

**Oyster River Cooperative School District  
REGULAR MEETING**

**February 2, 2022****Oyster River High School Library****7:00 PM****o. CALL TO ORDER 7:00 PM****I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING****II. APPROVAL OF AGENDA****III. PUBLIC COMMENTS (*Total allotted time for public comment is 30 minutes*)****IV. APPROVAL OF MINUTES**

- Motion to approve 1/19/22 Regular and Non-Public Meeting Minutes.

**V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS****A. District****B. Board****VI. DISTRICT REPORTS****A. Assistant Superintendent/Curriculum & Instruction Report(s)****\*COVID Metric – Catherine Plourde**

- o SASS/Adult COVID Testing

**B Superintendent’s Report**

- Update on Middle School Move to New Building {Jay Richard}
- Update on School Board Location change to New Middle School
- Communication Committee Update
- Schedule ORHS Graduation for Friday, June 10, 2022. *Motion to schedule ORHS Graduation for Friday, June 10, 2022.*

**C. Business Administrator****D. Student Representative Report (Olivia Gass)****E. Finance Committee Report****F. Other:****VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}***

- List of Policies for Second Read/Adoption: JIC – Student Conduct, JICD – Student Discipline and Due Process. For Deletion (Current JICD) – Student Conduct, Discipline and Due Process-Safe School Zone. *Motion to Approve List of Policies for Second Read/Adoption: JIC – Student Conduct, JICD – Student Discipline and Due Process. For Deletion (Current JICD) – Student Conduct, Discipline and Due Process-Safe School Zone.*

**VIII. DISCUSSION & ACTION ITEMS**

- Update on House Bill 1255 Testimony {Tom Newkirk}
- DEI/J Job Description
- Appointment of District Clerk for the February 8, 2022 Deliberative Session. *Motion to appoint District Clerk for the February 8, 2022 Deliberative Session.*  
Cancellation of Regular Board Meeting on February 16, 2022. *Motion to Cancel the Regularly Scheduled February 16, 2022 School Board Meeting.*

**IX. SCHOOL BOARD COMMITTEE UPDATES****X. PUBLIC COMMENTS (*Total allotted time for public comment is 30 minutes*)****XI. CLOSING ACTIONS**

- A. Future meeting dates:**
- February 8, 2022 Deliberative Session – 7:00 PM ORHS Auditorium
  - February 8, 2022 Additional Meeting following Deliberative (if needed)
  - February 16, 2022 Manifest Meeting – SAU - 3:30 PM
  - March 2, 2022 Regular Board Meeting – ORHS Library 7:00 PM

**XII. NON-PUBLIC SESSION: RSA 91-A:3 II (c)**

- Superintendent Evaluation

**NON-MEETING SESSION: RSA 91-A2 I {If Needed}****III. ADJOURNMENT:****The School Board reserves the right to take action on any item on the agenda.****Respectfully submitted,  
Superintendent**

Public wishing to attend our regular meetings need to arrive between 6:30 and 7:00 as everyone will need to participate in a health screening to enter the Library. The doors will be locked at 7 p.m.

**Oyster River Cooperative School District  
SAU #5**

Welcome to the School Board meeting. If you wish to be heard by the Board, please note “Public Comment” at the beginning of the agenda (reverse side). During the comment section of the agenda each speaker may have up to three (3) minutes within the time frame allowed. Board Chair may limit time allotment as deemed necessary. Occasionally, the Board may “suspend its rules” to allow visitor participation at the time an issue of specific interest is being addressed. A speaker will not be recognized for a second time on a particular topic.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with additional meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

**Oyster River Cooperative School District Members:**

- |                           |                            |
|---------------------------|----------------------------|
| • Michael Williams, Chair | Term on Board: 2020 - 2023 |
| • Denise Day, Vice-Chair  | Term on Board: 2020 - 2023 |
| • Brian Cisneros          | Term on Board: 2021 –2024  |
| • Thomas Newkirk          | Term on Board: 2019 - 2022 |
| • Allan Howland           | Term on Board: 2021 - 2022 |
| • Daniel Klein            | Term on Board: 2021 - 2024 |
| • Yusi Turell             | Term on Board: 2021 - 2024 |

**Information Regarding Nonpublic Session**

On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted.
- b. The hiring of any person as a public employee.
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.
- d. Consideration of the acquisition, sale or lease of real property or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency of any sub-division thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.

## Alternative Public Comment for School Board Meetings

October 1, 2021

The School Board adopted the requirement for all individuals at school board meetings to wear face coverings at the September 15 meeting. We will continue to invite public comment at board meetings. For those who would like to offer public comment and choose not to attend the school board meeting in person, public comment may be submitted by email and will be read at the school board meeting provided it meets these requirements:

- Must be submitted to and received by [wdifruscio@orcsd.org](mailto:wdifruscio@orcsd.org) by 3:00 pm on the day before the school board meeting. Comments received after this deadline will be held for the following meeting.
- Must include "Public Comment for School Board Meeting" or similar text in the subject line or first line of the body of the email. Other communications will be considered emails to the board and will be distributed to the school board but not read aloud in the meeting.
- Must be no longer than 300 words as counted by Microsoft Word, Outlook, or a similar tool.
- Must identify the sender's name and address. The sender's name and town of residence will be read with the comments. The SAU office may reply to request additional identifying information if the sender's identity and address are not clear.
- Senders must be residents of Oyster River towns or Barrington, NH only.

Those submitting public comment should not expect an immediate or direct reply. The public comment portion of the school board meeting is not a time of discussion with or amongst the school board.

If more than 10 comments are received for one meeting, only the first 10 comments will be read aloud at the meeting. If your comment is not read, it is shared with all School Board members, and placed in a communications notebook as part of the public record.

These provisions apply only to regular school board meetings (not workshop meetings, public hearings, the Annual Meetings of the District, or committee meetings) and will end when mask requirements for board meetings end.

# Oyster River Cooperative School Board

## Regular Meeting Minutes

January 19, 2022

DRAFT

**SCHOOL BOARD PRESENT:** Michael Williams, Denise Day, Brian Cisneros, Tom Newkirk, Al Howland, Yusi Turell, Dan Klein

**STUDENT REPRESENTATIVE:** Olivia Gass arrived at 7:21pm

**ADMINISTRATORS PRESENT:** Jim Morse, Suzanne Filippone, Sue Caswell, Catherine Plourde, Rebecca Noe, John Webb, Felicia Sperry

**STAFF PRESENT:**

**GUEST PRESENT:**

**ABSENT:**

**I. CALLED TO ORDER at 7:00 PM by Michael Williams**

**II. APPROVAL OF AGENDA**

**Denise Day moved to approve the agenda as written, 2<sup>nd</sup> Brian Cisneros. Motion passed 7-0.**

**III. PUBLIC COMMENTS**

Michael Williams went over the outline of the public comment process.

Alexander Fenton, an ORHS student and resident of Durham, shared statistics and evidence from scientific studies regarding mask wearing. He spoke about potential health consequences which include breathing in too much CR2, changes in blood chemistry, oxygen deprivation, neurological damage, and other side effects like headaches and dizziness. Alexander read a list of NH schools that don't require a mask mandate, stated the U.K. cancelled their mask mandate and said students in other states have a choice of wearing a mask. He asked the board to let the students in our schools have a choice.

Bruce Fenton of Durham spoke about armed men being called to the last meeting and that he brought in something more powerful while holding up a "FREE HUGS" poster. He told the board they don't have moral authority and that 3 miles down the road parents can choose whether their child wears a mask. Bruce spoke about young children experiencing a lack of hugs, smiles, and human connection, which are an important part of human development. He asked Dr. Morse and other Board members for a hug. He told the board they might not like his words that parents should have a right, and hugs will beat their violence.

Emily Liu, an ORHS student and resident of Madbury, brought to attention the Lunar New Year which is an important holiday for her and 20% of the world. She said it is a central aspect to the Asian culture celebrating and marking the beginning of the lunar calendar, which is based off the cycles of the moon. She said this contrasts with the Gregorian calendar, which is based off the solar system and its relation to the sun. She said the Lunar New Year is important to her, and she would like to have a day to be at home to celebrate it with her family with no harmful implications to her academics. She said this holiday is comparable to Christmas and while she is not looking for a district wide day off, she'd like to see it recognized as an optional holiday for students who want to celebrate with their families.

**IV. APPROVAL OF MINUTES**

**Denise Day moved to approve the January 5, 2022 Regular Meeting Minutes, 2<sup>nd</sup> by Yusi Turell.**

Brian Cisneros submitted the following revision:

On page 6 add "for school officials" at the end of the sentence regarding the January 21<sup>st</sup> 3pm final tour of the Middle School.

**Motion passed with correction 7-0.**

**Denise Day moved to approve the January 5, 2022 Non-Public Meeting Minutes #1, 2<sup>nd</sup> by Brian Cisneros.**

Denise Day made the following revision:

The meeting was held in the guidance conference room not the music room.

**Motion passed with correction 7-0.**

**Denise Day moved to approve the January 11, 2022 Regular Meeting Minutes, 2<sup>nd</sup> by Brian Cisneros.**

**Motion passed 7-0.**

**Michael Williams moved to approve the January 5, 2022 Non-Public Meeting Minutes #2, 2<sup>nd</sup> by Dan Klein.**

Denise Day made the following revision:

The meeting was held in the guidance conference room not the music room.

**Motion passed with correction 7-0.**

**Michael Williams moved to approve the January 11, 2022 Non-Public Minutes #1 and #2, 2<sup>nd</sup>, Denise Day.**

**Motion passed 7-0.**

Michael Williams made the following revision:

For meeting #1 add Dr. Morse's presence for the discussion of legal advice.

**Motion passed with correction 7-0.**

Michael Williams asked Mr. Fenton to replace his mask and Mr. Fenton did not. Michael asked him to sit in the separate viewing room for unmasked audience and he did not.

Michael Williams called for a brief recess and resumed the meeting after 5 minutes.

**V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**

**A. District**

Rebecca Noe of ORHS announced there was a schedule change for the next 2 weeks and there are two upcoming virtual events for the community: Vaping Unveiled on January 20<sup>th</sup> at 6pm and Suicide Prevention on January 27<sup>th</sup> at 7pm. She said the Coffee House is currently on pause, but the Mouth of the River publication is still available in print.

**B. Board**

Tom Newkirk said he will be going to Concord to testify against House Bill 1255 which affects what could go on in history. He felt it is disturbing how unclear this bill is.

Denise Day told the listening audience that the communication survey went out and if anyone has not received a postcard about it to contact the SAU office or go to the link- <https://tinyurl.com/orcsdsurvey>. She expressed appreciation to community members for taking the survey and providing feedback.

Yusi Turell thanked the 65 participants who took part in the first Building Bridges event. She remarked that although it was virtual, it was still great to see faces and exchange dialogue in a meaningful way. The second event will feature perspectives of educators on January 26 from 6:00-7:30. Advanced registration is required to receive a zoom link.

**V. DISTRICT REPORTS**

**A. Assistant Superintendent/Curriculum & Instruction Report(s)**

COVID METRIC

Catherine Plourde stated the metrics are the same from last week due to the holiday. New cases, percent positive, ICU capacity and staffing capacity all remain in the substantial range. She said the district recently received an increase in sub applicants and is hopeful it will help grow the sub pool. Regarding absenteeism, schools are in a better situation than post break. Catherine reported that Suzanne coordinated the recent booster clinic ran by EMS McGregor and staff and 312 vaccines were administered for half the day at the middle school and half the day at the high school. She said the district does not anticipate offering any more clinics at this time, and encouraged families to seek Rite Aid, CVS, Walgreens and their medical providers for vaccines and boosters. She anticipates Moderna to have a vaccine for 4–6-year-olds available in March and to expect Strafford Health to coordinate with physicians' offices.

Catherine stated that effective tomorrow the district is shifting the isolation guidelines per DHHS's latest update. Dr. Morse will issue a memo outlining all the information and it will all be posted online under the COVID 19 section along with the DHHS document. An outline of the DHHS and district update is as follows:

- (1) COVID positive quarantining has gone from 10 days (unless experiencing a fever) to a minimum of 5 days (unless experiencing a fever and you'd continue to isolate). Staff and students are strongly encouraged to test on day 5 and home tests will now be accepted.
- (2) Quarantining after an exposure if you are unvaccinated or not up to date on vaccines has shifted from 20 days to a minimum of 10 days. Testing is required 5 days after exposure. This 10-day period is extended if you develop symptoms or test positive.
- (3) You do not have to quarantine if you are vaccinated or tested positive in the last 90 days unless you develop symptoms.
- (4) Home tests kits will now be accepted. You'll need to provide evidence with student/staff name, date & picture of the test. You'll want to check your insurance provider to get reimbursed for store bought kits and currently the state is offering free kits.
- (5) Masking is still recommended. N95 and K95 masks are most effective, while loose cloth masks are reported as being less effective.

Catherine let the audience know the nurses will be looking at lists to check who can come out of isolation or quarantine and to please be patient so they can work through it quickly.

Tom Newkirk asked the status of current absenteeism and Catherine said the high school numbers will be cut in half with students coming out of quarantining, but there's not a big decrease in one of the elementary schools. She's hoping by next week to see lower numbers.

MTSS/SEL PRESENTATION – PART 2

Suzanne Filippone presented on part 2 of the 3-part series on Assessing and Monitoring Student Growth. She focused on SEL & MTSS-B with an emphasis on Tier 1 Interventions. She reminded everyone that SEL has been a district wide focus for the past year with multi-tiered systems of support in place to promote student learning and wellness. Suzanne said this year's school-wide initiatives have largely been around transitioning students back for full day learning since social distancing and mask wearing have become the new "normal." She said the pandemic is still impacting social emotional factors and by using the Casel standards they are revisiting and reassessing where students are emotionally. Suzanne identified evidence-based focus areas used by the district to support this transition, including Open Circle, Advisory, Connect Training, as well as classroom and school wide expectations of behavior.

Elementary school psychologist Felicia Sperry talked about MTSS and social/emotional learning with the younger students. She explained a triangle diagram of the 3 Tiers. She said 100% of students receive Tier 1 support in the form of behavior & social skills instruction and 80% of these students develop these skills. At risk students who need the additional supports of Tier 2 benefit from check in/check out, social skills groups, small group counseling, and restorative justice circles and conflict resolution. Felicia explained Tier 3, which affects

approximately 5% of the population, offers individualized interventions for students with more intense and chronic needs. Individual therapy, a behavior intervention plan and a crisis response are examples of supports that may be used. Felicia stressed that when a robust Tier 1 is in place there will be fewer students identified for Tier 2 or 3. She said differentiation plays a role in tier 1 to meet all student needs. By creating school wide expectations students know what they are expected to do, by having trained staff evidence-based programs are imbedded into the curriculum, and by using problem solving techniques teachers are managing issues before needing to go to the principal. Felicia said teachers reports, attendance numbers, nurse visits, and climate & behavior of students are some of the data used to guide Tier 1 supports. She stated that post remote learning there have been lots of reports of students not knowing how to be together, especially in the lunchroom, and the school has been addressing this area through Tier 1. She said at the Middle School level counselors have been doing monthly lessons to get ready for the big move and go over the expectations around this transition. Lunch behavior issues also surfaced at the middle school and counselors revisited social expectations with students, which is another example of Tier 1 support in the school.

John Webb, director of school counseling at ORHS, shared about SEL & MTSS-B with adolescents. He said *#better together* highlights the high school's focus on creating community again. He said an on-call counselor is available at any time to any student and advisories/flex times are addressing SEL learning through topics of anti-bullying, stress management, and healthy relationships. He said Community Partners will be providing mental health support in a program called "Thriving and Surviving Thru a Pandemic" and community events, such as Vaping Unveiled, and Connect Suicide Prevention (previously used to train staff) will be available to parents. John said the high school is collecting data from students through a Youth Risk Behavior Survey and from staff in an SEL survey. He reported that the number of safety issues, which are student idealizations of hurting themselves, have risen from 18 for last year to 25 for the first half of this year. He said although this number is high, the counseling department is embracing this knowledge with the realization that students have a need and the department is meeting this need, and he said it is encouraging that students are reaching out. John thanked the board for their support of social and emotional learning.

Brian Cisneros asked about behavior issues at the high school. Rebecca Noe said that there is a consensus that student behaviors and the culture of the school are changing with most differences being shown in the Freshmen and Sophomore classes. She said the upper-class are brainstorming ways to address it and model it. She said the older kids have open lunches so any modeling during that time is less available and they are seeing behaviors in Freshmen that they've never seen before.

Yusi Turell asked where the MTSS weakness is and how the board could help. Felicia responded that there are no snarls, rather they are in the beginning stages and experiencing the growing pains of a systematic process. John encouraged the board to keep supporting their community events.

Suzanne finished the presentation stating there will be vertical alignment with SEL, similar to curriculum, so students understand terms and expectations used across the schools. For example, there is talk about using Restorative Circle at the middle school, which follows Open Circle at the elementary school. In their framework, the district will continue to look at what they already have and are doing and connect it to evidence based practices. In February the final part of the series will focus on Interventions.

## **B. Superintendent's Report**

Dr. Morse explained the Contingency Funds memo stating Andre Kloetz, the Building Contractor, was conservative with the construction budget and is comfortable releasing funds in the amount of \$513,570. He noted money has been already set aside for demolition. Dr. Morse stated the building was recently tested and they are waiting for the fire department's response to whether a booster is critical, which would cost \$150,000. The Building Committee and Dr. Morse met and reviewed items that were initially cut and determined ones that are essential and ones that provide the greatest advantage to students. They set aside \$96,124 for six car and two bus charging stations and \$150,00 for the potential booster, leaving \$363,570 to spend on student-centered enhancements. Some include indoor furniture and equipment such as soft furniture for the library, pedestal desks for the classroom, and theatrical lighting & microphones for the Concert Hall, as well as exterior furniture

and equipment for a playground, outdoor sports, and the library patio. Dr. Morse stated Jay Richard will continue to fundraise for a playground and the additional equipment purchased will help expand it out. Dr. Morse credited Mr. Kloetz for his experience and cost-effective decisions, such as finding less expensive materials without compromising durability. Another update was the delay of the new interactive boards for the classrooms which will not be available for the opening. Dr. Morse and Josh are looking at existing items to bring over for the time being. He explained the global chip shortage has caused a supply chain issue and it's out of the vendor's control.

Dr. Morse reported on the appeal of the Senate Bill 304, Decisive Concepts, stating all but two people testified for it to be repealed but it is unlikely to occur because the majority want to keep it. He said he and Tom Newkirk will be attending the meeting on the Loyalty Oath Bill.

**C. Business Administrator** – Sue Caswell asked the Board to sign three documents: 2022 MS22 Default Budget, 2022 Warrant Article, and 2022 MS26 Proposed Budget for the Deliberative Session.

**Brian Cisneros made a motion to accept all three documents, 2<sup>nd</sup> by Dan Klein. Motion passed 7-0 with the student representative voting in the affirmative.**

#### **D. Student Representative Report**

Olivia Gass reported that the midterms were pushed back a week and there were split reactions among the students. Some were happy to have more time to study, meet with teachers for extra help and ask questions. She said it's good for students who were quarantining to have the time to get caught up. Olivia said the negative reactions were from students feeling the change came late on Friday and it caused confusion on due dates for projects. She thanked all those involved in setting up the recent booster clinic held at the middle and high school.

**A. Finance Committee Report** - No report given

**B. Other:** None

**VI. UNANIMOUS CONSENT AGENDA** – No items provided

#### **VII. DISCUSSION & ACTION ITEMS**

##### Discipline Policies Overview

Denise Day stated the policies were reviewed by our attorney and some changes were made regarding who has authority.

**Denise Day made a motion to approve JIC – Student Conduct and JICD – Student Discipline and Due Process for first read, 2<sup>nd</sup> by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.**

Michael Williams thanked the policy committee for their work.

##### 2022-23 School Calendar Approval

Rebecca Noe shared with the board the survey results from the current CTE families stating that 92 out of 136 leaned toward the Maine vacation week. Combining parent and student votes there were 46 voting for the ME/MA vacation week, 23 for the NH vacation week and 23 with no preference.

The board discussed the three versions of the calendars commenting on the days that don't align for the CTE program. Michael Williams said he appreciates all the correspondence on the calendar provided by the Guild and CTE families. Denise Day shared her concern with students having to decide between giving up their vacation or schooling and votes for an alignment with Dover. Dr. Morse stated the 3 CTE centers are trying to align as much



as possible, but it's not 100% alignment and talked about the difficulty of the issue. Yusi Turell said it is difficult and wanted to hear from the CTE families and pointed out their alignment favors the CTE program. Michael said he leans toward version #3, so students go lighter into the start of school and don't go as long into June. Brian Cisneros agreed and is happy to support version #3 to avoid going on a Monday for the last day of school. Tom Newkirk favored version #3. Brian suggested moving the extra Teacher Workshop Day. September 13<sup>th</sup> was suggested, but some board members wondered if it made sense to take off a day Dover already has off, while others favored a TW day in September.

**Denise Day made a motion to adopt the 2022-2023 School Calendar version #3 with the change of moving one Teacher Workshop Day on March 17<sup>th</sup> to September 13<sup>th</sup>, 2<sup>nd</sup> by Brian Cisneros.**

Tom Newkirk felt it seemed too early to have a TW day in September, but Rebecca Noe said she only had about 90 minutes with staff since student orientation is also occurring the first two TW days. She said having another one in September would be beneficial.

**Motion passed 4-2-1 with Michael Williams and Dan Klein voting in the negative, and Yusi Turell abstaining, with the student representative voting in the affirmative.**

Michael Williams stated his disagreement with having a Teacher Workshop Day on a Tuesday in September and did not support the decision.

#### **VIII. SCHOOL BOARD COMMITTEE UPDATES**

The Manifest Committee met and completed the following manifests.

Vendor Manifest #16 \$849,595.95

Payroll Manifest #14 \$894,292.96

Denise Day said the Long-Range Planning Committee met and is ready to present to the Board on February 16th.

**IX. PUBLIC COMMENTS:** No public comment

#### **X. CLOSING ACTIONS**

- A. Future Meeting Dates:**
- January 24, 2022 Superintendent Lee Selectman Budget Update 6:30 PM
  - February 2, 2022 Regular Board Meeting – ORHS Auditorium
  - February 8, 2022 Deliberative Session – 7:00 PM ORHS Auditorium

**XI. NON-PUBLIC SESSION:** RSA 91-A:3 II (c)

- Superintendent Evaluation

**Michael Williams moved to go into non-public session under RSA 91-A3 II (c), Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting, 2<sup>nd</sup> by Dan Klein. Motion passed 7-0 by roll call vote.**

The board moved to non-public session at 9:03pm

The board returned to public session at 9:49pm.

**NON-MEETING SESSION:** RSA 91-A2 I (a) {If Needed}

#### **XII. ADJOURNMENT:**

**Brian Cisneros made a motion to adjourn the meeting at 9:50 pm, 2<sup>nd</sup> Michael Williams. Motion passed 7-0.**

Respectfully Submitted,  
Karyn Laird, Records Keeper

Oyster River Cooperative School Board  
Non-Public Meeting Minutes: January 19, 2022

**Chair Michael Williams moved to enter nonpublic session at 9:03 p.m. in accordance with RSA 91-A:3 II (c) – Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting, 2<sup>nd</sup> by Dan Klein. Upon roll call vote, the motion passed 7-0.**

School Board Attendees:

Michael Williams  
Al Howland  
Brian Cisneros  
Tom Newkirk  
Denise Day  
Dan Klein  
Yusi Turell

Administrators Present:

9:03 p.m. - nonpublic session began in ORHS conference room C120.

The Board had a discussion pertaining to the Superintendent's evaluation.

There were no motions during nonpublic session.

**The Board returned to public session in the ORHS Auditorium at 9:49 PM.**

Office of the Principal  
Oyster River Middle School  
1Coe Drive, Durham, NH 03824  
868-2820

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**ORMS Transition Update Memorandum**

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TO: Dr. Morse and ORCSD School Board  
FROM: Jay Richard  
DATE: 2/2/22  
RE: ORMS Move Update

**Summary:**

This is an update of upcoming activities that are scheduled and being planned as we transition from the current ORMS to our new ORMS. Staff from all levels have done exceptional work to create a smooth transition. Packed teacher items are currently being placed in teacher classrooms in the new building (rolling move). We look forward to having a first day of school celebration on Monday, February 28<sup>th</sup>!

<b>January – February</b>	Items moved to new building as they are ready.
<b>January – February 16<sup>th</sup></b>	SEL PLC Opening Expectations and Activities.
<b>February 7<sup>th</sup> - 11<sup>th</sup></b>	Library Transition.
<b>February 9<sup>th</sup></b>	Dr. Morse attends MS Faculty Meeting to discuss transition.
<b>February 11<sup>th</sup></b>	4:00-6:00pm - Scheduled Viewing Opportunities of the Old Middle School.
<b>February 12<sup>th</sup></b>	10:00am-12:00pm - Scheduled Viewing Opportunities of the Old Middle School
<b>February 14<sup>th</sup></b>	Students “move in” locker items and have an orientation.
<b>February 15<sup>th</sup></b>	Students “move in” locker items and have an orientation.
<b>February 16<sup>th</sup> – 18<sup>th</sup></b>	Faculty and Staff pack and move remaining items and set up classrooms/spaces.
<b>February 18<sup>th</sup></b>	Opening of New Middle School, and last goodbye in the OLD ORMS.

**February 21 – 25 Winter Recess:**

- The building will be open to staff during the break.
- Parents encouraged to get familiar with student drop off and pick up.

**February 24<sup>th</sup>** 10:00am-12:00pm and 4:00pm-6:00pm - Community Viewing Opportunities

**February 28<sup>th</sup>** First Day of School in New Building (Celebration-School Board Welcome!)

**March 1<sup>st</sup> Parent Viewing Opportunities:**

- Grades 5 & 8 (1/2) 5:00-6:00PM
- Grades 5 & 8 (1/2) 6:00-7:00PM

**March 3<sup>rd</sup> Parent Viewing Opportunities:**

- Grades 6 & 7 (1/2) 5:00-6:00PM
- Grades 6 & 7 (1/2) 6:00-7:00PM

**Ongoing February and March:**

- Item pick up for other districts and groups (example Durham Historical Association).
- Tabletop exercise with local first responders in the Old ORMS.
- TBD - Schedule tour time with local police departments from Durham, Lee, Madbury, UNH, State Police (Troop A), and Strafford County Sheriff Department.
- TBD - Schedule tour for Durham Fire Department.
- Weekly meeting and classroom walkthroughs with facility director and head custodian to access moving plan.

Office of the Superintendent  
Oyster River School District  
36 Coe Drive, Durham, NH 03824

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INTEROFFICE MEMORANDUM

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TO: OR School Board  
FROM: Dr. Jim Morse  
DATE: January 28, 2022  
RE: Meeting Location for the Board Going forward/Communications Committee Update

I. Meeting Location for the Board Moving Forward

We planned on meeting in the new middle school for the March 2<sup>nd</sup> School Board meeting. However, due to the chip shortage impacting technology at the new middle school which involves the production equipment for School Board meetings; it is undetermined at this time if we can move to the new middle school for our meetings.

II. Communications Committee Update

As I shared at the last Board meeting, the Communications Committee met to discuss the report from the UNH Survey Center. I have attached my notes from that meeting. The Committee is interested in categorizing the 42 pages of notes under common generalized headings. The Committee is also interested in how the comments fit under the five emergent themes discussed in their finalized report to the Board last year (also attached).

The five emergent themes are:

1. Centralized Hub Information
2. Consistency & Clarity
3. Administration & Board Interaction with the Community
4. Soliciting of Input & Tapping Community Resources
5. Administration & Classroom Interactions with the Community

Initially it looked as if the UNH Survey Center would pick up this work, however, it makes more sense for us to keep this work internal. I will work with the leadership team to determine how best and most efficiently to complete this work against competing priorities.

Superintendent's Communications Committee  
January 18, 2022 Notes

In attendance: Jim Morse, Misty Lowe, Josh Olstad, Holly Stark, Yusi Turell, Millissa Gass, Susan Leifer, Amy Sterndale (Late)

Absent: Michael Williams, Jon Bromley, Tom Elliott

Reactions:

Millissa Skimmed through findings.

Techer communications need a standard template.

We are "Getting what we need".

Lots of validation with a few tiny surprises.

The report is not granular.

Holly: echoing our target area "the hub"/community not

Engaging with school board communications.

Holly stated that she is bias toward train the user.

Again, looking for predictable format/cadence.

Survey was clear that lots of communications from teachers, principals, and SAU.

R. Noe - The comments shared were clear, concise, predictable.

Susan Leifer suggested that many improvements are being put in place at Mast Way.

Joshua -not as bleak as they once seemed, that data was positive.

The request for more sports was odd given sports has its own section.

Susan - pleasantly surprised, lots of positives.

Some obvious short comings web post.

Some small things can be done right away like subject line - exactly what the email is about.

Misty - enjoyed feedback, so many positive comments, but the parents and teachers.

Aware of the frustrations.

Again cadance, predictability was reinforced.

Also, subject line, concerns over.

Make sure to test links.

How to avoid email double messaging in Schoology.

Yusi - so glad the CC followed through good news communication generally positive.

Next Steps

Yusi suggested processing the 42 pages of comments under broad categories to look for commonalities and for unique responses.

Biggest weaknesses:

Multi-info for multi-# children.

Millissa – responded to Yusi.\* There are communications experts – many best practices.

\*train the user/subject/common notifications.

Survey valid initial reactions.

What were those best practices?

Holly synergy– training the communicators.

Target areas/check our instincts.

Can we answer the questions or the 4 buckets/put it in digestible format?

Amy – I agree with that.

Check Common themes with UNH Survey Center for intern or graduate student.

Amy – the survey re-energize our confidence. It did reflect what we thought were the strengths and weaknesses.

How do the comments fit within what specific tasks are recommended?

Holly 4 target areas/w tasks.

Amy – within that bucket – specific recommendations that each building applies to build consistency.

Yusi – one thing nagging me is the balance SAU/Bldg./My kid. What parents want is how does this apply to my kid?

Report cards equal a real challenge – individual student progress.

Jim – Report cards are unique to each child, so they require effort of the part of the parent.

Holly: Question When will we bring the full committee together?

Where is biggest “pivot” point?

Schools – reflected in district and what they own.

Yusi – communication professionals would look at the comments differently than a lay person.

Amy – express concern about use of graduate student – need to offer them agency – the freedom to rearrange comments.

Millissa – should we wait for community survey.

The consensus was not to wait, to move forward with what we have, which is such with date.

## **Committee Methods**

The committee's work, conclusions and final recommendations were developed from a process that included a modified SWOB analysis (Strengths, Weaknesses, Opportunities and Barriers analysis) and an "Energy Vote" (EV). The SWOB analysis helped to highlight existing strengths and weaknesses that impact communication within the ORCSD. From this SWOB analysis we were able to identify 5 emergent themes (also referred to as "Buckets" by the committee) that provided a framework for organizing and articulating our recommendations for Phase 2. These emergent themes (Buckets) are discussed below and can also be found in Appendix C

With these emergent themes (Buckets) identified, the committee then used an EV procedure where each person in the committee was allotted a certain number of votes. Committee members were then asked to apply their votes to only a limited number of themes. The EV procedure was also applied to the individual "Indicators" that fell under each Bucket. Once voting was completed, the votes for each Bucket and Indicators were tallied. The Buckets and Indicators receiving the most votes were then organized to highlight which Buckets and Indicators received the most votes see Appendix C). Themes and Indicators receiving the most tallies were used to develop our recommendations and priorities for future action.

In the sections that follow, the emergent themes (Buckets) are organized by number (1-5). It is important to note that the order in which the Emergent Themes are presented is representative of the number of EV votes they received. For reference the number of EV votes is reported parenthetically. Results from the entire EV process can be found in Appendix C.

### **Emergent Theme 1: Centralized Hub for Information (10)**

A Centralized Hub for communications will facilitate accessibility to information creating a more informed stakeholder community that can confidently access information they need when they need it.

The top issues included wanting an improved website, a centralized communications hub, and a central district calendar. There was also discussion about creating stronger "communication about communication" that will guide the community to where they can access information easily. While this received no votes, it should be incorporated into guiding user experience.

This area also includes the need to address the important challenge to make sure non-digital community members, primarily families who may not have access or training in using computers but need all the same information in a timely fashion.

### **Emergent Theme 2: Consistency & Clarity of Content (10)**

Consistency and Clarity of Content addresses the need to better support education professionals at all levels in accessing best practices around written communications. Keeping in mind the diversity of needs within the community as well as different levels of knowledge about ongoing programs, there is an opportunity to better inform readers by organizing information to highlight urgency, priorities, or action items, while also offering clarity, and a consistent "house style" of communications. Include the voices of OR professionals. Provide compelling and accessible content to the community.

The creation of an ORCSD House Style guide and training received the most votes, along with a desire to make sure the website was updated consistently to reflect any other communication being sent. The House Style guide could include not only best practices, but also ensure all staff are trained in RSA91-A Right to Know, FERPA (Family Educational Rights and Privacy Act), ADA and any other state or federal laws or guidelines to ensure both compliance and accessibility to all community members.

Long communications were addressed by several items in this category. A desire to streamline long messages with a summary and timely dates before including details with hyperlinks was of interest to several members.

Finally, there is an opportunity to explore the various ways that the district can communicate in the 21<sup>st</sup> century, and there was a desire to create multi-modal communications, that would "meet readers where they are" across a variety of devices and platforms.

### **Emergent Theme 3: Administration and Board Interactions with the Community (10)**

The committee considered several issues related to how the superintendent and school Board communicate with the community, both through mass communications and “one to one” interactions. Key findings include:

- Our community is naturally curious and highly engaged in its schools; as with all representative democracies, this participation is an asset to celebrate. We believe improved communication will increase this virtuous cycle of communication and engagement, benefiting the district and its students.
- The ability for District leadership (Board and staff) to communicate effectively is overly constrained by a 2012 judicial order; we recommend re-examination and legal challenge to restore the statewide standard to ORCSD.
- School Board meetings provide a golden opportunity to communicate the district’s commitment to collaborative and data-driven decision-making; all participants would benefit from tactical efforts to make meeting content more accessible and better promoted, including via social media.
- Parental demand for precise and timely information can be overwhelming and inefficient; we believe that improved mass communication will alleviate this burden and will gradually reduce the time required to meet community expectations

### **Emergent Theme 4: Soliciting of Input & Tapping of Community Resources (3)**

The theme that emerged around Tapping Community Resources acknowledges we are already surrounded by relevant and inspiring educational knowledge. Within the schools, we have teachers and students whose stories and voices should always be included. Outside the district “proper” we have many highly educated residents and experts in communications and technology. As we move forward, we should invite and engage everyone interested in this work to help us identify creative solutions and cutting-edge practical answers to our issues.

Some specific examples that got traction with votes included improving our surveys to the community by engaging survey professionals to better gather and analyze the information we need on a variety of topics. We also discussed offering community forums where topics needed additional conversation and engagement from the larger community. Finally, it was noted that the Board and administration should ensure a majority of the community drives decisions rather than a small number of louder voices.

### **Emergent Theme 5: Administration and Classroom Interactions with the Community (0)**

While this theme did not receive any votes as whole, it is noteworthy that one of the indicators under this theme received more votes than any other indicator in our analysis. And when coupled with the second indicator from this bucket, it is clear the district needs to find ways to better communicate the positive good taking place at the building and classroom-levels.

The committee believes that this effort is closely linked with the work that needs to happen under the “Centralized Hub for Information” theme. It is crucial that as work is put into improving and designing a “centralized hub” that there is emphasis put on leveraging that “hub” to highlight the positive news and the quality work being completed by both students and faculty. As such, future work on this effort should consider additional teacher and student perspectives so that the “hub” works in a manner that is user-friendly, not only for community members, but also faculty, staff, and students.

### **Summary**

The Communication Committee realized through its many conversations that there is no one best solution to improve district communications. The committee also acknowledged that the quantity of communications being shared are numerous. The issues are clarity, consistency, and audience. Too many communications from the district can be an obstacle to clear, concise communications. The committee recommends this work continue, in the short term, using the UNH Survey Center, to affirm the major categories, and to determine the next charge for Phase II.

### **Next Steps:**

1. Hire the UNH Survey Center to conduct a community survey to substantiate our findings and illuminate specific needs.
2. For the current communications committee to review the survey data to assist them in developing a Phase 2 charge for school Board consideration.
3. To activate a Phase 2 Communications Committee with some current members and new members from the community that have the skills to help implement the Phase 2 charge.



Policies for  
 First/Second Read/Adoption/Deletion  
**SB Meeting of**  
**February 2, 2022 - Unanimous Consent**

Title	Code
<b>Policies for First Read</b>	
<b>Policies for Second Read/Adoption - Unanimous Consent</b>	
Student Conduct	JIC
Student Discipline and Due Process {New Policy}	JICD
<b>Policies for Deletion/Replacement</b>	
Student Conduct, Discipline and Due Process - Safe School Zone	JICD (Existing)
<b>Policies in Process</b>	
Distance Education	IMBA
Policy Development System/Policy Adoption/Policy Review and Evaluation	BGA/BGB/BGC
Discipline Polices to be reviewed	JICH, JICK, JIDD

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JIC
Review by Policy Committee: December 9, 2021, <a href="#">1/13/21</a> School Board First Read: <a href="#">January 19, 2022</a> School Board Second Read/Adoption: <a href="#">February 2, 2022</a>	Page 1 of 3 Category: Priority

## STUDENT CONDUCT

### A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness (“MTSS-B”) as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy JICD.

### B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a [Student Code of Conduct] with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:
  - parent conferences,
  - counseling,
  - peer mediation,

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- instruction in conflict resolution and anger management,
  - parent counseling and training,
  - community service, and
  - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
- restriction from extra-curricular activities,
  - temporary (same day) removal from class or activity,
  - detention,
  - temporary reassignment/in-school suspension,
  - out-of-school suspension, and
  - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
- the nature and degree of disruption caused to the school environment;
  - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
  - whether the conduct or behavior is isolated or repeated.
- All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.
4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.

**C. Implementation and Notice.**

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of ~~and pursue~~ any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

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**D. Parental Notification of Simple Assaults.**

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

**E. Disciplinary Removal of Students with Disabilities.**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Cross References:

- Policy JICD & R – Student Discipline and Due Process & Procedure
- Policy JICI – Weapons on School Property
- Policy JICK – Pupil Safety and Violence Prevention – Bullying

Legal References:

- RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education
- RSA 193:13, Suspension and Expulsion of Pupils
- RSA 193-D:4, Written Report Required
- RSA 631:2-a, Simple Assault
- NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline
- NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion
- NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate
- NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

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## Student Discipline and Due Process

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. All students are expected to conduct themselves with respect for others and in accordance with the Oyster River Cooperative School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline, or general welfare of the school.

Disciplinary consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. The Oyster River Cooperative School District will follow the procedures set forth by state and federal law, specifically RSA 193:13 and Ed 317, in the discipline of students. The Oyster River Cooperative School Board does not review appeals of student disciplinary decisions unless a right to appeal is explicitly conferred by policy or by law.

Behavior that also violates the law may be referred to law enforcement authorities.

### Short-Term Out-of-School Suspension

The building Principal or representative designated in writing by the Superintendent is authorized to suspend a student for a specific period of time, not to exceed ten (10) consecutive school days. A suspension may be imposed for:

- Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel; or
- Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions.

During such suspensions, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.

Depending on the severity of the student's conduct, the building Principal or designee may also refer or recommend the student to the Superintendent or to the School Board for further disciplinary consequences.

### Long-Term Out-of-School Suspension

~~The School Board, or~~ The Superintendent, as the School Board's designee, may extend a student's suspension for up to an additional ten (10) consecutive school days. A long-term out-of-school suspension may be imposed for:

- An act of theft, destruction, or violence as defined in RSA 193-D;
- Bullying pursuant to school district policy, JICK when the student has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- Possession of a firearm, BB gun, or paintball gun.

During such suspensions, unless otherwise stipulated in writing, a suspended student is not permitted to attend school classes or activities, school sponsored events, or be on school property for the duration of the suspension.

Depending on the severity of the student's conduct, the Superintendent may also refer or recommend the student to the School Board for further disciplinary consequences.

### Expulsion

The School Board may expel a student, which **permanently** denies a student's attendance at school. An expulsion may be imposed for an act that poses an ongoing threat to the safety of students or school personnel and that constitutes:

- A repeated act that would permit a long term suspension;

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- Any act of physical or sexual assault that would be a felony if committed by an adult;
- Any act of violence that constitutes a “violent crime” pursuant to RSA 651:5, XIII; or
- Criminal threatening that constitutes a class B felony pursuant to RSA 631:4, II(a).

During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.

Any expulsion shall be subject to review by the School Board, if requested, prior to the start of each school year. A student seeking restoration of permission to attend school shall file a written request with the Superintendent prior to the start of each school year which details the basis for the request. (Keep)

#### Possession of a Firearm

Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. § 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Oyster River Cooperative School Board for a period of not less than 12 months.

Pursuant to RSA 193:13, VI, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Oyster River Cooperative School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.

As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school’s best interest and the student’s best interest to allow a modification.

#### Superintendent Authority

The School Board authorizes the Superintendent to reinstate a suspended ~~or expelled~~ pupil on a case by case basis.

#### Educational Assignments

The student’s school will make all educational assignments available to the suspended student during the student’s suspension.

The school district will provide alternative educational services to a student whenever the student is suspended in excess of twenty (20) cumulative days within any school year. Such alternative educational services will be determined by the school principal or assistant principal and shall be designed to enable the student to advance from grade to grade.

No student shall be penalized academically solely by virtue of missing class due to suspension.

The School Board, in its discretion, may authorize **the Superintendent to provide** educational services ~~to be provided~~ to an expelled student in an alternative setting on a case by case basis.

#### Behavior Intervention Plans

The student’s school will develop an intervention plan for any student who has been suspended more than ten (10) cumulative school days in any school year. The intervention plan will be designed to proactively address the student’s problematic behaviors.

#### Students with Disabilities

Discipline of students with identified or suspected disabilities will be in accordance with the Individuals with Disabilities Education Act of 2004, New Hampshire State Law on Special Education

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(RSA 186-C), New Hampshire Standards for the Education of Children with Disabilities (Ed 1100), and Section 504 of the Rehabilitation Act of 1973.

### Code of Conduct

The School Board authorizes the Superintendent to establish a Code of Conduct which will contain a system of supports and consequences designed to correct student misconduct and promote behavior within acceptable norms. The Code of Conduct will include a graduated set of age appropriate responses to misconduct and will set forth standards for short term suspensions up to five (5) school days, short term suspensions up to ten (10) school days, long term suspensions up to 20 school days, and expulsion. Such standards will make reference to the nature and degree of disruption caused to the school environment, the threat to the health and safety of pupils and school personnel, and the isolated or repeated nature of incidents forming the basis of disciplinary action.

### Notice

This policy and school rules which inform the student body of the content of RSA 193:13 shall be included in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and/or announcements.

The principal of each school shall make certain that the pupil has received notice of the requirements of RSA 193:13 and RSA 193-D:1 through announced, posted, or printed school rules at the beginning of each school year. The statutory text shall be printed in the school handbook to be distributed to each student at the beginning of the school year; and shall be announced, posted, and printed at other appropriate locations and times in the middle school and high school. Nothing herein shall prevent a school principal from printing, posting and/or announcing other rules applicable to the school.

### **Cross References:**

JJ - Student Rights and Responsibilities  
JIC- Code of Conduct/Student Behavior Standards  
JICJ - Weapons on School Property  
JICK - Pupil Safety and Violence Prevention – Bullying

### **Legal References:**

18 U.S.C. § 921, Definition of Firearm  
RSA 189:15, Regulations  
RSA 193:13, Suspension & Expulsion of Pupils  
RSA 651:5, XIII, Annulment of Criminal Records - Violent Crimes  
RSA 631:4, II(a), Criminal Threatening  
RSA Chapter 193-D, Safe School Zones  
RSA Chapter 193-F, Pupil Safety and Violence Prevention  
NH Code of Administrative Rules, Section Ed 306.04(a), Policy Development  
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline  
NH Code of Administrative Rules, Section Ed 317, Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process



<p>OYSTER RIVER COOPERATIVE SCHOOL BOARD</p> <p>Policy Committee Review: 11/7/18 &amp; 12/12/18 &amp; 2/20/19</p> <p>School Board First Read: March 6, 2019</p> <p>School Board Second Read/Adoption: March 20, 2019</p> <p><a href="#">Policy Committee to be Deleted &amp; Replaced -12/09/21</a></p> <p><a href="#">School Board First Read for Deletion: December 15, 2021</a></p> <p><a href="#">School Board Second Read for Deletion: February 2, 2022</a></p>	<p>Policy Code: JICD</p> <p>Page 1 of 2</p> <p>Category: Required</p>
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**STUDENT CONDUCT, DISCIPLINE AND DUE PROCESS – Safe School Zone**

~~Inappropriate student conduct that causes material and substantial disruption to the school environment—interferes with the rights of others or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.—~~

~~Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.—~~

~~Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.—~~

~~Suspension means an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes but will not participate in any non-academic school activities.—~~

~~Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.—~~

~~Expulsion means an action by the Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.—~~

~~Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.~~

~~The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV.—~~

~~Students receiving special education services will be disciplined in accordance with all district policies and state laws with consideration of a student’s IEP.—~~

~~At all times, students are required to conduct themselves in accordance with behavioral standards set forth in all other applicable Board policies.~~

~~Students and parents will be notified annually of this policy.~~

**Legal References:**

- RSA 193:13, Suspension & Expulsion of Pupils
- NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline
- NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline
- NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures.



Testimony on HB 1255: Thomas Newkirk. NH House  
Education Committee. January 20, 2022

Thank you for this opportunity to speak on HB 1255. My name is Tom Newkirk. I have served on the Oyster River School for the past 10 years. In a previous life I was a Professor of English at the University of New Hampshire. I know you have a long day and I will be brief.

I am here to speak against this bill. Any bill has two requirements—it should be clear on the kind of action it addresses, and it should be clear on what is required. This bill fails on both counts.

I want to focus on one sentence in the second part:

***No teacher shall advocate any doctrine or theory promoting a negative account or representation of the founding and history of the United States of America in New Hampshire public schools which does not include the worldwide context of now outdated and discouraged practices.***

Now imagine if a history teacher wanted to teach about the internment of Japanese-Americans during WWII—120,000 of them placed in internment camps for the entire war if they had even 1/16 Japanese ancestry. This internment is viewed now as an act of xenophobia which prompted a review by our government and a reparations bill signed by President Reagan.

So, is this covered by the Bill? Is it a “negative account or representation”? And there are sociological theories, and

theories of racial trauma to explain the internments—and their effect on those interned. But it's not clear. Is it covered? Maybe, maybe not. Terms like “promoting a negative account or representation” are highly subjective. Is it a negative account or an honest one?

But suppose we decide it is covered. What is required of this teacher? The teacher must “include the world-wide context of now outdated and discouraged practices.” I have no idea what this means. “World-wide” that's a gigantic ask. Indonesia, Australia—who would have the time, the knowledge-base? What are “now outdated and discouraged practices.” Discouraged by whom? Could any of you explain it to this teacher. The language is impossibly vague, a pile-up of undefined terms.

There is a particular danger in the vagueness of this proposed law. Teachers will not know what is prohibited and what is allowed—and with their teaching credentials at stake, who would blame them if they didn't touch topics like the Japanese internment. Which would be disservice to New Hampshire students. These stories need to be told—and they were surely not part of the history I learned in school.

Any attempt to regulate—in few sentences—something as complex as the teaching of history is destined to be misinterpreted and contested. The language in this bill is particularly sloppy and unworthy of being passed into law. I urge you to designate it in expedient. Thank you for this opportunity to speak.

## **Coordinator of Diversity, Equity, Inclusion and Justice**

**JOB TITLE:** Coordinator of Diversity, Equity, Inclusion, & Justice

**SALARY RANGE:** \$95,00 - \$105,000 with exceptional benefits

**REPORTS TO:** Assistant Superintendent of Schools

**JOB OR POSITION SUMMARY:** The Coordinator of Diversity, Equity, Inclusion, and Justice is an integral member of the Oyster River Community School District senior leadership team and is responsible for guiding DEIJ efforts while also creating opportunities to define, assess, and promote diversity, equity, inclusion, and justice. The Coordinator works primarily with faculty and staff and is responsible for prioritizing and operationalizing DEIJ initiatives, particularly those dealing with curriculum and professional development (in collaboration with the Assistant Superintendent), as well as the advancement of cultural competency of the organization.

### **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**

1. Collaborates with faculty/staff to facilitate the understanding that sustainability, equity, and justice issues are inextricably linked and combine environmental, social, economic, and cultural factors in complex and dynamic ways.
2. Plans and leads professional learning experiences, building relationships with faculty and staff, supporting their classroom practices.
3. Supports school based DEIJ teams focused on the development and implementation of equitable programs, practices, and policies in order to build capacity around DEIJ work among faculty, staff, and students.
4. Recognizes and explicitly communicates the need to center the concepts of inclusivity, equity, and justice within SAU 5 and helps shape compassionate, equitable, practices and procedures throughout the district.
5. Communicates professionally to a broad range of stakeholders, including but not limited to: School Board, leadership, faculty and staff, students, and community members; with a variety of mediums.
6. Facilitates SAU-wide DEIJ interest groups.
7. Develops and monitors an ongoing review process to assess progress toward district goals as articulated in the ORCSD Strategic Plan.

### **KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED**

1. Experience working with diversity, equity, inclusion, and justice content.
2. Ability to establish and maintain effective working relationships with staff, administration, students, and members of the wider community.
3. Ability to work effectively as a team member and remain calm, flexible, and work effectively under pressure.
4. Ability to organize, manage time, prioritize tasks, and keep careful records.
5. Exemplary skills in written and oral language with the ability to communicate respectfully, clearly, and concisely by telephone, in person, and in written form.
6. Ability to demonstrate a high level of empathy, integrity, commitment, and work ethic.
7. Ability to apply diplomatic techniques in all district-related matters and maintain strict confidentiality in sensitive matters.
8. Ability to research, analyze and synthesize complex data.
9. Ability to use technology to advance productivity and efficiency in order to fulfill job functions.

## **EXPERIENCE AND/OR EDUCATION REQUIREMENTS**

1. Bachelor's degree in human relations, ethnic studies, sociology, or other social impact discipline. Master's preferred.
2. Graduate responsibilities and/or life experience in supporting diversity, equity, inclusion, and justice efforts in an education or non-profit setting.
3. The ideal candidate must have the proven ability to engage in effective conversations about race, have historical knowledge of the many forms of oppression, and understand different forms of bias and how to respond effectively to instances of oppression, discrimination or bias, all while building the capacity of doing so in others.
4. Successful NH State Police criminal records check and FBI Fingerprint Clearance Report and Disclosure Statement in accordance with state law.

Benefits are regionally competitive.

Work Day: This is a salaried position that will require a normal workday and evenings. Work Year: 260 days (includes paid vacation and paid holidays)

**We invite qualified applicants to click here to visit our online application submission service on the SAU 5 website or visit SAU 5 (Oyster River Cooperative School District) website.**

Office of the Superintendent  
Oyster River School District  
36 Coe Drive, Durham, NH 03824

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INTEROFFICE MEMORANDUM

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TO: OR School Board  
FROM: Dr. Jim Morse  
DATE: January 27, 2022  
RE: Appoint District Clerk for Deliberative Session/Cancel February 16, 2022  
School Board Meeting

Appoint District Clerk

We received verbal notification that the current District Clerk, Jessica Laughton, will be unable to fulfill the duties of this position at the February 8, 2022 Deliberative Session. In response to our inquiry to legal counsel for the protocol of appointing a District Clerk, the ruling indicates that the School Board needs to appoint for this position.

I would like to recommend Susan Caswell as the District Clerk for the 2022 Deliberative Session. As in the past, Wendy will assist in preparation for this meeting.

Cancel School Board Meeting

As previously discussed, we have placed for approval as an agenda item for this meeting the cancellation of the regularly scheduled February 16, 2022 School Board Meeting. A request was made by Sue Caswell to make this date a manifest meeting to be held at the SAU office at 3:30PM.

Thank you.