

**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR JANUARY 13, 2015**

CITY HALL, COUNCIL CHAMBERS

PORTSMOUTH, NH

DATE: TUESDAY, JANUARY 13, 2015

TIME: 7:00 PM [or thereafter]

---

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. INVOCATION**

**IV. PLEDGE OF ALLEGIANCE**

**V. ACCEPTANCE OF MINUTES**

a. DECEMBER 9, 2014 REGULAR MEETING

MOTION: Motion to accept the regular meeting minutes of December 9, 2014 by Ms. Mullaney

SECOND: Ms. Walker

DISCUSSION:

VOTE: Unanimously Approved

**VI. PUBLIC COMMENT** – Ms. Christina Bates, Association of Portsmouth Teachers – regarding the 2015/2016 school calendar. Ms. Angela Pont – 133 Miller Avenue regarding Smarter Balance Assessment. Councilor Zelita Morgan, 39 Richards Avenue regarding the City Master Plan, school start time and the high school/middle school Principal searches.

**VII. SPECIAL PRESENTATION FY 2016 PROPOSED BUDGET** –The Superintendent thanked all staff for their time, energy and thoughtfulness preparing next year’s budget. Board members followed up with the following comments and questions: Is financial support needed within the budget to implement teacher efforts surrounding the new Teacher Quality Panel? Is the request to support summer learning camps in the budget? In regards to recent on line school rankings, do the measurements used by these websites/magazines align with the district’s way of measuring success? If so, how does the district move up in ranking? Board members thanked the Superintendent for his consistent way of approaching the needs of all students within the district. By providing Board members with key budget elements and removing the minutia, improvements become the focus. Board members applauded the Superintendent’s ability to make the entire budget process simple and allow the focus to be on the important. To view the Superintendent’s FY16 Proposed Budget PowerPoint, visit <http://cityofportsmouth.com/school/FY16ProposedBudget.pdf> or simply click [HERE](#).

**VIII. SUPERINTENDENT’S REPORT**

a. ITEMS FOR INFORMATION

i. *BOARD & ADMINISTRATOR*, DECEMBER

ii. SUPERINTENDENT’S UPDATE, JANUARY 2015

iii. POLICY COMMITTEE MINUTES FOR JANUARY 6, 2015

iv. LATER START WORKSHOP QUESTIONS

- v. START TIMES FOR COHORT I, II AND NEW ENGLAND SUCCESS STORIES
  - vi. SCHOOL BOARD RETREAT, JANUARY 27, 2015, 4 PM
  - vii. FY16 BUDGET GUIDELINES
- b. CORRESPONDENCE
- i. LETTER TO MAYOR LISTER RE: SAGAMORE CREEK BLUE RIBBON COMMITTEE REPRESENTATIVE – Chair Stevens appointed Ms. Lennie to represent the School Board on the Sagamore Creek Blue Ribbon Committee.
  - ii. LETTER OF RESIGNATION, JUDITH FINGERLOW, DONDERO-Superintendent McDonough congratulated Ms. Fingerlow on 39 years teaching within the Portsmouth School District.
- c. ADMINISTRATOR REPORTS
- i. FINANCIAL REPORT, BUSINESS ADMINISTRATOR BARTLETT –Salary and benefit sections should level out after teachers receive their retro payments. Department Operating Supplies are not following historical patterns but overall are within total allotted budget. Utilities and maintenance are the biggest pressure points this year and are being monitored closely.

**IX. OLD BUSINESS**

- a. CONSIDERATION AND APPROVAL OF POLICIES (2<sup>ND</sup> READING)
- i. (CHB) BOARD REVIEW OF ADMINISTRATIVE REGULATIONS  
MOTION: Motion to accept policy CHB, Board of Review of Administrative Regulations, by Ms. Walker  
SECOND: Mr. Ellis  
DISCUSSION:  
VOTE: Unanimously Approved

**X. NEW BUSINESS**

- a. DISCUSSION OF APT 2015/2016 SCHOOL CALENDAR DRAFTS – Superintendent McDonough presented the Board with two drafts of next year’s calendar. The first reflects teacher workshops at the beginning of the school year and the second at the end. APT will present their final choice at the first regular School Board meeting in February.
- b. CONSIDERATION AND APPROVAL OF POLICIES (1<sup>ST</sup> READING)
- i. (JICD) SUSPENSION OF PUPILS  
MOTION: Motion to accept first reading of JICD, Suspension of Pupils, by Mr. Ellis  
SECOND: Ms. Novelline-Clayburgh  
DISCUSSION: Although this policy reflects a student’s rights, this procedure would not take place without a parent or guardian present.  
VOTE: Unanimously Approved

**(ACE, IHBA) PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP / DISABILITY**

**MOTION:** Motion to accept first reading of ACE, IHBA, Procedural Safeguards: Non-Discrimination on the Basis of Handicap/Disability, by Ms. Walker

**SECOND:** Mr. Ellis

**DISCUSSION:** Title of IHBA will be checked for second reading

**VOTE:** Unanimously Approved

ii. **(JIA) DUE PROCESS**

**MOTION:** Motion to accept first reading of JIA, Due Process, by Ms. Mullaney

**SECOND:** Ms. Novelline-Clayburgh

**DISCUSSION:**

**VOTE:** Unanimously Approved

c. **CONSIDERATION AND APPROVAL OF POLICIES (REAFFIRMED)**

i. **(JICDE) RESPECT**

**MOTION:** Motion to reaffirm policy JICDE, Respect, by Ms. Mullaney

**SECOND:** Ms. Novelline-Clayburgh

**DISCUSSION:**

**VOTE:** Unanimously Approved

**XI. COMMITTEE UPDATES**

a. **POLICY**

Student Representative Adler stated that students are being asked to choose between music and certain athletic programs. In years past, coaches worked with the Music Department to minimize conflicts. Superintendent McDonough will touch base with Mr. Cirillo and Mr. Wilson.

- b. JBC – Vice Chair Legg reported that meetings between JBC Co-Chairs, Gilbane and Legal continue in hopes of finalizing documentation necessary for CHIP reimbursement from the state. The African Burial Ground Committee will be hosting its Grand Opening at the new middle school. This will be the community's first opportunity to enjoy the new courtyard and student common area. Next meeting is scheduled for Wednesday, January 21, 2015.

**XII. FUTURE AGENDA ITEMS**

- XIII. ADJOURNMENT** - Motion to adjourn at 8:33 p.m. by Mr. Martin and seconded by Mr. Ellis. Unanimously approved.

**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR JANUARY 20, 2015**

SCHOOL BOARD CONFERENCE ROOM, CITY HALL

PORTSMOUTH, NH

DATE: TUESDAY, JANUARY 20, 2015

**TIME: 6:30** [or thereafter]

---

- I. **CALL TO ORDER** – Chair Stevens called the meeting to order at 6:35 p.m.
- II. **ROLL CALL** –LESLIE STEVENS (CHAIR), DEXTER LEGG (VICE-CHAIR), TOM MARTIN, PATRICK ELLIS, NANCY NOVELLINE-CLAYBURGH, GARY EPLER, STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT) AND STEVE BARTLETT (BUSINESS ADMINISTRATOR)
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the pledge of allegiance.
- V. **PUBLIC COMMENT**
- VI. **WORKSHOP SESSION ON FY 2016 BUDGET**
  - i. **STAFFING/GRANT ADJUSTMENTS**-Assistant Superintendent shared a PowerPoint highlighting that grant and Title I allocations continue to decline. Because of this, each budget cycle adjusts to maintain student services mandated by law. Mr. Bartlett emphasized that this practice is not sustainable. These services are mandated, but not funded by state or federal governments. Board members followed up with questions and concerns. Board members discussed the importance of communicating effectively with community members so they understand why costs continue to increase in the budget.
  - ii. **LISTER ACADEMY** - Robert J. Lister tuition is not keeping pace with actual operation costs. Staffing at RJLA is as lean as possible. If more students are accepted, staffing will need to be increased, resulting in higher operating costs. Board members unanimously agreed that sending Portsmouth students out of district would result in higher costs and would be a detriment to students. Board members requested that Mr. Bartlett research other successful programs in the state. Are there any? Is RJLA tuition set at fair market value? Is there an interest in creating a “Seacoast Area” alternative school?
  - iii. **SUMMER CAMP PROPOSAL & PHS STEM SUMMER ENRICHMENT**-Assistant Superintendent shared Principal Shea’s proposal, outlining staffing needs necessary to expand summer camp opportunities. Principals and Guidance Counselors will work together to identify students who best benefit from the summer camps. Proposed costs are reflected in the FY16 budget.

- iv. PHS TUTOR PROPOSAL- This proposal provides students with resources and supplemental programming readily available on line without adding personnel.
  - v. DISCUSSION: IMPLEMENTATION OF “TQP” - Board members discussed resources needed to create a different environment surrounding teacher performance. What are design and structure elements that will define model teachers? What processes will help new teachers grow? Administration is meeting with APT leadership to begin identifying the districts needs moving forward. These needs will be reflected in next year’s budget. Assistant Superintendent stated that the state is launching a new evaluation tracking system that he is closely monitoring in hopes that the district can integrate this new system into the new evaluation system at no cost.
- VII. FUTURE WORKSHOP REQUESTS – Board members suggested the following areas for discussion: Start time, Elementary level curriculum, and Special Education reimbursement determination.
- VIII. **ADJOURNMENT**- Motion to adjourn at 7:36 p.m. by Mr. Martin and seconded by Vice-Chair Legg.

**PORTSMOUTH SCHOOL BOARD PUBLIC MINUTES FOR FEBRUARY 3, 2015**

CITY HALL, CONFERENCE ROOM A

PORTSMOUTH, NH

DATE: TUESDAY, FEBRUARY 3, 2015

TIME: 7:00 PM [or thereafter]

---

- I. **CALL TO ORDER** – Chair Stevens called the meeting to order at 7:08 p.m.
- II. **ROLL CALL** – LESLIE STEVENS (CHAIR), DEXTER LEGG (VICE CHAIR), ANN WALKER, TOM MARTIN, PATRICK ELLIS, JEFF LANDRY, LENNIE MULLANEY, GARY EPLER, NANCY NOVELLINE-CLAYBURGH, ED MCDONOUGH (SUPERINTENDENT), STEVE ZADRAVEC (ASSISTANT SUPERINTENDENT) AND STEVE BARTLETT (BUSINESS ADMINISTRATOR)
- III. **INVOCATION**
- IV. **PLEDGE OF ALLEGIANCE** – Chair Stevens led the Board in the pledge of allegiance.
- V. **PUBLIC COMMENT** - NONE
- Board members discussed comments made during the previous workshop session with City Council and requested that Superintendent McDonough list long range planning at the elementary level on the next regular meeting agenda.
- Board members also requested that the Superintendent add consideration and approval of Little Harbour’s three year sprinkler/upgrade plan to the next regular meeting agenda.
- VI. **FACILITIES/MAINTENANCE** – Mr. Bartlett stated that historical data is showing that the maintenance budget line needs to be increase. Energy and inclement weather are factors, as well as mechanical equipment that have reached the age where maintenance becomes increasingly difficult and parts become harder to find
- On a good note, recycling has increased at all schools, reducing trash pickup. The composting program is up and running at the middle school middle school and the high school, with the help of ECO Club students, continues to increase recycling efforts and hopes to join the middle school in composting soon. The ECO Club Solar Panel Project installation is complete and simply waiting final approval from .
- The pilot energy project at New Franklin School, conducted by EEI, is nearly complete and already showing value. Utility software monitoring energy usage clearly shows the district using less energy. However, due to the increase in energy costs, the district continues to be the district’s biggest expense. The district will contract out with other city departments for natural gas and kilowatt usage in order to decrease costs.
- Board members followed up with comments and questions.
- VII. **FUTURE AGENDA ITEMS** – LHS three year sprinkler plan, elementary long range planning
- VIII. **ADJOURNMENT** - Motion to adjourn by Mr. Martin at 8:29 p.m. Seconded by Mr. Ellis. Unanimously Approved.

**CITY OF PORTSMOUTH  
LEGAL DEPARTMENT  
MEMORANDUM**

**DATE:** January 29, 2015  
**TO:** PORTSMOUTH SCHOOL BOARD  
**FROM:** POLICY COMMITTEE  
**RE:** JANUARY 29, 2015 MEETING MINUTES

---

**Members Present:** Leslie Stevens, Ann Walker, Ed McDonough and Kathleen Dwyer

**Others Present:** Kim McGlinchey, Madison Morris, Jordan Garrett and Ken Linchey

**Policies Considered:**

**Sustainability**

Leslie introduced PHS teacher, Kim McGlinchey and two junior students who are members of the Environmental Club. They had reviewed the draft of the sustainability policy and provided comments and suggested changes. This policy is required for some grants that are being applied for along with the Wellness policy. There was a general discussion regarding recycling efforts at PHS and the student collection of paper recyclables. There was also a discussion regarding composting and certain barrier that make this program a bit difficult at the High School.

Kim asked if there could be training for staff regarding sustainability efforts. Ed invited Ken Linchey into the meeting to outline what efforts staff make at the High School to recycle. Ken indicated that he would be happy to offer training to staff and that April might be a good target timeframe. Kim shared that student volunteers need better access to classrooms to empty bins. Ken shared that the recycling program has resulted in a reduction of 1 dumpster load per week.

Kim and the students indicated that they are going to do an inventory at the high school regarding collection bins and locations. Leslie offered to facilitate obtaining additional bins if they are needed.

It was decided to recommend first reading of the policy by the Board in February.

**News Releases (KDA) – Renamed Public Information Program**

Kathleen explained that since the last meeting of the Committee, she had been comparing Portsmouth policies with the NH School Board's Association for consistency. The Committee decided to use the School Board's Association's title for this policy renaming it Public Information Program. Kathleen explained that this would not need School Board action as titles are not considered a part of policies. Leslie commented that the old title was a bit dated in its terminology. The contents of the policy remain unchanged.

This will be fixed on the index and on-line.

**Next Meeting: Wednesday, February 25, 2015 9:00 a.m.**

# Special Education Parent Connection Meeting



Interested in special education issues? Want to work with your district to support children with disabilities ? Looking to connect with other parents? Join us!

You're invited to join other parents, staff of the Portsmouth School District, and the NH Connections project in forming a collaborative group to help families and school district staff work in partnership to support children with disabilities in Portsmouth.

Our first meeting will be February 18 at 6:30pm in the School Board Conference Room at City Hall The meeting will be a brainstorming session to discuss the ideas brought up at the October 22nd World Cafe and to begin planning an exciting, targeted series of learning and networking opportunities.

Any questions please call Joanne Simons, Director of Pupil Support and Instruction at 610-4473.



**2012**

Portsmouth School  
Department

**ELEMENTARY SCHOOL  
FACILITIES COMMITTEE  
PHASE I REPORT**

# Elementary School Facilities Committee Phase I Report

---

## Acknowledgements

A special thank you is extended to the participants, specifically, parents, community members, elementary school teachers, and school board members who attended meetings, engaged in readings and provided feedback for this report. The following folks served on the committee.

## Elementary School Facilities Committee Members

Steve Bartlett, Portsmouth School Department Business Administrator

Linda Briolat, Little Harbour Elementary School Teacher

Carol Chellman, Portsmouth School Board

MaryAnn Driscoll, New Franklin Elementary School Reading Specialist

Molly French, Dondero Elementary School Teacher

Karen Jacoby, New Franklin Elementary School Teacher

Cliff Lazenby, Dondero Parent Representative

Tom Martin, Portsmouth School Board, Chair

Ed McDonough, Portsmouth Superintendent

Tara Mickela, New Franklin Parent Representative

John Shea, We All Value Education (WAVE) Representative

Mitch Shuldman, Portsmouth School Board

Craig Welch, Little Harbour Parent Representative

Steve Zdravec, Portsmouth Assistant Superintendent

## Introduction

This report arises at the request of the Portsmouth School Board who created this temporary committee known as the Elementary School Facilities Committee to address Step # 1 of a two-step charge:

*STEP # 1: To engage in fact finding regarding elementary school configurations and bring forward the Committee's recommendation as to the best elementary school grade configuration for Portsmouth. The Board will use this information along with other tools and sources of information to make its decision regarding the grade configuration.*

- *Research Elementary grade configurations*
  - *Examine arguments pros and con*

# Elementary School Facilities Committee Phase I Report

---

- *What does research suggest regarding the impacts of grade configurations on a variety of educational issues, e.g. student learning, curriculum, parental involvement, number of building transitions, etc.*
- *Explore other districts (including cohorts) in NH and inquire re: grade configuration experiences, satisfaction, costs involved, transportation costs, length of bus rides, etc.*
- *What do parents think / want?*
- *Gather demographic projections for elementary school grades.*
- *Contact the NH Department of Education; Inquire regarding elementary grade configurations in NH.*

*The Committee will determine appropriate community involvement in this first step. This could include inviting parent representatives from each of the elementary schools, principals, teachers, etc. The process could also involve public input from parents and community members through public hearing, parent survey, or some other mechanism.*

*Bottom Line: Change or Reaffirm! The School Board will either reaffirm its commitment to its current K-5 model of delivering elementary education or will vote to move to another configuration. This decision will impact Step # 2 of the Charge.*

The Committee met eight times from November 7 2011 through April 10, 2012. The Committee reviewed and discussed a number of articles, developed and analyzed a community survey, looked at demographic data and reviewed a draft of this report. A bibliography of articles, survey data results and projected school enrollments are included.

## **RESEARCH SUMMARY**

The Committee examined the following research and report articles:

1. McEntire, Nancy. 2005. *Grade Configuration in Schools.*
2. Prospects Heights School District. 2004. *Grade Level Center Feasibility Study.*
3. Simonson, Linda. 2004. *Elementary Grade Configuration Report for Frost and McCoy Elementary Schools.*
4. Hopkinton, MA. 2001. *Grade Configuration Study.*

## Elementary School Facilities Committee Phase I Report

---

5. Craig, Joyce. 2006. Grade Configurations. *School Planning and Management*
6. Gregg, Kathy. 2002. Elementary Grade Span Configuration: New Evidence on Student Achievement, Achievement Equity and Cost Efficiency.
7. Reeves, Kimberly. 2005. Figuring and Reconfiguring Grade Spans. *The School Administrator*.
8. Paglin, Catherine, et. al. 1997. Grade Configuration: Who Goes Where? *Northwest Regional Education Laboratory*.
9. Raze, Nasus. 1985. Primary and Intermediate Grade Configurations: A Review of the Literature.
10. Seller, Wayne. 2004. Configuring schools: A Review of the Literature.
11. Coladarci, Theodore and Julie Hancock. 2002. Evidence Regarding Effects of Grade-Span Configurations on Academic Achievement: What Rural Educators Should Know. *ERIC Digest*.
12. NEREL. 2011. What does the research say about various elementary school configurations?

Over the course of two meetings, individual committee members reported out on the salient points made by each of the twelve articles.

**CASE STUDIES:** The Committee looked at three districts that contemplated a change to an alternative grade span. In the case of Frost and McCoy Elementary Schools in Texas, the district had a PK-2 and 3-5 school and was considering a PK-5 and K-5 configuration. Their report concluded: “*research has not provided definitive answers to the myriad possible questions about grade span*” (Simonson, p 2). In the case of this Texas District, the report noted that “*there is no basis in the research that one configuration is academically superior to the other*” and that decisions of districts that moved to either a K-5 model or back to primary (K-2) and intermediate campuses (3-5) did so based on “*personal preference, philosophical preference, most efficient use of facilities, transportation costs, personnel costs or other administrative reasons*” (Simonson, p3). The recommendation in the Texas study was to keep the current configuration indefinitely.

At Prospect Heights in Illinois, the issue was like the issue in Portsmouth. The Illinois district asked whether the district should move from neighborhood schools to a grade level concept, which is to say, whether to have all students from one grade attend one school. The report noted that typically there are a host of factors that drive such a decision ranging from cost, equity, socio-economic balance, curriculum and instruction, geography, size, philosophy, transportation to facilities. The Prospect Heights report noted “*every district weighted the factors differently based on conditions within their communities*” and that districts “*usually like their existing*

# Elementary School Facilities Committee Phase I Report

---

*structures and prefer not to change unless there is a substantial intervening necessity (cost savings, demographics, space issues as examples.) (p.3).”*

The final case study involved Hopkinton, MA. The district framed its committee charge, not as whether or not they should go to district schools, but what form the district schools should take? Hopkinton was configured K-1, 2-3 and 4-5. In 2002, the School Committee decided upon K-5 neighborhood schools and reaffirmed the decision in 2005. In March 2011, 72% of voters rejected the bond that would have facilitated this change. Over the course of a decade, the district had studied grade configuration extensively. The report concluded: *“Arguments for either a districting approach or a grade level approach can be supported with valid evidence”* (p. 4). The report cited what all research studies conclude: Children do better with fewer transitions; there is a decline in achievement when children are confronted with new people, and surroundings that ultimately impacts learning.

**RESEARCH:** The most recent findings were provided by the Northeast and Islands Regional Educational Laboratory (NEREL). While most recent research was focused on middle school grades, studies confirmed what review of the three (3) case studies had revealed: *“every grade configuration has strengths and weaknesses.”* The research also suggested the current configuration in Portsmouth better supports academic achievement, specifically, a 2003 study by Wren noted *“the more grade levels a school services the better students perform”* (p. 1). Many of the research reviews pointed out the pros and cons to consider when thinking about various configurations. Multiple studies reference a set of questions developed in 1997 by Paglin and Fager for districts to consider when thinking about grade span. Below are some of those questions discussed by the committee:

1. Will it increase or decrease transportation costs? How far will children have to travel?
2. Will the configuration likely increase or decrease parent involvement?
3. How many points of transition and articulation will occur in the K-12 system?
4. Will the configuration lead to a loss of a neighborhood schools or the closing of other schools in the system?
5. How will the presence or absence of older students affect younger students in a particular school?

Paglin and Fager’s questions highlight the point that *“in order to make the best decision about which grade configuration to use, .... it is imperative to know what goals are being sought and where they fit in the organization’s list of priorities”* (Seller, p. 11).

Many of the articles that the Committee read and discussed repeatedly mentioned a set of *pros*

# Elementary School Facilities Committee Phase I Report

---

*and cons* when contemplating a change in grade configuration. The table below aggregates this data:

<b>K-5 Advantages</b>	<b>K-5 Disadvantages</b>	<b>Grade Level Advantages</b>	<b>Grade Level Disadvantages</b>
More parental involvement	Fewer classrooms per grade may increase personnel costs	Schools more focused on ed/social needs	Parents /pupils don't have time to build loyalty
More consistent communication with families with 1 campus	Fewer opportunities to match students to teachers for learning styles	Demographics better balanced.	Lose neighborhood schools
No transition at grade 2.	Opportunities for grade level teacher collaboration are reduced.	Eliminates Comparisons and Competition	Siblings in different schools – daycare issues
Reduced turnover in student population	Added costs for materials	Curriculum and Instruction more focus	Changing schools disruptive
State/pupil/parent relationships have more longevity	Decrease in diversity	Class size better balanced	Young children lose older role models
More opportunities for cross-age activities	Procedures for young and older students mixing would need restructuring.	May obtain cost savings due to operational / scale efficiencies	Overlap in library materials
Avoid overlaps in family involvement from campus to campus		No “redistricting” issues	Longer bus rides, increased costs.
Increased opportunity for vertical alignment		Satisfies concerns of equity	

## DEMOGRAPHIC INFORMATION FACILITIES ASSESSMENT

The Committee received enrollment projections from the New England Staff Development Council (NESDEC). The ten year projection is for PK-5 enrollment to decline by some 116 pupils as illustrated by the following table:

# Elementary School Facilities Committee Phase I Report

---

## PROJECTED PK-5 ENROLLMENT FOR PORTSMOUTH NH SCHOOL DEPARTMENT

School Year	PK	K	1	2	3	4	5	Total
2011-12	29	163	185	202	166	194	191	1130
2012-13	30	152	170	186	205	166	194	1103
2013-14	31	169	159	171	188	205	166	1089
2014-15	32	140	176	160	173	188	205	1074
2015-16	33	160	146	177	162	173	188	1039
2016-17	34	155	167	147	179	162	173	1017
2017-18	35	155	162	168	149	179	162	1010
2018-19	36	156	162	163	170	149	179	1015
2019-20	37	153	163	163	165	170	149	1000
2020-21	38	156	160	164	165	165	170	1018
2021-22	39	155	163	161	166	165	165	1014

The current school year, 2011-12, should be the height of PK-5 enrollment for some time. The NESDEC enrollment materials note that kindergarten enrollment has fluctuated and in-migration has been higher than expected the past few years. The district will need to monitor these two factors closely over the next few years. However, the current facilities are adequate to handle current projections though each school is limited by the number of instructional spaces available.

Dore and Whittier Architects completed an assessment of the three facilities in August 2011. The district will be adding four classroom spaces to the Little Harbour in the summer of 2012 as recommended by the architects so that for the foreseeable future the classroom capacity of the three schools can reasonably accommodate the projected enrollment in a K-5 format.

<u>School</u>	<u># of classrooms</u>	<u># used for grade level classes</u>
New Franklin	19 (Music, Computer, Art)	16
Dondero	25 (Music, Reading, Sensory, Computer, Art, Title I)	19
Little Harbour School	30 (Music, Art)	28

In 2012-13, the District will have 63 rooms available for classroom instructional space and as

# Elementary School Facilities Committee Phase I Report

---

such, assuming an appropriate class size average of 18-20 pupils per classroom, the three schools can accommodate 1,134 to 1,260 pupils, well within the projections of 1,130 in FY 13 and 1014 in FY 22.

In order to faithfully implement the district’s elementary workshop model, appropriate class size is between 16 to 20 students. The district works hard to balance resources and keep class sizes under 20 in grades PK-3. Over the next ten years, grade levels will range between 140 pupils to 205. If the district were to move to a grade level structure, New Franklin’s capacity would likely limit it to one grade level and PK students as it has only 16 classrooms (16 classrooms x 18 pupils) for a capacity of 288. Little Harbour has 28 classrooms (28 x 18 pupils) for a capacity of 504. In a grade level configuration, you would be pushing the limits at LHS as currently configured trying to accommodate three grades. Dondero has (19 classrooms x 18 pupils) for a capacity of 342 pupils. Dondero could only accommodate two grades in its current lay out, and any in-migration will push it over capacity. As currently configured, you would need to utilize all three buildings to provide for the range of 1130 to 1014 PK -5 projected by NESDEC over the next ten years.

## CURRENT CLASSROOM CAPACITY

	<u>@ 18 pupils</u>	<u>@ 20 pupils</u>
New Franklin Capacity	288	320
Dondero Capacity	342	380
Little Harbour Capacity	504	560
Total	1,134 @ 18	1,260 pupils @ 20

Absent classroom expansion on one or more campuses, all three schools are needed to accommodate the projected enrollment in the current configuration. With the addition of four classrooms in the summer of 2012, the 63 available classrooms will suffice. The two configurations illustrated below, show the difficulty of implementing varying grade spans without additional classrooms. A two grade approach at each building does result in more balanced size between the three schools (See Configuration B), but would require more classrooms.

## CONFIGURATION A

	<b>Span</b>	<b>Capacity</b>	<b><u>FY 13</u></b>	<b><u>FY14</u></b>	<b><u>FY15</u></b>	<b><u>FY 16</u></b>	<b><u>FY 17</u></b>
NFS	PK-K	288	182	200	172	193	189
DO	1,2	342	<b>356</b>	330	336	323	314
LHS	3,4,5	504	<b>565</b>	<b>559</b>	<b>566</b>	<b>523</b>	<b>514</b>



# Elementary School Facilities Committee Phase I Report

---

## CONFIGURATION B

	<b>Span</b>	<b>Capacity</b>	<b><u>FY 13</u></b>	<b><u>FY14</u></b>	<b><u>FY15</u></b>	<b><u>FY 16</u></b>	<b><u>FY 17</u></b>
NFS	K,1	288	<b>322</b>	<b>328</b>	<b>316</b>	<b>396</b>	<b>322</b>
DO	2,3	342	<b>391</b>	<b>359</b>	333	339	326
LHS	4,5, PK	504	390	402	425	394	369

**Bold** denotes over current classroom capacity.

## COMMUNITY SURVEY

At various times, the committee wrestled with the charge issued by the school board and openly asked if it was asking the right question? Members asked to what extent the impact of the federal “school choice issue” that surfaced in August 2011 had prompted the committee’s work. At times, some believed the recommendation should involve redistricting. Others questioned if the issue was one of perceived inequity. Although each Portsmouth elementary school has the same curriculum, unified arts program and similar class size did parents perceive inequities? PTA / PTO organizations exist at each school and raise considerable monies that contribute to school programs, might that add to perceived inequities? A committee member shared an e-mail with Committee Chair Tom Martin that read in pertinent part:

*“I listen to people – in and out of the committee, parents / teachers – and they seem overwhelmingly in favor of neighborhood schools. The reading and discussion seems to point mostly the same way? .... where is the mandate for considering change?”*

In January 2012, the Committee worked on a survey intended to answer a few key questions. One, the committee wanted to determine what criteria the community thought was most important in an elementary school. The survey asked respondents to rate the importance of school size, short and long term costs of restructuring and operating the schools, the importance of minimizing transitions, having siblings in the same building, balancing socio-economic levels and the importance of keeping class size consistent across each grade level in the district. A four point scale was used asking respondents whether the criteria was a critical consideration, should be considered, not an important consideration to unsure or the respondent did not know.

The committee added some demographic information so that it might later be able to disaggregate the data. What follows are the survey questions and answers from the 631

# Elementary School Facilities Committee Phase I Report

---

respondents.

<b>What is your age?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
0-17	1.4%	9
18-24	0.5%	3
25-40	28.4%	178
41-50	47.7%	299
50+	22.0%	138
<i>answered question</i>		<b>627</b>
<i>skipped question</i>		<b>4</b>
<b>How many children do you have in the Portsmouth schools pre-K-12?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
0	22.2%	140
1	32.5%	205
2	32.1%	202
3	11.0%	69
4	1.6%	10
5+	0.6%	4
<i>answered question</i>		<b>630</b>
<i>skipped question</i>		<b>1</b>
<b>How long have you lived in the city?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
0-1 year	7.1%	44
2-5 years	12.0%	75
6-15 years	41.2%	257
16+ years	39.7%	248
<i>answered question</i>		<b>624</b>
<b>Which elementary school district do you live in?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Dondero (311 students)	30.0%	183
New Franklin (275 students)	19.6%	120
Little Harbour (514 students)	47.5%	290
Don't know	2.9%	18
<i>answered question</i>		<b>611</b>
<i>skipped question</i>		<b>20</b>
<i>skipped question</i>		<b>7</b>

## Elementary School Facilities Committee Phase I Report

---

Do you have children in elementary school?		
Answer Options	Response Percent	Response Count
I currently have children in elementary school	58.9%	368
I used to have children in elementary school	26.9%	168
I will in the future have children in elementary school	12.6%	79
I have school-age children, but not in the Portsmouth schools	1.4%	9
None of the above	8.6%	54
<i>answered question</i>		<b>625</b>
<i>skipped question</i>		<b>6</b>

Please rate the importance you think each of the following should have as this committee considers a recommendation on grade span configuration of our schools K-5.					
Answer Options	Not an important consideration	Should be considered	A critical consideration	Unsure/don't know	Response Count
That none of our elementary schools is very large (over 400 students)	70	248	287	19	624
That none of our elementary schools is very small (under 200 students)	166	305	118	33	622
Short-term cost of structuring or restructuring our schools in any given manner	60	356	175	29	620
Longer-term cost of operating our elementary schools in any given structure	28	217	350	25	620
Minimizing the number of transitions between schools/buildings over the elementary school years	77	177	354	13	621
Having siblings in the same building	165	178	264	15	622
Maximizing the ability to walk or bike to school	86	232	295	8	621
Balancing socioeconomic levels in each school	104	260	248	12	624
Consistency of class size across each grade level in the district	31	231	355	8	625
Attending a neighborhood school	64	180	370	11	625
Other (please specify)					96

Given that the research on grade span configuration was equivocal at best, and since the charge was ultimately to recommend the best elementary school configuration for Portsmouth, the committee asked to what extent people were interested in seeing a change in the current K-5 configuration. The results are listed below; 59% were not interested and 30% admitted they were not sure what the best configuration would be.

# Elementary School Facilities Committee Phase I Report

---

How interested are you in seeing a change to the current configuration of our K-5 program?		
Answer Options	Response Percent	Response Count
I am not interested in seeing the current 3 building, K-5 configuration change	58.9%	357
I'm not sure what would be the best configuration (K-5, K-2, 3-5, etc.)	30.0%	182
I would like to see the current (K-5) grade configuration change and would hope this committee will recommend a new configuration	11.1%	67
If you would like to see a new configuration, what would it be?		130
	<i>answered question</i>	<b>606</b>
	<i>skipped question</i>	<b>25</b>

The final survey question was open-ended and asked respondents to list the top three qualities of an elementary school education. 15% of those surveyed did not answer the survey; but of those

Please list the three qualities that in your opinion are most important to a high quality elementary education.	
Answer Options	Response Count
	537
	<i>answered question</i> <b>537</b>
	<i>skipped question</i> <b>94</b>

who did, the results were as follows:

- 67% of respondents said that teacher quality is important
- 45.6% of respondents said that small / appropriate class size is important
- 31.3% of respondents said that teacher quality and small / appropriate class size is important
- 18.6% of respondents did not mention that teacher quality or small / appropriate class size was most important

## RECOMMENDATION OF THE COMMITTEE

At its April 10, 2012 meeting, the elementary school facilities committee reviewed a draft of this report. The narrative included the summary of the research articles and case studies it had read, enrollment projections applied against the current facilities as well as results of the community survey. *The committee unanimously agreed that retaining K-5 schools are most appropriate*

## Elementary School Facilities Committee Phase I Report

---

*for Portsmouth moving forward.* Moreover, the committee noted that the School Board should be mindful of school size moving forward.

The committee revisited survey data and noted that respondents, when asked to what degree they believed *none of our elementary schools should be over 400*, 46% said it was a critical consideration and another 40% said it should be considered. While the committee recognizes that enrollment projections suggest that Little Harbour School should not grow larger than the approximate 500 pupils attending today and should trend lower, there is a “theoretical maximum” number of pupils that this facility, or any of our other facilities can accommodate. In 2000 the School Board accepted the Report of the Redistricting Committee who noted that facility capacity must be assessed according to “operational” capacity as opposed to absolute capacity. The committee noted, as did survey respondents, that while appropriate class size is more important than school size, there are circumstances where schools get “too big.” At some point, support services, unified arts and the school culture are impacted. Core spaces such as the library-media center, gymnasium and cafeteria become overcrowded. Dore and Whittier Architect’s Assessment noted the NH Department of Education’s Standard, Ed. 321, outlining the educational capacity of a school building measured by square footage per pupil in a classroom. The program assessment conducted for each of the elementary buildings illustrates that the majority of our classrooms fall below the 900 square foot threshold. As such, the committee wished to emphasize to the school board that there are limits to the facilities as currently configured.

# Elementary School Facilities Committee Phase I Report

---

## APPENDICES

### A: SCHOOL COMMITTEE CHARGE

*STEP # 1: To engage in fact finding regarding elementary school configurations and bring forward the Committee's recommendation as to the best elementary school grade configuration for Portsmouth. The Board will use this information along with other tools and sources of information to make its decision regarding the grade configuration.*

- *Research Elementary grade configurations*
  - *Examine arguments pros and con*
    - *What does research suggest regarding the impacts of grade configurations on a variety of educational issues, e.g. student learning, curriculum, parental involvement, number of building transitions, etc.*
    - *Explore other districts (including cohorts) in NH and inquire re: grade configuration experiences, satisfaction, costs involved, transportation costs, length of bus rides, etc.*
  - *What do parents think / want?*
  - *Gather demographic projections for elementary school grades.*
  - *Contact the NH Department of Education; Inquire regarding elementary grade configurations in NH.*

*The Committee will determine appropriate community involvement in this first step. This could include inviting parent representatives from each of the elementary schools, principals, teachers, etc. The process could also involve public input from parents and community members through public hearing, parent survey, or some other mechanism.*

*Bottom Line: Change or Reaffirm! The School Board will either reaffirm its commitment to its current K-5 model of delivering elementary education or will vote to move to another configuration. This decision will impact Step # 2 of the Charge.*

*Step # 2: Based on the Board's configuration determination, the Committee will study the Elementary Facilities Study and make a recommendation to the Board as to how to proceed regarding the capital improvements to the City's three elementary school facilities. Options may include, but are not limited to the following:*

- *Fix, i.e., upgrade and / or update the three schools where they are.*
- *Consolidate the three K-5 schools into using two schools that currently exist with renovations and sell one off;*
- *Build two new K-5 schools in a campus like setting and sell off all the buildings.*

## Portsmouth School Board Committees – 2014

### STANDING COMMITTEES – MINUTES/POSTINGS REQUIRED

<b>FACILITIES</b>	1 TO 2 MEMBERS	MARTIN LANDRY
<b>POLICY</b>	3 MEMBERS	STEVENS WALKER

### TEMPORARY/SPECIAL COMMITTEES

TEACHER NEGOTIATIONS	MEMBERS	LEGG WALKER STEVENS
PARAPROFESSIONAL NEGOTIATIONS	1 TO 2 MEMBERS	CLAYBURGH WALKER
CUSTODIAN NEGOTIATIONS	1 TO 2 MEMBERS	CLAYBURGH LANDRY
CAFETERIA NEGOTIATIONS	1 TO 2 MEMBERS	ELLIS MULLANEY
ADMINISTRATOR NEGOTIATIONS	1 TO 2 MEMBERS	ELLIS MARTIN
SAU 50 AREA ADVISORY	SB CHAIR	STEVENS

### CITY COMMITTEES

BLUE RIBBON COMMITTEE FOR SUSTAINABLE PRACTICES	1 MEMBER	ELLIS
BLUE RIBBON COMMITTEE FOR SAGAMORE CREEK	1 MEMBER	MULLANEY
LIBRARY BOARD TRUSTEE	1 MEMBER	LANDRY
RECREATION BOARD	1 MEMBER	CLAYBURGH

### SCHOOL DISTRICT COMMITTEES

PROFESSIONAL DEVELOPMENT	1 MEMBER	MULLANEY
BUSINESS EDUCATION COLLABORATIVE	1 MEMBER	MULLANEY
FARM TO SCHOOL PLANNING	1 MEMBERS	STEVENS
FUTURES	1 MEMBER	CLAYBURGH
JOINT LOSS COMMITTEE	1 MEMBER	EPLER

January 13, 2014

Dear Mr. McDonough,

It is only after a vast amount of contemplation that I write this letter to formally apprise you that I will be resigning from my position, at Robert J Lister Academy, at the close of the 2014-2015 school year.

I will never be able to accurately put to words how much I have enjoyed working at RJLA. It has been a rewarding and memorable experience that has shaped much of who I am today. I will always believe that my greatest awakenings and moments in the role of educator have come from the relationships I was afforded with the exceptional students who attend the school.

I am so thankful that Ms. Nancy Roy was willing to take a chance on an eager graduate 10 years ago. RJLA has afforded me unparalleled opportunities from which to grow. I have learned how to connect with students to cultivate learning that extends beyond a world of academia. I can only hope that a portion of my students have been affected perhaps half as profoundly as they have in turn affected me throughout our time together.

It is with great dismay, that I write my resignation letter. I have appreciated each opportunity that has been given to me. It is with utmost respect that I wish my colleagues in this district well. Should my path lead me to return at a future time, I would be humbled to once again be considered for a position within the Portsmouth School District. Thank you so very much.

Best Regards,  
Erika C. Lambert



## Suspension of Pupils

---

Annually, the Superintendent shall designate, in writing, authorization for administrators to suspend pupils from school for a period not to exceed ten (10) school days for gross misconduct, for neglect or for refusal to conform to the reasonable rules of the school.

The School Board authorizes the Superintendent of Schools to continue the suspension of a pupil for a period in excess of ten (10) school days, provided the student has had an opportunity for a hearing before the Superintendent prior to the imposition of the additional suspension.

### **Legal References:**

*NH RSA 193:13 Suspension and Expulsion of Pupils*

## Procedures Implementing Section 504 of Rehabilitation Act, 1973

*See Also IHBC*

The District provides the following Notice of Procedural Safeguards to parents/guardians and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22(4)(f), and 104.36 of the Regulations implementing Section 504 of The Rehabilitation Act of 1973.

The District does not discriminate on the basis of disability in admission or access to, or treatment of or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. The Director of Pupil Support and Instruction is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.

### Grievance Procedure

Parents/guardians of a student with a disability have the right to notify the above-designated employee with their complaint. Additionally, any disabled individual also has the right to notify the above-designated employee with their complaint.

The designated employee will provide an initial response within ten (10) days of receipt of the complaint. The parties will attempt to work out their differences informally in a prompt and equitable manner. A written record of the complaint resolution should be made within ten (10) working days of completion. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

If the issue is not resolved after the informal resolution process, the complainant may request that the Board places this matter on its agenda. This request may be made through the Superintendent.

If the Board schedules the matter for a hearing, the complainant may be represented by any person the complainant chooses, including legal counsel. The complainant may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

### Procedural Safeguards

As required by 34 C.F.R. Section 104.36, parents/guardians of a student who needs or is believed to need special instruction and related services have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.

3. An impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services; an opportunity for participation by the parent/guardian and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. A process for reviewing complaints raised under these Procedural Safeguards. Such review process need not be formal.

**Legal References:**

*34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap*  
Section 504 of The Rehabilitation Act of 1973

## Procedures Implementing Section 504 of the Rehabilitation Act of 1973

*See Also ACE*

The District provides the following Notice of Procedural Safeguards to parents/guardians and handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22(4)(f), and 104.36 of the Regulations implementing Section 504 of The Rehabilitation Act of 1973.

The District does not discriminate on the basis of disability in admission or access to, or treatment of or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. The Director of Pupil Support and Instruction is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of handicapped students or any handicapped person may use the grievance procedure established by the Board.

### Grievance Procedure

Parents/guardians of a student with a disability have the right to notify the above-designated employee with their complaint. Additionally, any disabled individual also has the right to notify the above-designated employee with their complaint.

The designated employee will provide an initial response within ten (10) days of receipt of the complaint. The parties will attempt to work out their differences informally in a prompt and equitable manner. A written record of the complaint resolution should be made within ten (10) working days of completion. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

If the issue is not resolved after the informal resolution process, the complainant may request that the Board places this matter on its agenda. This request may be made through the Superintendent.

If the Board schedules the matter for a hearing, the complainant may be represented by any person the complainant chooses, including legal counsel. The complainant may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

### Procedural Safeguards

As required by 34 C.F.R. Section 104.36, parents/guardians of a student who needs or is believed to need special instruction and related services have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with appropriate consent form.
2. Examine all relevant records.

3. An impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services; an opportunity for participation by the parent/guardian and representation of counsel as provided under the Individuals with Disabilities Education Act.
4. A process for reviewing complaints raised under these Procedural Safeguards. Such review process need not be formal.

**Legal References:**

*34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap*  
Section 504 of The Rehabilitation Act of 1973

## Due Process

---

The school administration will provide due process for students in the enforcement of RSA 193:13 and 193-D as follows:

### Short-term suspensions (ten days or less):

1. Upon the issuance of a short-term suspension, there shall be a meeting with the student and the Superintendent or designee, with written or oral notice to the student, of the charges and an explanation of the evidence against the student.
2. An opportunity for the student to present his/her side of the story.
3. A written statement to the student and at least one of the student's parents or guardian, explaining the disciplinary action taken against the student.

### Long-term suspensions (in excess of ten days):

1. Upon the issuance of a long-term suspension, there shall be a written communication to the student and at least one of the student's parents or guardian, delivered in person or by mail, of the charges and an explanation of the evidence against the student.
2. The Superintendent's written or oral recommendation for the student action to correct the discipline problem.
3. A written decision including the legal and factual basis for the conclusion that the pupil should be suspended.
4. Notice that the decision of the School Board may be appealed to the State Board of Education.

### Expulsion:

1. The Portsmouth School Board may expel a student after there has been a formal hearing with the Superintendent of Schools prior to an expulsion.
2. The hearing may be held either before or after the short-term suspension has expired and, pending the disciplinary hearing, may result in expulsion by the Portsmouth School Board.
3. Written notice to the student pupil and at least one of the student's parents or a guardian will be delivered in person or by mail, of the date, time and place for a hearing before the Portsmouth School Board.
4. A written statement of the charge and nature of the evidence against the student, the Superintendent's written recommendation for School Board action, and a description of the process will be used by the Superintendent to reach the recommendation.
5. School Board proceedings shall be in accordance with the New Hampshire Code of Administrative Rules, Section Ed. 317 (04)g.

### Readmission to School:

Expelled students may petition for readmission school in August, prior to the beginning of the school year. The petition may be made through the Office of the Superintendent of Schools who is authorized to readmit the student unless the School Board has required a hearing before the

Board in its expulsion decision. If the Superintendent does not grant the readmission petition, the student and his/her parents may appeal the decision to the School Board.

**References:**

RSA 193:13 Suspension and Expulsion of Students  
RSA 193-D Safe School Zones

Portsmouth School Department 2015-2016 School Calendar PROPOSAL #1 To the Board 01-13-15

	M	T	W	TH	F		M	T	W	TH	F
August				27 Teacher ws day	28 Teacher ws day						
(1)	31 Students 1 - 9										
September		1 Students 1 - 12	2 Students 1 - 12	3 Students 1 - 12	4 Labor Day Break	February (16)	1	2	3	4	5
(20)	7 Labor Day	8 Students K - 12	9	10	11	8	9	10 ERD	11	12	
	14	15	16 ERD	17	18	15	16	17	18	19	
	21	22	23	24	25	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	
	28	29	30			29					
October				1	2	March		1	2	3	4
(20)	5	6	7	8	9 Teacher ws day	(22)	7	8	9	10	11
	12 Columbus Day	13	14	15	16	14	15	16	17	18 Teacher ws day	
	19	20	21 ERD	22	23	21	22	23	24	25	
	26	27	28	29	30	28	29	30	31		
November	2	3 Election Day K - 5 No school. Teacher Conferences	4	5	6	April (16)					1
(17)/(16 E)	9	10	11 Veteran's Day	12	13		4	5	6 ERD	7	8
	16	17	18	19	20		11	12	13	14	15
	23	24	25 Thanksgiving Break	26 Thanksgiving Day	27 Thanksgiving Break		18	19	20	21	22
	30						25 Spring Break	26 Spring Break	27 Spring Break	28 Spring Break	29 Spring Break
December		1	2	3	4	May	2	3	4	5	6
(17)	7	8	9 ERD	10	11	(20)	9	10	11	12	13
	14	15	16	17	18		16	17	18	19	20
	21	22	23 ERD	24 Holiday Break	25 Christmas Day		23	24	25	26	27 Teacher ws day
	28 Holiday Break	29 Holiday Break	30 Holiday Break	31 Holiday Break			30 Memorial Day	31			
January					1 Holiday Break	June			1	2	3
(18)/(19 E)	4	5	6	7	8	(13)	6	7	8	9	10
	11	12	13 ERD	14	15		13	14	15	16	17 *Last day Students
	18 MLK Day	19	20	21	22		20 *Teacher ws/last day	21	22	23	24
	25	26 *After 90 <sup>th</sup> day 6-12 no school	27	28	29						

\* with no snow days/cancelled days

ERD - Early Release Days



## **BARBARA PORTER MEMORIAL SCHOLARSHIP FUND**

This Trust Agreement is made this \_\_\_\_\_ day of \_\_\_\_\_, 2015 by and between the Portsmouth School Department, with a principal place of business at 1 Junkins Avenue, Portsmouth, County of Rockingham, State of New Hampshire and the Trustees of the Trusts Funds for the City of Portsmouth and the Trustees of the Trust Fund for the City of Portsmouth with a principal place of business at the Sheafe Warehouse, P.O. 1103, Portsmouth, County of Rockingham and State of New Hampshire.

The terms and conditions of this Scholarship Agreement are as follows:

1. This Scholarship Fund hereby created is to be known as the Barbara Porter Memorial Scholarship. This Scholarship was established to honor the memory of Barbara Porter, Portsmouth High School nurse.
2. The initial corpus of the scholarship is \$15,935.36 received from donations from the Portsmouth community in memory of Barbara Porter. Thereafter, the principal of the Fund shall be determined from time to time for any necessary purpose by the total return method of accounting.
3. The purpose of this Scholarship will be to fund an annual scholarship to be awarded to up to a graduating senior from Portsmouth High School and who have been accepted to an accredited institution of higher learning to study nursing. It shall be payable after successful completion of the first year of secondary education.
4. The scholarship award shall be in the amount of \$500 (Five hundred dollars) or in such amount as the annual interest may support should it not earn sufficient interest to make an award in the amount of \$500, or if annual interest exceeds \$500.
5. The scholarship recipients shall be named annually at the Portsmouth High School Scholarship Awards Presentation (or such presentation method as the Portsmouth High School may from time to time designate should the Scholarship Awards Presentation no longer be in existence) payable upon the successful completion of the first year of post-secondary education. The check shall be made payable jointly to the student and the institution that the student is attending.
6. Eligible applicants shall submit their name for consideration through the Guidance Office at Portsmouth High School.
7. The selection of the recipients of this scholarship shall be made by the Guidance Department and the Portsmouth High School Principal.

8. The Trustees may hold such funds, together with all additions thereto, either in savings or special notice accounts or in such investments as allowed by the laws of the State of New Hampshire.
9. The funds in the Trust shall be held by the Trustees of the Trust Funds of the City of Portsmouth to be invested and reinvested by the Trustees without restriction against pooling the assets of this Scholarship with any other trust funds held by the Trustees of the City for investment purposes, so long as the funds are subject to separate accounting.
10. The Trustees shall annually notify the Guidance Department of the Portsmouth High School of the amount of income that the fund has generated and it will be made available for payment of the award for the year pursuant to the terms of the Scholarship agreement. The notice shall be made during the first quarter of the calendar year.

IN WITNESS WHEREOF, the Portsmouth School Board has authorized the creation of this award at its meeting dated February 10, 2015.

**PORTSMOUTH SCHOOL DEPARTMENT**

Dated: \_\_\_\_\_

\_\_\_\_\_  
Edward McDonough,  
Superintendent of Schools

**Accepted by the Trustees of the Trust Funds:**

Dated: \_\_\_\_\_

\_\_\_\_\_  
Phyllis Eldridge

\_\_\_\_\_  
Thomas Watson

\_\_\_\_\_  
Dana Levenson

## **TONY RAHN MEMORIAL SCHOLARSHIP**

This Trust Agreement is made this \_\_\_\_\_ day of \_\_\_\_\_, 2015 by and between Marha F. Rahn on behalf of the family of Tony Rahn, of 3 Larry Lane, Portsmouth, NH, County of Rockingham, State of New Hampshire and the Portsmouth School Department, with a principal place of business at 1 Junkins Avenue, Portsmouth, County of Rockingham, State of New Hampshire and the Trustees of the Trusts Funds for the City of Portsmouth and the Trustees of the Trust Fund for the City of Portsmouth with a principal place of business at the Sheafe Warehouse, P.O. 1103, Portsmouth, County of Rockingham and State of New Hampshire.

The terms and conditions of this Scholarship Agreement are as follows:

1. This Scholarship Fund hereby created is to be known as the Tony Rahn Memorial Scholarship. This Scholarship was established to honor the memory of Tony Rahn, a man devoted to his family and to the youth of the City of Portsmouth.
2. The initial corpus of the scholarship is \$30,000 received from donations from the Portsmouth community in memory of Tony Rahn. Thereafter, the principal of the Fund shall be determined from time to time for any necessary purpose by the total return method of accounting.
3. The purpose of this Scholarship will be to fund annual scholarships to be awarded to up to six graduating seniors from Portsmouth High School and who have been accepted to an accredited institution of higher learning and shall be payable after successful completion of the first year of secondary education. Each scholarship award shall be in the amount of \$500 (Five hundred dollars).
4. The scholarship recipients shall be named annually at the Portsmouth High School Scholarship Awards Presentation (or such presentation method as the Portsmouth High School may from time to time designate should the Scholarship Awards Presentation no longer be in existence) payable upon the successful completion of the first year of post-secondary education. The check shall be made payable jointly to the student and the institution that the student is attending.
5. Applicants must submit an essay of 500 words regarding the importance of family and commitment to the community.
6. The selection of the recipients of this scholarship shall be made by Marty Rahn, wife of Tony Rahn and his children, Patrick, Erica, Zach and Alison Rahn. Should the family be unwilling or unable to serve as the selection committee, the college guidance counsellor and the senior class guidance counsellor shall serve as the selection committee.

7. The Trustees may hold such funds, together with all additions thereto, either in savings or special notice accounts or in such investments as allowed by the laws of the State of New Hampshire.
8. The funds in the Trust shall be held by the Trustees of the Trust Funds of the City of Portsmouth to be invested and reinvested by the Trustees without restriction against pooling the assets of this Scholarship with any other trust funds held by the Trustees of the City for investment purposes, so long as the funds are subject to separate accounting.
9. The Trustees shall annually notify the Guidance Department of the Portsmouth High School of the amount of income that the fund has generated and it will be made available for payment of the award for the year pursuant to the terms of the Scholarship agreement. The notice shall be made during the first quarter of the calendar year.

IN WITNESS WHEREOF, the Portsmouth School Board has authorized the creation of this award at its meeting dated \_\_\_\_\_.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Marty Rahn

**PORTSMOUTH SCHOOL DEPARTMENT**

Dated: \_\_\_\_\_

\_\_\_\_\_  
Edward McDonough,  
Superintendent of Schools

**Accepted by the Trustees of the Trust Funds:**

Dated: \_\_\_\_\_

\_\_\_\_\_  
Phyllis Eldridge

\_\_\_\_\_  
Thomas Watson

\_\_\_\_\_  
Dana Levenson

## Sustainability

---

The Portsmouth School Department embraces and supports the principles of sustainability and believes that it is the responsibility of all members to encourage and implement environmentally sound practices. It is committed to making the most efficient use of its natural resources and to the practice of sound waste reduction methods including source reduction, reusing, recycling and composting and will strive to purchase environmentally sustainable materials, considering short and long term consequences.

### **INCLUSION AND PARTICIPATION:**

The Portsmouth School Department encourages and supports the prudent management of its energy resources and utility services and believes that these should be managed with a focus on conservation as well as education. It further believes that, to this end, it is the responsibility of each district employee and student to participate in energy and resource conservation efforts whenever possible. The School Department has long participated in such efforts as from recycling, solar energy, farm to table initiatives and the use of green products as well as participation in municipal and school wide committees.

### **BEST PRACTICES:**

#### FARM TO SCHOOL

The School Department recognizes the importance of health and well-being in the district's wellness policy, and as such acknowledges that proper nutrition helps to improve student, faculty, and staff health, concentration and learning. Where possible, all food and drink is produced locally and chosen with consideration for the agricultural practices used in its production.

#### ENERGY AND WATER

The Portsmouth School Department is conscious of the need to conserve energy and water and it promotes methods to encourage efficiency in these areas. There is continuous monitoring of energy use and consideration for ways to reduce consumption.

#### TRAVEL AND TRAFFIC

The Portsmouth School Department promotes transportation to and from school that minimizes negative environmental impacts and reduces emission levels and congestion; consideration where appropriate, is given to sustainable fuel sources. It encourages limiting auto and bus idling and encourages the use of car-pooling, walking and cycling. Bus routes will be evaluated annually for efficiency.

## PURCHASING, CONSUMPTION AND WASTE

The Portsmouth School Department gives priority consideration to the environmental impact of all purchases and contracts with vendors. It strives to choose products that are both functional and environmentally sustainable, factoring in the long-term and far-reaching environmental impacts of its consumption. The School Department will establish guidelines for the correct and safe disposal of all waste, and the disposal of old equipment in an ecologically sound way. The School strives to reduce, reuse and recycle and print only when necessary. Equipment and lights are switched off when not in use. The School Department will also implement strategies to reduce waste.

## FACILITIES MANAGEMENT

The School addresses environmental concerns in all maintenance, construction, refurbishing, and landscaping decisions, including regular review of performance and conservation practices. Purchases of equipment and building supplies should be based upon long term sustainability and technology that utilize renewable resources and energy sources. The School Department will also provide training in resource conservation for facility and ground personnel.

## EDUCATIONAL AWARENESS

Members of the Portsmouth School District should promote and reinforce a positive environmental attitude and assist students in developing appreciation and respect for the natural world through curriculum whenever possible. Areas of importance include global citizenship, ecological ethics, creation and design of sustainable solutions to a shrinking Earth, responsible consumerism and connections to nature via gardening and outdoor activities.

## MONITORING, TRANSPARENCY, AND ACCOUNTABILITY

Sustainability planning, implementation and review are ongoing processes that require education and participation of the community. The School will collaborate with organizational structures to enable this process. Administrative leadership directs and facilitates our commitment to sustainability. The effective communication of annual goals and objectives helps us to advance the efforts of the School.