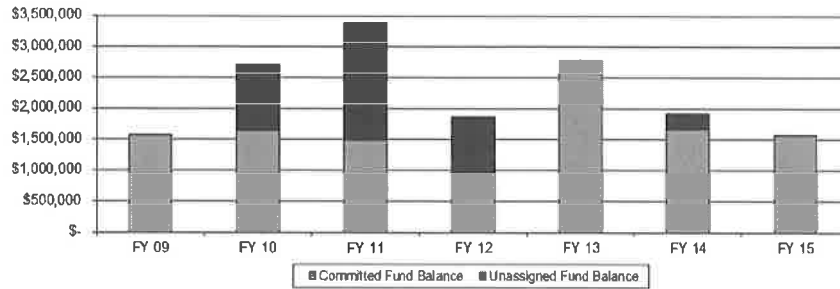
Designated for Specific Purpose (Reserves & Stabilization Reserves)

- *Estimated Reserves as of June 30, 2014*
- Health Insurance Reserve 7,076,022
- Leave at Termination 1,557,088
- Future Debt Service 10,612,714

## Unassigned Fund Balance Ordinance Amended February 2013

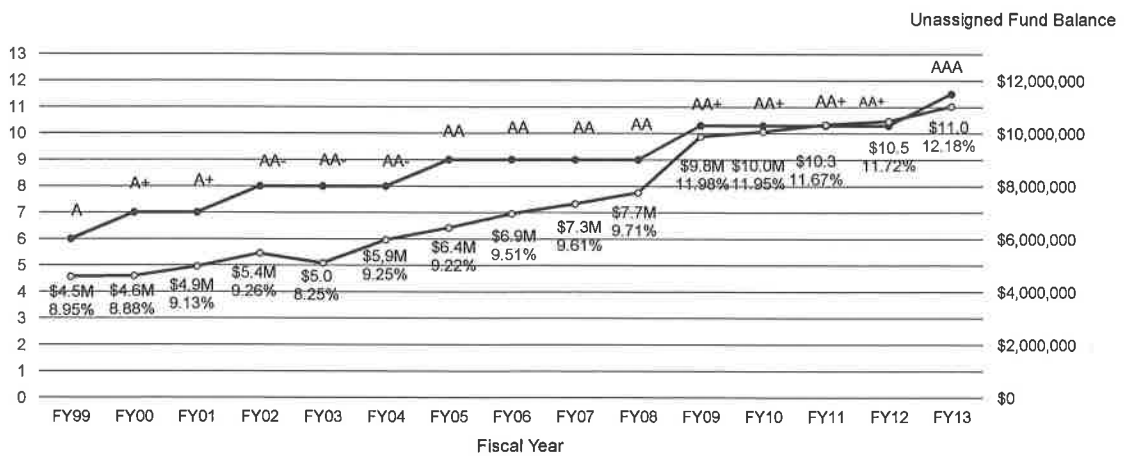
- ....Shall be maintained at the prescribed amount of not less than 10% of the actual Total General Fund appropriations for the fiscal year.
- .....It is recognized that the financial management goal of the City of Portsmouth is to annually maintain an Unassigned Fund Balance between 10% and 17% of total General Fund appropriations.
- ....Whenever the Unassigned Fund Balance of the General fund is less than the prescribed level, the City Council shall be required, within the fiscal year, to formulate and implement a plan to restore such prescribed amount to the General Fund, such plan shall not exceed a two (2) year period.

# Use of Fund Balance



Use of:	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	Total FY09-FY15
Committed Fund Balance	1,573,500	1,642,344	1,486,201	973,500	2,772,742	1,673,500	1,573,500	11,695,287
Unassigned Fund Balance	-	1,053,006	1,882,000	900,000	-	247,000	200,000	4,282,006
Total Use of Fund Balance	1,573,500	2,695,350	3,368,201	1,873,500	2,772,742	1,920,500	1,773,500	15,977,293

# Relation of Bond Rating to Unassigned Fund Balance



**FY 16 Proposed Budget Meetings (January – March 2015)**

<b>Tuesday, January 13, 2015</b>	<u>Regular Business Meeting (City Hall)</u> (7 pm) Superintendent's Recommended Budget for FY 2016 (# 1)
Tuesday, January 20, 2015	Workshop Session (#2) ( <b>School Board Conference Room</b> )
<b>Tuesday, January 27, 2015</b>	<u>Regularly Scheduled Workshop Session (PHS)</u> 7:00 pm (#2)
Tuesday, February 3, 2015	Workshop Session (#3) ( <i>City Hall</i> )
<b>Tuesday, February 10, 2015</b>	<u>Regular Business Meeting (City Hall)</u> (7pm) 1 <sup>st</sup> Public Hearing on Proposed FY 16 Budget
Tuesday, February 17, 2015	Workshop Session (# 4) (6:30 pm)
Tuesday, March 3, 2015	2 <sup>nd</sup> Public Hearing on Proposed FY 16 Budget ( <b>City Hall, 7 pm</b> ) Workshop Session (# 5)
Tuesday, March 10, 2015	<u>Regular Business Meeting, Adoption of FY 16 Budget</u> ( <b>City Hall, 7 pm</b> )

# FY 2016 BUDGET SCHEDULE

SB  
11/12/14

## January 2015

5	Monday	7:00 PM	<b>City Council - Establish Budget Guidelines</b>
26	Monday	6:30 PM	<b>City Council Work Session on CIP</b>

## February 2015

2	Monday	7:00 PM	<b>City Council Public Hearing on CIP</b>
4	Wednesday	7:00 PM	<b>*Fire Department Public Hearing on the proposed FY16 budget</b>
10	Tuesday	7:00 PM	<b>School Board Public Hearing #1 on the proposed FY16 budget</b>
17	Tuesday	7:00 PM	<b>City Council Meeting-Adoption of CIP</b>
18	Wednesday	6:00 PM	<b>Police Commission Public Hearing on the proposed FY16 budget</b>
-	-	-	<b>General Government, Police, Fire budget reviews with City Manager</b>

## April 2015

27	Monday		<b>Proposed Budget document to be submitted to the City Council</b>
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## March 2015

3	Tuesday	7:00 PM	<b>School Board Public Hearing #2 on the proposed FY16 budget</b>
-	-	-	<b>School budget review with City Manager</b>

## May 2015

2	Saturday	8:00 AM-2:30 PM	<b>**City Council Work Session (All Day)</b> General Government, Police, Fire and School Presentations
6	Wednesday	6:30 PM	<b>City Council Work Session- Water and Sewer work session</b>
11	Monday	7:00 PM	<b>City Council Meeting-Public Hearing on FY16 Budget</b>
20	Wednesday	6:30 PM	<b>City Council Work Session-Budget Review FY16</b>
26	Tuesday	6:30 PM	<b>City Council Budget Review if necessary</b>

## June 2015

8	Monday	6:30 PM	<b>City Council Meeting-Adoption of FY16 Budget</b>
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### Meeting Location Information:

All Work Sessions and Public Hearings will be held in the Eileen Dondero Foley Council Chambers and will be televised with the exception of the following:

- \*Fire Commission Public Hearing will be held at Fire Station 2.
- \*\*City Council Work Session on Saturday May 2, 2015 will be held in the Levenson Room/Public Library.

Education Leadership Program at Tuck—June 2014  
Some Key Concepts and Takeaways from Class Sessions

SB  
11/12/14

*Strategic Thinking and Change*  
Professor Sydney Finkelstein

- Fresh strategic thinking requires you to challenge history and break the rules.
- Thinking creatively requires the leader to challenge assumptions and take on your organizational idols.
- You must not only solve problems—you must find problems.
- It's not that people are unable to change, it's that they're often unwilling to change.
- Often, a strong organizational culture is the biggest impediment to change
- The Star Model—Strategy, Structure, Rewards, Process, People—key levers of change.
- You must be willing to change—you must have a model of what you want to change to that is better than the past—you must know how to implement the change.
- You must also identify what will not change, so that people feel grounded and can then rally around that which needs to change.
- Your past experience could make it tougher, not easier, to change direction.
- You can have a great vision, but if it's not informed by data you will fail.
- Self-awareness is key—What are my biases? What pre-judgments do I make based upon my experience? What are my strengths and weaknesses? Build self-awareness through frequent formative feedback from a team that will give you honest feedback.

*Leading Teams*  
Professor Monica Higgins

- 3 primary issues for leading teams:
  1. How to formulate and implement strategic direction
  2. How to deal with external constituencies
  3. How to motivate and inspire people—engage and sustain member talent, energy, and commitment
- Orpheus case juxtaposes two different ways to lead and manage teams.
- Eight Orpheus Principles (*The Economist*, August 3, 2006)
  1. Put power in the hands of the people doing the work
  2. Encourage individual responsibility
  3. Create clarity of roles
  4. Share and rotate leadership
  5. Foster horizontal teamwork

6. Learn to listen, learn to talk
  7. Seek consensus (and build creative structures that favor consensus)
  8. Dedicate passionately to your mission
- Leaders have choices in terms of how they exercise their authority – how much to delegate to the team to decide versus deciding as a leader him or herself. (See Authority Matrix: Four Levels of Team Management in handouts.)
  - Mount Everest case highlights potential pitfalls and steps to avoid them.
  - Watch out for cognitive biases—systematic biases impair judgment and choices—affect experts as well as novices.  
Three examples:
    1. *Over-confidence bias*—The leader becomes too confident in his/her ability to make the right decisions
    2. *Recency effect*—We've done this successfully many times; it always works
    3. *Sunk cost effect*—We've put too many resources in this to quit now
  - Create *psychological safety*—a shared belief that the team is a safe place to take risks—to foster team effectiveness
  - To create psychological safety: Pay attention to the differences in member status; the level of familiarity among team members; the leader's support and coaching
  - Cast a wide lens for “what if's” and plan for them all—proper prior planning prevents poor performance
  - Surround yourself with a team that will give you honest feedback to help you recognize your biases at work
  - If you are going to create a feedback loop, you must trust in it and LISTEN.
  - David Brashears video: A key characteristic of a successful leader is restraint.

*Teacher Evaluation and Performance Measurement*  
Professor Douglas Staiger

- Use links below to access information about Professor Staiger and the research he discussed in his evening talk.
- [www.dartmouth.edu/~dstaiger](http://www.dartmouth.edu/~dstaiger)
- [www.metproject.com](http://www.metproject.com)
- [www.gse.harvard.edu/ncte](http://www.gse.harvard.edu/ncte)



*Stakeholder Insights and Tailored Interventions*  
Professor Punam Anand Keller

- Marketing is the process by which your institution can create, communicate, and sustain value for your current and potential stakeholders.
- A point of parity is a “hygiene attribute”—you need to have it, but you don’t get credit for it; constituencies expect organization to provide.
- A point of difference sets you apart.
- In order to be “good” at something, you will need to be “bad” at something else—a reality of allocating finite resources.
  - Let your stakeholders provide input about what they value.
  - Where will the institution will get the biggest return for its investment of resources?
- “We are willing to suffer almost anything not to change.”
- It is rare that good implementation can overcome a poor strategy.
  
- Application of marketing research techniques—3 Exercises
  1. Stakeholder Analysis
    - a. Stakeholder priorities—program offerings—and relative performance of institution to meet stakeholder expectations
  2. Program Selection and Resource Allocation
    - a. Attractiveness of program to meet institution’s goals and serve stakeholder group
    - b. Quadrant Exercise
      - i. Resource Source—does not meet your goals, though may be high in ability to serve stakeholder
      - ii. Resource Wasters—low attractiveness to meet your goals and low in ability to serve stakeholder
      - iii. Resource Targets—high attractiveness to meet your goals, though low in ability to serve stakeholder
      - iv. Investment Success—program is very attractive to you and has a high ability to serve stakeholder
  3. Value Proposition
    - a. Competitive frame of reference
      - i. Accessibility v status
    - b. Points of Parity
    - c. Points of Difference
    - d. Brand Slogan
  
- Value proposition—Positioning Statement  
*Among (stakeholders), my institution is the (frame of reference or category) that provides (point of difference) while maintaining (point of parity).*

- Summary–Developing a Marketing Strategy:
  1. Deliver excellence on programs stakeholders care about
  2. Cut costs by reducing investment in programs that do not add value to stakeholders and do not contribute to institution’s goals
  3. Strategically communicate that value to different stakeholders

### *Quality Improvement*

Professor Robert Shumsky

#### Toyota Production System–Application to Health Care and Education

- To consistently improve quality, do not respond haphazardly to individual problems. Instead create a management system that identifies significant problems quickly and corrects the underlying causes of those problems. One example is the Toyota Production System (TPS). We discussed five basic principles of TPS:
  - Principle 1: Elimination of Waste
    - Waste is any activity that consumes resources such as time and money, but does not add value to the customer
  - Principle 2: Just-in-Time Production
    - JIT= Produce only when needed, in the amount needed
  - Principle 3: Problem Visibility (Jidoka)
    - Make problems and errors immediately visible and consequential
    - Examples of tools: andon cords; visual production controls; 5 S’s (roughly translated as sort, simplify, sweep, standardize, separate); Poka yoke (error-proofing)
  - Principle 4: Continuous Improvement (Kaizen)
    - Continually experiment to find ways to do things better
    - Root cause analysis (the 5 why’s)
    - Understanding the work–value stream mapping
    - Fishbone/cause-and-effect diagrams
  - Principle 5: Standardization
    - Identification of best practices for your customers through observation and experimentation

These 5 principles reinforce each other.

- Successful implementation requires:
  - Mastering a set of tools and procedures to make problems visible and tackle them effectively
  - Enabling front-line workers (the people who do the actual work) to identify problems, develop solutions, and implement those solutions. This requires both training and resources.
  - An environment that allows for communication across functions and up and down hierarchies. Therefore, psychological safety is an important component of quality improvement (see Professor Higgins’ *Leading Teams* for more on psychological safety).

*Leadership, Change and Influence*  
Professor Pino Audia

- The great leader defines the vision, and gets others to perform - thereby demonstrating the capacity to achieve.
- The *power motive*: While a leader must be concerned with achievement (improving personal performance) and affiliation (maintaining close relationships), the key motive should be socialized power (influencing and enabling others to perform, e.g. identify and develop talent).
- The *power gap* exists for many leaders who are too concerned with achieving/doing themselves or too concerned with maintaining positive relationships (thereby disallowing critical feedback).
- Why does this gap persist?
  - By-product of career progression—"what got you here will not necessarily get you there"
  - Power still has negative connotations, e.g. coercion, domination
  - Expectation of organization is more productivity; default managerial response is to work harder
- How does one reduce power gap?
  - Create time to strategize—avoid under-utilization of employees, e.g. leaders should not do tasks that others can perform
  - Create time to build relationships - Use principles of influence
    - Reciprocity
    - Liking
    - Consistency
    - Increase strategies you are currently using that promote these principles
  - Create time to prepare how to focus your words/actions
    - No improvising—the exact words are important

*Understanding Quality Education*  
Professor John Lynch

- Define quality not in terms of the product, but in terms of the customer.
- Markets (in all industries) change over time, especially as customers become more knowledgeable or demanding, and competitors seize opportunities to meet ill-met demand or more productive delivery.
- Organization must balance its response to the change by asking:
  1. Does it meet customers' needs?
  2. Does it fit with current/future company capabilities?

- Organizations must anticipate changing markets and have a vision for its product evolution. That evolution must be driven by an understanding of customer demands.

### *The Value of Education in Today's Global Economy*

Professor Matthew Slaughter

- Good leaders make time to actively process and reflect on information that affects the way you lead.
- Globalization has shifted business allegiance away from “America first” and has made talent scalable which has led to an increase in global competition for jobs. Being recognized as a good school using the traditional achievement markers will not necessarily be enough to ensure success for its graduates.
- Messages:
  1. Americans today are anxious.
  2. The problem is not reduced mobility up and down the ladder.
  3. The problem is so many rungs of the ladder have been falling, not rising.
  4. The forces pressuring worker earnings are unlikely to abate any time soon.
  5. At least to date, the economic returns to education remain big.
- The fragile state of today's global economy will create an opportunity for school leaders.
- Be a Tigger. You can help create more opportunity. You can drive innovation in your schools that will help allay the concerns of American families today and better equip their children for the global economic realities of tomorrow.
- From Charlene Barshefsky: the single biggest factor that determines a CEO's success is “his or her capacity to learn.”

November 12, 2014

- I. General School Highlights
  - a. By the numbers
    - i. Total enrollment 1061
      1. Freshmen 279
      2. Sophomores 251
      3. Juniors 283
      4. Seniors 248
  - b. Testing
    - i. 224 students took the SAT with Portsmouth students scoring above the national and state average. 30% of our students scored in the top quartile range for reading, 32% in the top range for math, and 23% for writing.
    - ii. PHS participated in a school-wide testing day on October 15. 9-11<sup>th</sup> graders took standardized exams and seniors had the day to visit colleges, conduct informational interviews, job shadow, or perform other future planning activities. The testing went exceptionally well and we expect to receive student results by the beginning of January.

October 15 Testing:

      1. 9<sup>th</sup> graders- Readistep (a pre PSAT)
      2. 10<sup>th</sup> graders- Aspire (a pre ACT)
      3. 11<sup>th</sup> graders - PSAT
  - c. Athletics
    - i. There were approximately 450 participants in fall sports.

The golf team finished 3<sup>rd</sup> in the state in the regular season and 4<sup>th</sup> in the state tournament. The football team made the playoffs with a 6-3 record in our first year in Division 1.

Football, volleyball, golf, girls' soccer, field hockey all made the playoffs and went to at least the quarterfinals. Our boys x-country team finished 3<sup>rd</sup> in the state and our girls finished 8<sup>th</sup> in the state.
    - ii. We have several all-state players in every sport.
    - iii. Approximately 80% - 85% of our athletes are "scholar athletes" (on the honor roll)
    - iv. The football team went to Pease at 6:30 a.m. on a weekend to greet the troops coming home.
    - v. Senior Isabelle Pafford was featured on WMUR's "hometown hero" segment as a member of the PHS field hockey and football teams.
  - d. Band and Chorus
    - i. The PHS Marching Band has recently performed at 4 New England Scholastic Band Competitions this season and has received 4 gold medals, finishing in 1<sup>st</sup> place at each event. Sunday, November 9<sup>th</sup>, they compete at the New England Championships in Lawrence, Ma.
    - ii. On Nov. 11<sup>th</sup>, members of PHS Percussion and PHS Brass Ensemble will participate in a short parade and ceremony at Goodwin Park to honor our veterans.
    - iii. 100 students enrolled in Concert Choir this semester. On September 20, students in Concert Choir participated in a day-long workshop with Lyricora, a

professional choir from Boston, to learn advanced singing techniques and continue to improve individually as a group.

On October 21, students in Concert Choir hosted 400+ students from visiting Seacoast-area high schools in our annual Seacoast Choral Festival. Of the five Concert Choir students auditioning, two were selected to the NH Jazz All-State Choir.

The PHS Madrigal Singers will be partnering with York High School's Chamber Singers and the Portsmouth Symphony Orchestra for their annual "Family Holiday Pops" program on December 2 and 3 at the Music Hall.

The Concert Choir is also fundraising towards their goal of taking a trip to compete in a festival in New York City in March, 2015.

e. Guidance

- i. PHS is hosting several college-planning evenings throughout the year: Senior College Information Night was held on September 10<sup>th</sup> with an extremely large turnout.  
Upcoming events include: Early College Planning geared toward 9<sup>th</sup> and 10<sup>th</sup> grade parents on November 13<sup>th</sup>, at 6:30 pm.  
Financial Aid Night, designed for Financial Aid experts to give an overview of the financial aid process, is scheduled for December 11<sup>th</sup>, 6:30 pm.  
FAFSA Filing Night – A NHHEAF representative will help families prepare their FAFSA (prior sign-up required). This event is scheduled for January 15<sup>th</sup>, 4:00-7:00 pm.  
Junior College Night - the college admission process will be discussed with parents and students. This event is scheduled for February 19<sup>th</sup>, 5:00-6:00 pm.  
As of November 1<sup>st</sup>, 25% of our seniors have submitted college applications.
- ii. After receiving positive feedback on the Portsmouth High School Clipper Award program implemented last May and June, the guidance department decided to continue the initiative this school year. The premise of this award is to recognize students when they are seen acting as responsible citizens. A responsible citizen takes action that ensures their community is healthy, safe, and secure. Any staff person can recognize a student for going above and beyond expected routine behavior by giving them a "Responsible Citizen" ticket. The student brings the ticket to guidance and it is entered in a raffle each month. Each recognized student also receives a 'Clipper' candy bar, delivered by the principal on Fridays.
- iii. The guidance department is working to bring non four-year college options to our students. Students are targeted through 12<sup>th</sup> grade Real World English classes and all teachers are invited to bring their students to these presentations. We also invite individual students if they have expressed an interest in a particular career area. Thus far, we have had presenters from The Landing School, Brentwood Construction Academy, York County Community College, Great Bay Community College, Great Bay Community College, Advanced Composite Manufacturing Program, and City Year.

f. Technology and Library Updates

- i. 30 new computers were purchased and put together with recycled monitors to add a 5<sup>th</sup> computer lab in the back of the library. The machines are running virtual desktops. The lab can be signed out by teachers/classes during 4<sup>th</sup> block.

Teachers like the lab because the equipment is new, reliable, and it is quiet in the back of the library.

- ii. 30 chrome books were also purchased for the high school library. All staff and students have school Google accounts and can use the chrome books for research, word processing, and other academic purposes.
- iii. On October 21<sup>st</sup> the library hosted a Skype session with author A.S. King. The hour long chat was held in the Little Theatre. Four PHS English classes, an ESL class, and students from PMS participated. The author discussed her personal story about becoming a writer, gave students tips for becoming a writer, talked about the writing process, and emphasized the importance of revision. Students were able to ask questions and have a real-time conversation through Skype. The technology department and Matt Tobey helped to set up the technology to make this a successful event.

g. Student Mentor Program

- i. The mentor program is in full swing. We have 79 mentors and 20 staff advisors, serving approximately 260 freshman and about 10 transfer students. There are 21 student mentors from Rye, 8 from Greenland and 50 from Portsmouth.

h. Portsmouth Herald Featuring a "Student of the Week"

- i. Beginning with our Trig star Cameron Fisk, the Herald is featuring students who have given back to their community or risen above others for one reason or another. Any staff can nominate a student who has a unique story related to academics, community service, overcoming challenges etc. Student names are submitted through the guidance department and the counselors then speak with the student and parent to obtain permission and help coordinate the interview. Our school board student representative, Julia Adler was featured last week.

i. 8<sup>th</sup> Grade Open House

- i. On October 23, 2014, Portsmouth High School hosted its annual 8<sup>th</sup> grade open house. The evening was designed to provide incoming freshmen and their families an opportunity to see all that PHS has to offer. The highlights of the evening were the department displays in the cafeteria where potential Clippers asked questions of teachers and department heads as well as got a sense of the variety of classes and subjects the school can offer students. The other highlight was the student led tours of our facility. Student volunteers from different organizations including student council and peer leadership volunteered their time to lead tours of our facility.

j. Exchange Students

- i. Spanish exchange students visited for two weeks in September.  
French exchange students visited the last week in October.  
Japanese students from our sister school in Nichinan were here October 30-  
November 3.

k. National Honor Society Induction

- i. On Thursday, November 6, 2014, the National Honor Society held their annual induction ceremony. Under the student leadership of Gabrielle Leavitt, Sam

Vitale, Ashley Jirus, Evan Jones, Colin Yost, Jack Dewsnap, Olivia Hoag and Alex Bock and advised by Joanne Matte, Judy Butler and Erika Nelson, 49 students were recognized at this event. The ceremony featured Maya Glos, Social Studies teacher, as the guest speaker. The National Anthem was sung by a student quartet. Congratulations are certainly in order for the dedication, service, and scholarship of the new inductees!

- I. Spirit Week November 3-7
  - i. The week was full of activities. Freshman sponsored an ice cream social. Sophomores organized a volleyball tournament. Juniors had the Junior Café and seniors sponsored the school dance. Each class had a role in the foyer decorations representing various aspects of PHS: academics, clubs and activities, the arts and athletics. We finished the week with a pep rally on Friday afternoon where fall sports were recognized along with the “most spirited” students and staff.
  
- II. Early Release and October 10 Accomplishments
  - a. During our October 10 professional development day, departments finalized their SMART GOALS in the early part of the morning. Then we held a series of teacher-led workshops including a number focused on the integration of technology in the classroom, a workshop on writing recommendation letters for students, trainings on the new IC report card system, a physics share, art workshop, bus training, CPR and Google. We also had everyone come together for a very informative transgender training led by students with the help of Dr. Rhoades.
  - b. Portsmouth High School will continue to use our core values of excellence, community, commitment and leadership to guide our decision-making. This year the focus of our early release days will be on staff collaboration in regard to clearly defined learning expectations and school-wide analytic rubrics targeting high levels of achievement in relation to academic, social, and civic competencies. Good work has already been done and PHS is poised to take it to the next level!
  
- III. Up-Coming events
  - a. School Musical “In the Heights”
    - i. PHS drama will hold 3 in-school preview performances on Wed Nov. 19 for SAU 50 and SAU 52 for the upcoming production of “In the Heights”. Full performances for the public will be held Nov. 20-22 at 7pm and Nov. 23 at 2pm. Tickets are \$7 and can be purchased at the PHS front office beginning Nov. 10th.
    - ii. Members of the PHS Holiday Ensemble will be performing for various upcoming events, including the Wentworth Hotel Lighting on Dec. 2<sup>nd</sup>, the Portsmouth Rotary on Dec. 4<sup>th</sup>, PHS Performing Arts Night at Barnes and Noble on Dec. 8<sup>th</sup>, the All City Holiday Concert Dec 17<sup>th</sup> and for the City Council on Dec 22<sup>nd</sup>.



## **PROGRAM NEWS**

### **Architectural & Engineering Design**

- The Architecture program is currently undergoing reorganization. Steve Jones is creating two avenues by which students may become two-year program completers under the Drafting & Design career cluster. One pathway leads to a focus on architectural design similar to what we have been offering. The second pathway puts more emphasis on engineering and teaching the engineering design process. The capstone class for both of these pathways is Design Studio where students work on a project of their own design.

### **Automotive Technology**

- New this year is an end of course, third party assessment for two-year program completers. This industry certification is offered through ASE (Automotive Service Excellence) as a result of our program being approved by the National Automotive Technician's Education Foundation (NATEF.) Students will be taking the practice test in the winter and then take the actual exam in the spring.
- Students are preparing to test their skills against other high school students in three competition areas this year: UTI Top Tech Challenge, Skills USA, and Ford/AAA.

### **Business/Entrepreneurship**

- We are beginning to see the growth of the Entrepreneurship program as students take the sequencing of classes. This is the second year running the Marketing & Sales class and the excitement and motivation of the students is remarkable. They are currently working on two projects. The first is to create a fundraising event from scratch, determine the venue, profit margin, target market, and advertising strategy. The second is to conduct market research for local restaurants to determine if local restaurants are successfully capitalizing on the student market. Students are learning about and using the 5 steps in the sale process as well as creating their own LinkedIn account.

### **Business/Hospitality & Tourism Management**

- Finally! We have a means of transporting students to and from the Sheraton Portsmouth Harborside Hotel. All of the CTE teachers have had the classroom portion of driver training but Vera Haus has completed the driving portion of the training so she can now use the city small bus to transport students. This is a huge step in growing this program and we are very grateful to Russ Wilson for letting us use the van. We are thrilled to be working with the Sheraton again, the people there are very invested in our students and we couldn't be happier than teaching our students about the industry in such a first-class location.
- Second year students are also working at the Greater Portsmouth Chamber of Commerce one day a week. They are building a data-base for the Chamber Auction Fund Raiser which will be held in December. We are grateful to them for their support.

### **Construction Trades**

- Students have just completed and delivered their first big project. They constructed a chicken coop as specified by the customer which was designed specifically to keep out the clever raccoons in their neighborhood.
- We continue to work with Kate Mitchell regarding the Farm to School initiative. With the next phase of the grant it is hoped we will be able to start building the greenhouse at Portsmouth High School.
- Running Start college credit granted by Manchester Community College is being offered for the first time.

**Career Center**

- A goal of the Career Center is to bring in non-traditional presenters to talk about their career fields to interested students. The first presentation will include sculpture, welding and construction students. They will meet two women in our community who have used their skills to build a career in designing and creating fine works of sculpture and furniture.
- As of this week more than 100 students have received or are eligible to receive work education credit for the jobs they hold outside of school.

**Culinary Arts**

- Perrin Long has been nominated as the Educator of the Year by the NH Lodging and Restaurant Association (NHLRA.) Perrin is a leader in industry and education. He has been an early proponent of the ProStart curriculum which has been sponsored by the NHLRA. He will receive his award on November 17<sup>th</sup> at the NHLRA's Stars of the Industry awards dinner.
- The 2014-2015 ProStart Culinary team has organized and have begun their training to defend the 2014 State Championship.

**Education & Teacher Training (formerly Early Childhood Education)**

- This is the second year of our shift from Early Childhood Education to Teacher Training. Students in the first year of the program complete their practical work in Little Clipper Preschool and then select a grade level to complete their practical work as second year students. The change of focus is occurring statewide to ensure our students are being prepared for high-wage, high-skill careers.
- Five second year students have successfully set up their practical experiences at local elementary schools. Their practicum will begin in December and continue through the end of the school year.
- At least half of second year students have signed up to take the course for college credit from Southern New Hampshire University.

**PPMtv Video Production and the Clipper News Report**

- The students of PPMtv have begun delivering the school announcements on a daily basis. They have created looping text with voice-over announcements that run all day long on school channel 41. This has been well received by staff as it allows them to have students view the announcements at a time during class when it is most convenient.

**Welding Technology**

- Students have been busy with projects that benefit our school community. Students built a cart for the music department to hold their amplifier securely. Students also built and installed a wall mounted lock box to house the security computer system that is used by administration in the event of an emergency.
- Welding and sculpture students are collaborating for a third year to create works of art using welded materials.
- Running Start credit through Manchester Community College is being offered for the first time this year.

**College Credit offered in the Career Technology Center**

Accounting – Great Bay Community College

Construction Trades – Manchester Community College

Culinary Arts – Southern New Hampshire University

Education & Teacher Training – Southern New Hampshire University

Introduction to Business – Great Bay Community College

Welding Technology – Manchester Community College

In progress:

Hospitality Management – Great Bay Community College

Automotive Technology – Manchester Community College

**Tech Centers That Work**

SREB (Southern Regional Education Board) is conducting a two-day conference, November 13 & 14 for teams in New Hampshire to participate in Tech Centers That Work (TCTW.) The mission of TCTW is to create a culture of high expectations and continuous improvement in technology centers. The NH Department of Education is sponsoring this conference. Our team consists of Director Diane Canada, guidance counselor Laurie Relinski, and teachers Carla Frank, Tiffany D'Amour and Bill Schefer.

**Monitoring Visit**

The Department of Education will be conducting a decennial onsite review of the Career Technology Center on March 17 & 18, 2015. We have worked through our self-evaluation, both as individual programs and the center as a whole, and the binders have been submitted to the NH DOE Bureau of Career Development. The two day onsite will consist of verification of findings and classroom visits. A report will be written and reviewed with commendations and recommendations. This process is similar to the NEASC review the high school recently underwent.

**2014-2015 CTE SMART GOAL**

**TO IMPROVE STUDENTS' SOFT SKILLS AS APPLICABLE TO INCREASE COMPETENCY LEVELS IN THEIR CAREER TECHNICAL EDUCATION AREA OF STUDY.**

*We recognize the importance of teaching students about the need for Soft Skills as a fundamental component of employability and entrepreneurship as put forth in the NHDOE Competencies. By sharing best practices of how to help students perform in this area, we believe students will achieve increased proficiency in their CTE subject area as well as learn important lifelong employability and entrepreneurship skills.*

**Strategies and Action Steps**

Each CTE teacher will develop individualized pre and post- assessments for soft-skills. Soft skills that are being targeted include timeliness, conversations, introductions, perseverance, etc. The awareness of and the expectations for soft skills will be provided through a Code of Conduct for each program. Students will also engage in mock job interviews, public speaking, and where applicable, skills competitions.

## Use of Restraints and Seclusion

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### Definitions:

1. (a) "**Restraint**" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

(b) "Restraint" shall not include:

(1) Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

(2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

(3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(4) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

2. "**Medication restraint**" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

3. "**Mechanical restraint**" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

4. "**Physical restraint**" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

5. "**Seclusion**" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for

Revised:

Portsmouth School Board Approved:

August 14, 2012

the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

### **Procedures for Managing the Behavior of Students:**

The Superintendent is authorized to establish procedures for managing the behavior. Such procedures shall be consistent with this policy and all applicable laws. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

### **Circumstances in Which Restraint May Be Used:**

Restraint will only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.

Restraint will only be used by trained school staff.

Restraint will not be as punishment for the behavior of a student.

Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.

No period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the director to provide such approval. No period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by a trained and authorized employee.

### **Circumstances in Which Seclusion May Be Used:**

The School Board recognizes the statutorily imposed conditions of seclusions and hereby adopts those conditions, as defined by RSA 126-U:5-b.

Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others.

Seclusion will be used only by trained school staff.

Seclusion will not be used as a form of punishment for the behavior of a student.

### **Prohibition of Dangerous Restraint Techniques:**

The School Board recognizes and hereby prohibits the use of "dangerous restraint techniques" as defined in RSA 126-U:4 as follows:

- I. Any physical restraint or containment technique that:
  - a. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
  - b. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
  - c. Obstructs the circulation of blood;

Revised:

Portsmouth School Board Approved:

August 14, 2012

- d. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
  - e. Endangers a child's life or significantly exacerbates a child's medical condition.
- II. The intentional infliction of pain, including the use of pain inducement to obtain compliance
  - III. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child
  - IV. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma

### **Reporting Requirements and Parental Notification:**

In the event restraint or seclusion is used on a student, the building principal will, within 24 hours, verbally notify the student's parents/guardian of the occurrence.

The building principal will, within 5 business days after the occurrence, submit a written notification/report to the Superintendent. The notification shall contain all the requirements and information as mandated by RSA 126-U:7, II. The Superintendent may develop a reporting form or other documents necessary to satisfy these reporting requirements.

Unless prohibited by court order, the Superintendent will, within 2 business days of receipt of the notification required in the above paragraph, send by first class mail to the child's parent or guardian the information contained in the notification/report. Each notification/report prepared under this section shall be retained by the school for review in accordance with state board of education rules and the department of health and human services rules.

If a school employee has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior, the building principal will make reasonable efforts to inform the student's parent or guardian as soon as possible, but no later than the end of the school day. The building principal will also prepare a written report of the incident within five (5) business days of the incident. The report will include information required under RSA 126-U:7, V.

### **Transportation: (RSA 126-U:12)**

The school district will not use mechanical restraints during the transportation of children unless case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

1. Prevents physical and psychological trauma;
2. Respects the privacy of the child; and
3. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints.

Revised:

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August 14, 2012

**NHSBA Note, September 2014:** Numerous changes to this policy are necessitated by legislative changes to RSA 126-U. Changes include:

- Title of policy has changed.
- "Seclusion" added to definitions.
- Section titled "Circumstances in Which Restraint May Be Used" amended and redrafted in its entirety.
- Section titled "Authorization and Monitoring of Extended Restraint" deleted in its entirety.
- New section titled "Circumstances in Which Seclusion May Be Used" added.
- Section titled "Prohibition of Dangerous Restraint Techniques" amended and redrafted in its entirety.
- New paragraph added to end of section titled "Reporting Requirements and Parental Notification."

**Legal References:**

*RSA 126-U, Limiting the Use of Child Restraint Practices*

Revised: September 2014

Revised: May 2012

New Policy: September 2010