BEDB-R

Oyster River Cooperative School District
REGULAR REMOTE MEETING

February 17, 2021   **Remote Meeting *Preamble Attached***   **7:00 PM**

I.   CALL TO ORDER (7:00 PM)
6;30-7:00 PM MANIFEST REVIEW

II.   APPROVAL OF AGENDA

III.   PUBLIC COMMENTS:

> *PUBLIC COMMENT:*
> *Members of the public who join the meeting remotely, either by telephone or computer, will be able to offer public comment prior the meeting by submitting their question/comment by 2:00 PM on Tuesday before the regularly scheduled Board meeting via U.S. mail or email to wdifruscio@orcsd.org. Any submissions will be included as part of the meeting minutes. Please note that each submission needs to be 400 words or less.*

IV.   APPROVAL OF MINUTES
- Motion to approve 2/03/21 regular & non-public meeting minutes.

V.   ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS
    A.   District
    B.   Board

VI.   UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*

VII.   DISTRICT REPORTS
    A.   Assistant Superintendent/Curriculum & Instruction Report(s)
- Update on STAR Data

    B.   Superintendent's Report
- Candidates Night Update
- Grandstands ~ Estimated Delivery ~ May
- High School Update
- Concurrent Teaching/Learning Report
- Antiracism Committee Update on Policy ACA
- Schoology Report
- Central Office Administration Agreement

    C.   Finance Committee Update/Minutes
    D.   Business Administrator
- Budget Update FY21

    E.   Student Senate Report:
    F.   Other:

VIII. DISCUSSION ITEM
- Communication Workshop

IX.   ACTIONS
    A.   Superintendent Actions
    B.   Board Action Item

- Motion to approve the Central Office Administration Agreement
- Motion to approve Superintendent Communication Committee and Charge
- Motion to approve the list of policies for a first read: ECFA - Sustainability

> **Virtual Location:**
> https://www.orcsd.org/stream
> **Microsoft Teams Audio**
> Conference: tel:+1 603-766-5646
> Conf ID: code: 461362#

X. SCHOOL BOARD COMMITTEE UPDATES:

XI.   PUBLIC COMMENTS:

XII. CLOSING ACTIONS:
    A.   Future meeting dates: March 3, 2021 Regular Meeting 7:00 PM ORHS Auditorium
    March 17, 2021 Regular Meeting 7:00 PM ORHS Auditorium

XIII. NON-PUBLIC SESSION: RSA 91-A:3 II c
- Superintendent Evaluation

    NON-MEETING SESSION: RSA 91-A:2 I {If Needed}

XIV. ADJOURNMENT:

> If you experience technology problems on the broadcast end, please notify us using orscd-video@orcsd.org or via telephone # 603-280-4202.
>
> Please note that we cannot assist you if the technology problem is on your end.

The School Board reserves the right to take action on any item on the agenda.

Respectfully submitted,
Superintendent

PREAMBLE

As Chair of the Oyster River Cooperative School Board, I find that due to the State of Emergency declared by the Governor as a result of the COVID-19 pandemic and in accordance with the Governor's Emergency Order #12 pursuant to Executive Order 2020-04, this public body is authorized to meet electronically.

Please note that there is no physical location to observe and listen contemporaneously to this meeting, which was authorized pursuant to the Governor's Emergency Order. However, in accordance with the Emergency Order, I am confirming that we are:

a) Providing public access to the meeting by telephone, with additional access possibilities by video or other electronic means:

We are utilizing Microsoft Teams for this electronic meeting.1 All members of the School Board have the ability to communicate contemporaneously during this meeting through this platform, and the public has access to contemporaneously listen and, if necessary, participate in this meeting through dialing the following phone # 1-603-766-5646 and ID Code 461362#, or by clicking on the following website address: http://www.orcsd.org/stream

b) Providing public notice of the necessary information for accessing the meeting:

We previously gave notice to the public of the necessary information for accessing the meeting, including how to access the meeting using Microsoft Team or telephonically. Instructions have also been provided on the website of the ORCSD Board Agenda for 02/17/21.

c) Providing a mechanism for the public to alert the public body during the meeting if there are problems with access:

If anybody has a problem, please call 603-280-4202 or email at: orcsd-video@orcsd.org.

d) Adjourning the meeting if the public is unable to access the meeting:

In the event the public is unable to access the meeting, the meeting will be adjourned and rescheduled.

Please note that **all votes** that are taken during this meeting shall be done by **roll call vote**.

Let's start the meeting by taking a roll call attendance. When each member states their presence, please also state whether there is anyone in the room with you during this meeting, which is required under the Right-to-Know law.

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 special 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:

- Brian Cisneros   Term on Board: 2018 –2021
- Thomas Newkirk   Term on Board: 2019 - 2022
- Kenneth Rotner   Term on Board: 2019 - 2022
- Denise Day   Term on Board: 2020 - 2023
- Michael Williams   Term on Board: 2020 - 2023
- Allan Howland   Term on Board: 2018 - 2021
- Daniel Klein   Term on Board: 2018 - 2021

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.

February 3, 2021   **DRAFT**

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

ADMINISTRATORS PRESENT: James Morse, Todd Allen, Sue Caswell, Suzanne Filippone, Catherine Plourde

STAFF PRESENT:

GUEST PRESENT: There were 7 members in the audience.

CALLED TO ORDER at 7:00 PM by Tom Newkirk

Tom Newkirk stated that under Section VII – Superintendent's Report we are removing the Request for a UNH Survey for Middle School Students.

II. APPROVAL OF AGENDA:

Brian Cisneros moved to approve the agenda as amended, 2ⁿᵈ by Denise Day. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

At this time and before he introduced public comment, Tom took a moment to read a section of the OR policy on civility; reminding the audience that all speakers are to conduct themselves in a civil manner. Obscene, slanderous, defamatory, or violent statements will be considered out of order and will not be tolerated. He also reminded the audience that the time limit needs to be followed and that there is even an electronic timer that goes from green to yellow to red when the time is up. He additionally stated that the School Board is the audience. When someone is speaking during public comment it is to the Board not the audience.

III. PUBLIC COMMENTS:

Hugh Gallagher from Barrington stated that he has 2 students in Oyster River and that he appreciates all of the work done by the Board and administration and supports having children back in school.

Jill Piparo of Lee echo's what was just stated and is thankful that children will be returning to school and is grateful that is happening.

Allison Jumper has three children in the schools, and they have wonderful teachers and support staff. She is asking for more in-person contact time for the elementary level and stated that other parents are in agreement and read some comments.

There were no additional public comments.

IV. APPROVAL OF MINUTES:

Motion to approve the January 20, 2021 regular meeting minutes:
Revisions:

Denise Day requested that on page 4 under Barrington in the first paragraph, last sentence to replace "and" with "any". On page 8 paragraph 6 replace, "She stated that only 291 would come back in a week or two." With "She stated that with only 291 willing to come in February, would the lost classroom time be worth it."

Michael Williams stated that at the very end, the adjournment was not a roll call vote. He also suggested that a separate vote for non-public minute approval was not needed as they were included in the regular minutes.

Brian Cisneros moved to approve the January 20, 2021 regular meeting minutes as revised, 2nd by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

Motion to approve the January 20, 2021 non-public meeting minutes:
Revisions: None

Brief discussion about a vote being needed or not. Tom Newkirk stated they will make a second motion.

Al Howland moved to approve the January 20, 2021 non-public meeting minutes as written, 2nd by Dan Klein. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS:

A. District:

Dr. Morse reminded everyone that the Deliberative Session was happening tomorrow evening and outline the protocol that will happen. He stated that the music room will be set up with audio and visual for non-mask wearing individuals, and that the gymnasium will also be set up as an overflow room with audio and visual. The Moderator will be including all rooms in his count for votes.

B. Board:

Yusi Turell brought to the Board's attention the hard work that has been done by the teachers and students in planning for Black History Month. She encouraged all to review the events scheduled on the calendar.

Denise Day stated that she fully supports the teachers and the hard work that they are doing.

Michael Williams stated that as we continue to consider the right way to increase in person school opportunities without making significant compromises on precautions. Two of the words that he tries not to use in talking about the pandemic are "safe" and "fear". He prefers to talk about "risk" and "precautions." We will never arrive at a common definition for what is safe because risk is never zero. Fear is an emotion and decisions that are made to mitigate risk are not necessarily done out of fear, and that some lives are impacted more than others.

He stated that he is proud of the work we have done and is also aware of missteps along the way. He additionally stated that he is grateful for a community that constructively holds us accountable and to continue to communicate with us.

To do the best we can to reach every learner in the current environment, we must continue to offer a full remote option, an in-person services, as well as the preferred modality to as many students as possible. This means that we should continue to work within the limits of our occupancy

requirements this year, and that is where the interest in ways to make the best use of the contact time we do have comes from – whether that be how Wednesdays are utilized or other options.

So, in this spirit and context, he appreciate the many volunteer hours that continue to go into this work, as well as the work of the building level teams.

VI. UNANIMOUS CONSENT AGENDA: None

Motion to approve the agenda items listed under the unanimous consent agenda:

VII. DISTRICT REPORTS:

A. Assistant Superintendent Reports:

COVID Metric

Todd Allen began by referring everyone to the most recent COVID Metric in their folders. He briefly outlined his conversation with Dr. Ward and shared that the overall trending is positive. He also updated the Board on the recent state change for contact tracing and the increase in the district's portion for this. He briefly reviewed the staffing capacity and that it is generally working quite well.

In terms of the Star testing data and the question posed by a Board member at the last meeting pertaining to whether there was a difference in test scores for remote verse hybrid students. He will be able to answer that question and will report out at the next meeting.

Todd will report out on the middle school update as both Jay and Bill are out due to being quarantined. Todd read from Jay's update. He stated that it was a great start and for the majority it was like a first full day of in person school since last March. He went on to report that the staff and students have been great with following all COVID protocols including lunch. 80% of families have chosen to send their student in for the new in person model. Jay gave kudos to the nursing, custodial, school nutrition and transportation staff for all of their preplanning, set up, and smooth transitions. The only unfortunate event that happened was one grade 7 team missed out due to COVID concerns.

Todd asked the Board if they had any questions.

There were questions pertaining to transportation and the percentage of students taking the bus, and how the scheduling is doing between the elementary and middle school runs.

Dr. Morse explained that Lisa Huppe is a gifted scheduler and has been putting in a tremendous number of hours including weekends to coordinate these schedules. She has worked over 200 routes to meet the needs of our students.

Tom Newkirk thanked Jay for his attitude toward this change and his eagerness to get this going. He expressed his appreciation for getting this off the ground.

Todd Allen returned to the podium to request approval from the Board to convert the workshop days in March and May to instructional days and to move the workshop days to the end of the calendar.

Al Howland made a motion to convert the workshop days in March and May to instructional days and to move the workshop days to the end of the year, 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Todd thanked the Board.

B. Superintendent's Report:

Dr. Morse began by updating the Board on the prior request for UNH assistance with testing. He stated that he has been in contact with Chris Clement from UNH and was advised that in the latest UNH plan, aiding the school district was included, however the current plan is in the hands of the UNH attorneys and is being held up due to liability. Dr. Morse stated that when he is given an answer, he will get back to the Board. He additionally stated that he was unable to provide a cost at this time, however he could report that it was lower than the first time.

Snow days was another updated that he wanted to give the Board. He referred back to a memo that was sent out in November to the district that clearly defined what criteria he would use to call a snow day or a remote day. He was comfortable with the last snow day decision that he made and that this allows for control over the calendar.

Electric Buses is the next area that he wished to update the Board with. It was determined at the last finance committee meeting that everyone involved in the discussion raised various concerns about buying an electric bus. Both Sue and Jim were not comfortable with the financing being presented and that additionally this was not the right time to make this purchase.

Barrington Letter

Dr. Morse advised the Board that they have approved Drummond and Woodsum to act as legal counsel for this matter.

Instructional Strategies Committee Report

Dr. Morse began by stating that not only did this committee complete their work and draft a report, but also the same happened with the Concurrent Committee who will have their report in front of the Board for the next meeting in February. He went on to state that he appreciated Michael's comments tonight and also to thank both Todd and Tom for all of their assistance in reviewing and finalizing this report. Additional thanks were given to Kim Felch, Anne Golding, Janet Martel, Kathy Pearce, Jay Richard, Mike Anderson, Suzanne Filippone, Audrey MacKenzie, Josh Olstad, Catherine Plourde, and Jennifer Snow for all of their expertise shared in the development of this committee throughout the process and their time and effort put in to complete this report.

Some key areas for answering the questions of what does great teaching and learning look like are: Students feel a strong sense of competence, students have a strong sense of belonging, students (and teachers) have autonomy, learning should be deeply engaging, learning is relevant, and learning is safe and joyful.

Dr. Morse went on to state that the use of best teaching practices, whether in person or remote are critical to the success of students.

There are five practices that should be considered in any lesson. Those being: a theme based, project based or multi-day lesson, strategic use of teacher contact time with students, whether it be through office hours, bobcat time, or other means, providing parent with resources so they know who to easily contact if they need support for their child, the use of multi model presentation tools that engage every learner, and time for teachers to share and develop best practices. An additional theme would be that of providing time for students to read independently. Dr. Morse went on the state that the final recommendation of the committee is to share this report with district educators and ask that building level governance task forces take responsibility for implementation.

Dr. Morse asked the Board if they had any questions.

Al Howland asked what could be done as a Board within the current fiscal year to facilitate this. Also, looking toward summer, how could we use the summer to put these practices in place.

Tom Newkirk stated that the overhanging recommendation is teacher time talking to other teachers. He also suggested book clubs and reading at home. How can we be more strategic checking in with kids?

Megan Deane spoke of ways that students advocate for themselves, she understands that there are different types of learners, and that for students not knowing where to find the resources, are now feeling more comfortable to ask for them.

Dr. Morse agreed that we need to take the initiative and that we make a lot of assumptions especially at the high school level. Some students need adults to structure the outcome.

A brief discussion ensued, and Al Howland stated that we need professional development for parents. They have been forced into a role that they are not accustomed to and how do we provide them support.

Dr. Morse invited Suzanne Filippone up to the podium to begin her presentation for the proposed high school model. He went on to say that the model being presented tonight has strong support from parents, teachers, and students. He went on to state that he reviewed this model with Guild leadership and against the current MOA, and that this model is not in violation. He is hoping for a start on March 8, 2021.

High School Model Presentation

Suzanne began her presentation by reviewing the feedback from the AM/PM Model and stated that they did go back and connect with additional families which resulted in 726 out 837 responses. The results of this was that 47% of families and 9% of students who were strongly in favor of moving to an AM/PM Model. Discussion with faculty and the task force made it evident that they are not in favor of the AM/PM Model due to the loss of instructional time. This resulted in the 50% Full Day Model she is presenting.

Suzanne reviewed her power point by providing what the return to 80-minute class schedule would look like again dividing the alphabet in half for the in-person and remote breakdown. She also broke down what an individual student schedule would look like. She continued her presentation with what this will look like in practice for the teachers and ended with what this will look like in practice for students.

Suzanne went on to explain that they are planning on juniors and seniors having an open campus for their lunch time with parent permission. This would be an hour and would allow for students to leave for lunch. She has spoken with both Doris and Lisa for their input to this model and that they will be able to accommodate.

Suzanne asked the Board if they had any questions.

The Board asked what the possible make up of a class could look like, would this model provide for material coverage, if there is flexibility if quarantine is needed, if the March 8th date is a possibility and how would the school communicate this information so that a timely response is generated. There was a question pertaining to lab work and whether the same lab would be repeated the next day or if a different lab would be done, and additional clarification surrounding lunch and mask removal concerns and what the flexibility would be for those that did not want to remove their masks. Will targeted learners still be allowed the access to the building as needed with other students coming in and also how this was affecting the vocational students that attend other school.

Suzanne and Dr. Morse were able to provide the answers to all of the Board inquiries and with no further questions a motion was made.

Al Howland made a motion to approve the 50% Full Day Model, 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

The Board asked a few clarifying questions pertaining to the model.

Dr. Morse stated at this time the only change to an existing model is that he asked both David and Misty to investigate a full day model for first grade

Preparation for Communication Workshop

Dr. Morse suggested that we follow the same format as other workshops by the Board sending their questions to Wendy and then Tom, Michael and he will structure the workshop as effective as possible. He asked if questions could be submitted by this Friday at the latest.

The Board discussed Schoology and if there would be an opportunity to play around with the program prior to the workshop.

Dr. Morse stated that he could get Janet Martel and Celeste Best to help walk through it.

A.   Finance Committee Update:

Al Howland update the Board on the latest from the Finance Committee. He began by stating two questions. How much these model costs and where the money was coming from. The $173K came from the subline. He went on to state that we are on track for the $400K obligated to the towns. The Bond came in lower and we had the health insurance refund.

One area that we were unaware of was the additional need for network hardware and equipment for the new middle school. Additionally, a fiber optic cable will need to be run from the middle school to the service building. The cost was not built into the original specs. The ERate bid is out there now and will come back in March to the Board for approval.

The Board asked why this was not included and if we could use the contingency fund.

Dr. Morse stated that this was not part of the building construction and that we have a list of items that the contingency fund can be used for and that he can share this list with the Board. An example of items on the list is to purchase playground equipment.

There was no additional discussion and at this point (9:02 PM) Tom Newkirk called a five-minute recess.

The meeting resumed at 9:07 PM.

D. Business Administrator: None
E. Student Representative Report:

Megan stated they have concluded the second semester and that it went as good as it could have. She reported out the camera usage by students has increased and that the teachers have encouraged this and students are more comfortable doing this. She went on to state that the school has been actively working on scheduling outdoor events such as skating parties, sledding days, and snowshoeing events in an effort to try to increase students' times together. She reminded all that it is Black History Month and that there are a lot of events and activities planned and that these events are being relayed through the school announcements.

~~Other:~~

VIII. DISCUSSION ITEMS:

Discussion on the Fall of 2021

Dr. Morse stated that a lot a prework needs to begin for fall planning. By then we hope that staff will be vaccinated and that we could have a much different opening to school. Are we designing a system for the fall to include a remote option and if so, we would have to identify staff needs for that option. Brian Cisneros stated that this is 7 months away and a lot can happen between then and now. Kids have been out so long, and we have kids in crisis and the way to find that out is face to face contact with teachers. We need some normalcy.

Yusi Turell asked about families with higher risks. What other decisions need to be made. What are the if nots to be decided by August 1st?

Dr Morse stated that if we plan for a remote option it would mean back to one teacher for some subjects. If we are able to bring in the vast majority of students, we would have to define what that would look like. Structing for the fall begins now with the wisest course being preparing for some level of remote, prepare a hybrid model with VLACS. Core classes at school, non-core classes with VLACS.

Tom Newkirk asked what process we would follow.

Denise Day asked if the high school model is successful, could we use the same model for all.

February 3, 2021

Dan Klein stated that this is a difficult decision for the Board to make and we don't have the option of have this conversation outside of a meeting. We are following the CDC guidelines and watching how things are trending. Everything discussed is relevant in planning and making decisions.

Michael Williams stated that the goal for fall would be to have everyone in. Take conservative option and plan framework to include in-person to remote and bring back to the Board in May and then provide direction in June.

Dr. Morse clarified with the Board that the smartest course would be to plan some remote and how to achieve that at each level and provide the framework and solutions. He will move forward with the guidance that the Board has given him.

Consideration of Acquiring Bleachers for Senior Graduation

Dr. Morse began this conversation with a review of what transpired last year for the high school graduation. It was a successful graduation that lasted 8 hours. We can have a different experience for our graduating class this year if we acquire bleachers for an outside graduation on our field. He went on to state that Suzanne has made inquires for renting tents and that as in the past these are expensive and not large enough to accommodate the number of participants. He is bringing back the proposal that is currently in the CIP for 1000 seat bleachers. He sat with Sue Caswell, Jim Rozycki and Todd and identified resources in the existing budget that would allow the purchase of these bleachers for this year's graduation. If the Board is agreeable to this proposal, this would need to be approved tonight so that a purchase order can be processed and allow for enough time for delivery and set up.

Al Howland asked if there was still a limited number for maximum capacity of people at an event.

Tom Newkirk asked where the funds could be pulled from and reminded all that earlier in the meeting there was an additional funding request for $170K for networking at the new middle school and that there is a lot of uncertainty in the current budget including the Barrington tuition issue.

Dan Klein verified that the cost was closer to $190K and also questioned if the permitting process would be in time.

Megan Deane stated that she just looked up the capacity limit for an outdoor event and that she could not find any restrictions listed.

Michael Williams stated that this could be a hugh positive to offer the Class of 2021.

Dr. Morse stated that they would not be purchasing the press box at this time, they could fund raise for that at a later date.

Brain Cisneros asked if we could dedicate the bleachers to the Class of 2021.

Al Howland made a motion to approve the purchase of the bleachers, 2nd by Michael Williams. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Discussion to dedicated to both the class of 2020 and 2021.

Brian Cisneros made a motion to dedicate the bleachers to the class of 2020 and 2021, 2nd by Denise Day. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Tabled Motion from January 20, 2021 Board Meeting

Brian Cisneros stated that since the motion below from the last meeting was resolved he is withdrawing his motion.

Brian amended his motion to add state a week from Monday, Monday through Friday, unless excused by an already established accommodation such as FFCRA, FMLA, or ADA or exposed.

IX. ACTIONS

A. Superintendent Actions: None
B. Board Action Items:
Discussion:

Approval of ORMS Maternity Leave of Absence

Denise Day made a motion to approve the ORMS Maternity Leave of Absence, 2nd by Yusi Turell. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

X. SCHOOL BOARD COMMITTEE UPDATES:

A.   Manifests Reviewed and Approved by Manifest Committee:

Denise Day and Dan Klein reviewed the manifests.
Payroll Manifest: #16 $1,340,891.63
Vendor Manifest #17 $935,517.90

Denise Day informed the Board that the Long-Range Planning Committee is meeting remotely on Monday and are moving forward with developing a report. She stated that there are some openings on the committee and know that one of them is a Durham position and encourage anyone willing to be on the committee to contact her.

Tom Newkirk suggested that she look at some of the candidates that ran for the open one-year position.

Dan Klein reported out on his meeting with the NHSBA Delegate committee regarding the OR proposal and that it did not pass. He also stated that there was a challenge on the firearms proposal from last year. He briefly outlined both scenarios for the Board.

Brian Cisneros spoke briefly about SB198 and as a Board we should keep on top of this.

Yusi Turell reported out on the concurrent committee. She stated that they meet every Monday and outlined all that has taken place and that a draft report is being written and will be reviewed at their next meeting on February 8.

Dr. Morse spoke briefly pertaining to the Racism policy ACA that he and a small group are working on revising and will go before the policy committee at their meeting on February 11. He stated that this has been an amazing group of individuals that he is working with.

I. PUBLIC COMMENTS:

Jill Piparo stated that after hearing the outcome on the HS Model and the Bleachers she was happy. She asked if a modified version of the HS Model could be done for the middle school.

XII. CLOSING ACTIONS:

  A. Future Meeting Date: 2/10/21 – Board Workshop – 6:00 PM ORHS Auditorium
                                         2/17/21 – Regular Board Meeting – 7:00 PM ORHS Auditorium
                                         2/23/21 – Candidates Night – 7:00 PM ORHS.

There was a brief discussion surrounding Candidates Night and its format. Dr. Morse stated that we are working on this and will get back to the Board with updates.

XIII. NON-PUBLIC SESSION RSA 91-A:3 II C

- Superintendent Evaluation

    NON-MEETING SESSION: RSA 91-A:2 {If needed}

Michael Williams moved to enter into nonpublic session at 10:09 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, **2nd by Brian Cisneros. Upon roll call vote, the motion passed 7-0.**

Chair Newkirk declared the School Board back in public session at 11:10 PM.

IV. ADJOURNMENT:

Michael Williams moved to adjourn the meeting at 11:10 PM, 2nd by Dan Klein. The motion passed with a vote of 7-0.

Respectfully Submitted,
Wendy L. DiFruscio
Executive Assistant to Superintendent of Schools

Oyster River Cooperative School Board

February 3, 2021 Meeting

Michael Williams moved to enter into nonpublic session at 10:09 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, **2nd by Brian Cisneros. Upon roll call vote, the motion passed 7-0.**

School Board Attendees: Administrators Present:
Tom Newkirk
Denise Day
Michael Williams
Dan Klein
Brian Cisneros
Allan Howland
Yusi Turell

10:10 PM – nonpublic session began.

The School Board discussed the Superintendent's annual evaluation.

There were no motions during nonpublic session.

Chair Newkirk declared the School Board back in public session at 11:10 pm.

Michael Williams moved to adjourn the meeting at 11:10 PM, 2nd by Dan Klein. The motion passed with a vote of 7-0.

Submitted by Michael Williams
School Board Vice-Chair

<div align="center">

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

INTEROFFICE MEMORANDUM

</div>

TO: School Board
FROM: Todd Allen, Asst. Superintendent
DATE: February 12, 2021

RE: STAR Data

Winter Star Assessment testing for grades 2-9 has just been completed. Mid-year assessments provide educators an opportunity to chart student growth and to make adjustment in programming to meet student needs. This process has gotten heightened attention due to the impact of the pandemic and questions have been raised about how our students are performing academically during this challenging time.

Last month, fall Star data and SAT scores were shared with the Board. At that time, a Board member asked if we had detected any difference in performance between in-person and remote students. With the availability of winter Star scores, we can now disaggregate the data to compare growth between these two groups at Mast Way and Moharimet. It should be noted that this comparison is only possible in grades 2-4 as class groupings at these levels are divided into distinct in-person and remote classes and take the Star Assessment. Groupings are far too fluid in the middle and high school level to make this same comparison.

To provide context the chart below shows Star Scores at Mast Way and Moharimet over the last 3 years for the fall, winter and spring assessment in both math and reading. As you can see there is a general pattern of growth at both schools over the course of a school year. For the 2020-2021 school year (the last two columns) you can see higher than average growth from the fall to winter assessment on both math and reading tests. It should be noted that participation in Star has been down due to the pandemic. In a normal year we have 95-99% participation. This year the participation rate is 85-90%.

<div align="center">

Mast Way and Moharimet Star Data 2018 to 2021

</div>

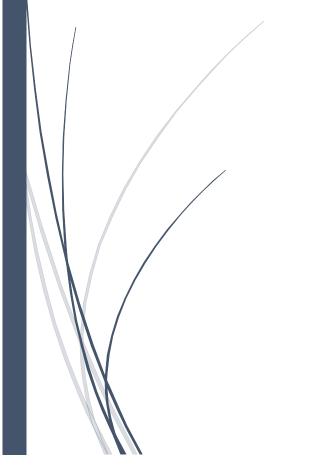|		2018-19 School Year			2019-20 School Year		2020-21 School Year	
School	Test	Fall 18	Winter 19	Spring 19	Fall 19	Winter 20	Fall 20	Winter 21
Mast Way	Math % Prof	67	73	75	72	75	68	77
	Reading % Prof	59	69	70	65	65	65	75
Moharimet	Math % Prof	64	74	77	68	73	65	74
	Reading % Prof	56	71	71	67	68	64	74

The chart below shows the comparison between in-person students and remote students. There is very little statistical difference between the two groups. It should be noted that class groups are not balanced heterogeneously due to pandemic planning. In a normal year, students are assigned class groups with a normal distribution of academic strengths and areas for growth. This year students were assigned class groups based on parental selections of in-person vs. remote.

Star Comparison of In-person vs. Remote Instruction 2020-21

School	Instructional Mode	Fall Math % Prof	Winter Math % Prof	Fall Reading % Prof	Winter Reading % Prof
Mast Way	In-person	72	78	65	75
	Remote	66	74	68	80
Moharimet	In-person	65	75	64	73
	Remote	72	74	72	78

Based on this limited set of Star data students are making good progress regardless of instructional mode in both math and reading in grades 2-4.

Concurrent Teaching and Learning/ Blended Learning Opportunities

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

DURHAM · MADBURY · LEE

1954

In recognition and appreciation for all their hard work.

Committee Members:

Todd Allen	Jim Morse
Jon Bromley	Janet Martel
Sara Cathey	Darren Scopel
Brian Cisneros	Carla Wiles-Stasko
Doug Hoff	Yusi Turell
Allison Jumper	Laura Vittorioso

TABLE OF CONTENTS:

Description of Process

The committee met weekly for six weeks (January 4 to February 8) and worked intensively between meetings to learn from educators in other districts who had concurrent teaching experience.

- **Interviews** with 27 teachers and 6 administrators, representing 15 districts across 6 states. (See interview guide, below.)

- **Virtual Roundtable** on January 26 with 23 participants, including 11 educators we hadn't interviewed previously, and 3 new districts represented. (See roundtable agenda, below.)

- **Classroom observations** of 3 elementary teachers and 1 middle school teacher teaching concurrently.

- **Brief survey** of Oyster River residents with concurrent teaching experience. There were 27 respondents, of which 17 were PK-12 teachers whom we then invited to the Virtual Roundtable.

- **Internal feasibility assessments** in technology, privacy, and safety.

- **Review of online training resources** developed by administrators and consultants nationally.

School Board Charge of the Committee

Research other districts' experiences with concurrent teaching and to conduct a feasibility study for ORCSD - including technology platforms, instructional strategies, support for teachers and students, and possible models for voluntary implementation by individual teachers. The working group will present its findings to the Board on February 3, 2021. The Superintendent will invite the Guild to nominate members to the working group, which will also include parents, administration, and Board members.

Executive Summary: Concurrent Teaching & Learning is Blended Learning

When the ORCSD School Board 'charged' the committee to investigate Concurrent Teaching and Learning it was assumed that teaching students who are in class at the same time as teaching students who are remote was the only definition of concurrent teaching. It was an easy definition to understand, however as we learned from numerous practitioners on our committee, from interviews of teachers and administrators far and wide, from a panel discussion of teachers and direct observations, this initial definition was too limiting and did not reflect actual practice.

We learned that effective practice involves determining student need and adjusting teaching practice to meet that need, that there is no one-size fits all approach to concurrent learning. We learned that the content being taught, and the progress of students informs teacher decision making. Content that requires more hands-on student engagement (Art, Science & STEM) will be approached differently than content that is less hands-on (English, Social Studies & Math). The needs of students vary therefore, delivery methods are adjusted to meet those needs.

We learned that "best" teaching practices apply whether students are physically present or remote, even when students are blended in one class period. However, every teacher interviewed agreed to one overarching reality, teaching to both groups concurrently is more difficult than teaching a class where every student is in person or every student is remote. The reality of concurrent teaching is that lessons need to be designed and thought through carefully and adjusted to meet the needs of the students. Developing engaging lessons is always important but critical for students who are remote. The teacher must consciously build in interactivity to promote engagement, and accountability measures to ensure all students are progressing.

Our work "blew-up" the stereotype of concurrent learning being just one approach of 100% of the remote students and 100% of the in-school students being taught 100% of the time. This is not the reality when all students are present and not the reality when students are blended in the same class period. We learned that there are as many different approaches to concurrent learning as there are student needs. We started using the term "blended" learning to describe the myriad of ways teachers choose to instruct their students.

The committee concluded that what we were seeing was teachers had developed a toolbox of choices they applied given the needs of their students and the content they taught. The only thing linking these approaches was that students, remote or in-person, were assigned to their scheduled teacher at a common time. Teachers then made instructional decisions that made sense to their students and their content.

Technology is critical to remote learning and no matter how robust technology will fail. Why? User error, software failure, hardware damage, systems failures, and/or the companies that host our cloud-based programming crashes or internet failure or something as simple as power outages will shut down our ability to support staff and students. Any form of video uses an immense amount of broadband, so the District needs to have a robust backbone. Internet speed at home can have a huge impact on the quality of instruction in a child's home so families need to prepare accordingly. Depending on the teacher's lesson design, the universal use of laptops for video conferencing and sharing content could be an essential part of planning for concurrent teaching and learning. However, devices used do not need to be expensive or "state of the art". We learned a second monitor and headphones are critical, in addition to the desktop, smart boards/smart LCD projectors and laptops already provided Oyster River teachers.

We also learned the limitations of technology. The camera focused on the teacher can limit the teaching style to "sage on the stage", or a lecture style format. This was confirmed through observation and discussion. We learned teachers work very hard to break through this limitation using a variety of instructional strategies. The reality is the camera only sees what it is directed to see, unlike the human eye that can encompass a broad field of vision. Remote students are limited via the camera lens. Audio too becomes critical to this effort. Teachers need headsets so they can hear remote students clearly.

Finally, we learned providing time for teachers for professional development is critical to the success. Teachers are by nature curious and feed off the creative energy of peers. To ensure that this model of blended learning is successful, we need to provide high quality professional development opportunities. The very teachers who participated in our interviews and panel discussions would serve as effective mentors for our teachers.

Students feel a strong sense of competence.
- Focus on competencies, with goal of fewer standards.
- Assure universal access to tools and resources.
- Assure that technology expectations are taught before content to ensure success.
- Design lessons around high standards that can be met by all.

Students have a strong sense of belonging.
- Encourage participation in office hours by promoting benefits and utilizing teacher invitations.
- Regular counseling check-in with staff and students
- Use service clubs to support younger learners.
- Implementing the comprehensive counseling program/advisory program (teaching students about self-advocacy, how to access supports, developing executive function skills)
- Inclusive instructional practices for all learners
- Being aware of culture and interactions

Students (and teachers) have autonomy.
- Provide voluminous student reading opportunities.
- Think of reading opportunities beyond the classics (linking students into library, reading groups).
- Utilize resources to engage students on asynchronous days/blocks (flipped lessons, question of the day, study sessions/groups, peer tutoring Senior to Freshman, High School to Middle School, enrichment activities, counseling programming, teachers greet asynchronous students).
- Inclusive instructional practices for all learners
- Inclusive curriculum (diversity and decolonization)

Learning should be deeply engaging.
- Encourage projects, themes, and multi-day lessons.
- Use audio/visual to support asynchronous work and learning (ex. Audio directions/video to support).
- Create more hands-on options to be done on asynchronous days.
- Tap into student, small groups, and class interests to motivate (using break out rooms and assigning groups for asynchronous work if can be done safely).
- Multi-modal communication
- Varied and reinforcing modalities
- Personal Connections, building rapport

Learning is relevant.
- Make sure asynchronous connects to synchronous.
- Talk openly about strategies and habits of learning.
- Recognize a variety of readings, options for accessing text (accessibility).
- Encourage self-chosen readings.

Learning is safe and joyful.
- Make content accessible to accommodate learners.
- Accommodations should level the playing field for instruction and assessment.

- Building a culture and learning the skills and strategies that they can learn to adapt and adopt to the culture (being aware of how you grow a building culture and being a part of that process)
- Provide choice to students (study, texts, empowerment, self-awareness in learning, how to engage and how to demonstrate learning).

Teachers are supported and have time for collaboration.
- Make sure the teachers have the technology skills necessary to support students.
- Assure resources are readily available to staff and students.
- Provide time for professional development regarding recommendations and for staff to have these conversations to learn from one another.
- Integrate cross curricular content, collaborate more across content areas.
- Remember that best practices in the in-person classroom are also best practices when remote.

Educational Vision of the ORCSD

The Oyster River Cooperative School District is a place where students, parents, staff and community members work together to foster a life-long passion for learning and to engage all students in developing the skills and knowledge they need to further their education, participate as citizens, succeed in the workplace, live healthy lives, and to thrive in the world.

In the ORCSD, students, teachers and community members take pride in our schools and understand each of us has a role to play in ensuring their success.

Members of the ORCSD education community all work together to create safe, stimulating learning environments where all students are challenged and excited by the opportunities to learn, where students and teachers alike feel it is safe to take creative risks, and where every member of our community is known and valued.

An Oyster River education places a high priority on transferable skills like reading, writing, problem-solving, collaborating, and creative thinking. OR educators believe that students who can read, write, think, and create will be ready for whatever comes next in their lives. Throughout their time in the ORCSD students are regularly challenged to read deeply, write about what is important to them, solve complex problems and find creative ways to express themselves. These core elements have been and always will be vital components of the Oyster River educational experience.

During their time in the ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world.

Given the adopted vision of the ORCSD, does concurrent teaching as an instructional strategy fit into this vision as we adapt to the forced structural changes brought about by the pandemic?

Three Types of Teaching and Learning

The consensus of practitioners believes the most effective teaching model for the PK-12 student population is with their teacher on a daily basis in the classroom. This traditional model allows for rich teacher-student dialogue, allows teachers to make adjustments in-the-moment, and for real time assessment of progress. The traditional model best provides the opportunity to assist struggling students in the moment and the time to push eager students further.

Remote teaching and learning have shortcomings. It is not always as efficient in gauging student progress or interest and by its nature, is not as flexible in the moment. The screen interferes with monitoring real time student progress and excessive screen time hurts the eyes. Technology can be a hindrance to teaching when it fails.

Blended learning attempts to bridge the gap between traditional in-person learning and remote learning. To be done well requires more time to prepare and the need to combine the best aspects of both remote and in-person learning. Blended learning provides teachers the option of managing their time with their students more efficiently. Teachers control the time they are directly interacting with students, they control their class period, and they control how their lesson is structured to meet student needs. The instructional plan for each day must be designed to flexibly meet the needs of all learners in the class.

Three types of teaching and learning must be accounted for in a blended environment. To succeed in this model a teacher must plan for students who are in-person at any given time, students who are learning remotely at any given time and for students who have an exclusively remote program. All students in the class must have equitable access to the curriculum and blended learning gives teachers the most discretion in determining how best to meet this goal.

What is concurrent teaching?

Put simply, concurrent teaching is the act of teaching students that are in-person and remote within the same class period. Concurrent teaching is an instructional strategy that should be thought of as part of a vast "toolbox" of methods a teacher has at their disposal to support student learning in their classroom.

Teachers always adjust their practice to meet the diverse needs of their students. All students demonstrate varying levels of strength and potential areas for growth. The job of the teacher is to identify the needs of their students and then utilize varying instructional strategies to meet those needs. Regardless of the model of instruction being implemented, student needs are always at the forefront.

Teachers are always making spontaneous decisions to support their students. In the pandemic the range of student needs has become wider, because teachers are not in the same classroom as their students. In addition to the normal range of student needs the move to hybrid instructional models adopted to address the pandemic require teachers to also address the needs of three distinct sub-groups of learners. In the hybrid world as a teacher plans for instruction they must address the needs of learners that are in-person on any given day, the needs of those learners that are remote on any given day, and the needs of those learners that are fully remote every day. This environment challenges teachers to make every lesson plan flexible enough to meet the needs of students in all settings.

During the pandemic new terminology to describe teaching and learning have developed. Two terms that are particularly relevant to the concurrent teaching and learning discussion are synchronous and asynchronous learning. Synchronous learning means that the student is engaged in the course content at the same time the teacher is providing instruction. Synchronous learning is done as an in-person experience or remotely via technology. To learn asynchronously means that the student is engaged in the content of the course in an independent manner at a time separate from the teacher. For asynchronous instruction to work effectively adequate instruction, resources and support must be provided ahead of time to help ensure the student can access the lesson and can complete it successfully.

Although the terms synchronous and asynchronous learning are relatively new, the concepts are not. The idea of a teacher providing direct instruction which leads to students engaging in independent work have been around for as long as there have been schools. Educators are very comfortable with providing direct

instruction or mini lessons that provide the structure to allow students to be successful with independent work. The concept of concurrent teaching challenges educators to think on a continuum from synchronous to asynchronous teaching while simultaneously addressing the needs of the in-person learner and remote learner. The course content and philosophy of instruction does not change but the mode of instructional delivery must be more flexible to accommodate the wider range of learner needs created in the concurrent learning environment.

During the pandemic, the Oyster River District has committed to strengthening our capacity to provide remote instruction. Early in the pandemic, it was recognized that teachers may be asked to pivot from in-person to remote instruction suddenly and they needed the training to develop the skills and be provided the tools to do so. As a result, the technology is in place and teachers across the Oyster River District have developed significant tech skills that aid in better meeting student needs in the remote environment. The next challenge for district educators is to blend the traditional in-person instructional methods with newly developed remote methods to create a classroom environment that can better meet the needs of our learners, both remote and in-person, in an equitable manner during the pandemic and beyond.

What are the Characteristics of Teaching in a Concurrent or Blended Approach?
- Teachers have the autonomy to choose instructional strategies.
- Teachers create balance of equity between students in class and those that are remote.
- Teachers form meaningful connections for all students, especially true and more difficult to do with remote students.
- Teachers need to carefully construct lessons that engage remote learners as well as those in-person.
- Teachers will need to be provided time to collaborate.
- Teachers will need to adjust instructional strategies to meet the needs of both remote and in-person students.
- Teachers will need to offer meaningful choice options for students to demonstrate knowledge.

What are the Characteristics of Learning in a Concurrent or Blended Classroom?
- Students will adhere to proper etiquette when using technology.
- Students are expected to turn on their cameras when interacting with their teachers or fellow students to encourage a sense of belonging.
- Students will have access to support necessary to succeed.
- Students will be provided all resources needed to complete assignments.
- Students will be taught the necessary skills to work independently.
- Students will have access to the technology necessary to engage in remote learning.

Blended Teaching & Learning

When students are both in-person and remote, teachers need to carefully plan for both groups, being intentional of how to divide their time more equitably between those who are remote and those who are present. It is important to note that equal instruction does not mean identical instruction. While each student should be held accountable to the same learning outcomes, the way they demonstrate them may require flexibility and a recognition of an individual student's situation.

The move to remote learning required teachers to develop a robust digital classroom. As more teaching is done concurrently, it is helpful if classroom teachers continue to use their digital platform as the primary

method for delivering material to both in-person and remote students. This will help to ensure equal access to lessons and make the class more consistent and easily managed. If the need should arise, it will also make a shift to remote learning much smoother.

Teachers need to find unique ways to keep the teaching learning experience engaging, to move beyond the "sage on the stage"/lecture format that is the stereotype of this model.

Lesson design used in Oyster River is far more interactive and challenges students to grow and think as independent learners. Teachers need to keep the vision of a graduate in the forefront of their lesson design. Teachers should consider multi-day, multi-media, and choice options as part of their lesson design. They could develop a 'playlist' for students where they can choose how to demonstrate knowledge beyond traditional tests, quizzes, and reports. Special consideration should be placed on what the teacher needs to present and what students can do independently of the teacher.

Plan for Technology Failure

As noted earlier, technology failure is inevitable. A lesson can succeed or fail based upon something as rudimentary as how well the audio is working. It is important to have lesson design back-up when failures do occur, regardless of the reason. Teacher practitioners can use ideas like creating audio-visual back-ups, rotate having students keep class notes and post them, use Schoology to organize and provide the learning management resources, and keep a routine that is predictable and reliable. Technology can both enhance and detract from the learning experience. Keep it simple, avoid the 'latest and the greatest' and have teachers and students master a limited number of apps or programs.

Professional Development

Professional Development time is essential for teachers to learn from other teachers, to feel confident in their instructional decisions, and to have the greatest impact on their students. The concurrent learning approach will require time for teachers to learn new technology skills, to collaborate with colleagues on curriculum design and to engage in professional learning around creating a blended classroom. While the pedagogy does not change in a concurrent model it must be acknowledged that the delivery of content must change, and the only solution is to commit to the time needed for professional dialogue and growth. At least one-half of every Wednesday should be set aside for teachers to learn and grow together.

IDEA (Special Education), Section 504, and FERPA

Special educators, related service providers, and paraeducators have a unique role in student learning. They instruct and support the students on their caseload and the teacher serving those students. They help build the bridge through accommodation by helping teachers make learning accessible to all. The teachers often have unique service schedules for their students that may or may not lend themselves to a blended learning model. In addition to classroom support, special education staff also have instructional responsibilities ordered in a student's IEP. The special educator, related service provider, paraeducator, and the teacher will make the best decisions possible to ensure student progress. In addition, all educators must be aware of the federal requirements of FAPE (Free and Appropriate Public Education), Section 504, and FERPA (Family Educational Rights and Privacy Act) and be especially conscientious not to violate these federal laws. It is important, as stated in the IDEA and in FERPA that every student's personally identifiable information, data, and record that is collected, maintained, or used is protected. Students' personal characteristics should not be able to be identified and the district provides assurances (required by the US Department of Education and the NH Department of Education) that we will ensure to protect the confidentiality of personally identifiable information, data,

and records. Any violation of the IDEA or FERPA will have consequences for the school district. While this should not deter educators from implementing a concurrent or blended instructional methodology, it is important all educators are trained and aware of the direct and indirect ways personally identifiable information, data or records could be compromised. Educators should pay special consideration to School Board Policies JRA-E and JRB.

As with remote instruction and learning, students with disabilities (through the IDEA or Section 504) have access to the necessary supports, services, and accommodations as agreed upon in their IEP or 504 plans. Dual learning methodologies may be very difficult for a student with a disability and the IEP or Section 504 team should be aware of the barriers that may impact a student's access to the general education curriculum. Additional co-planning is needed to appropriately address a student's learning needs across environments and instructional delivery models.

Required Technology Needs

Although there all kinds of super expensive and cool devices that could be used to support blended learning, they are not necessary. Essential recommendations from the field include a second monitor, blue-tooth headset and microphone for the teacher. The most essential component is robust broadband. Video is a huge drain on any network. Depending on teacher decisions related to their classroom, broadband capacity needs to be monitored carefully by the IT department.

Major Findings

Teacher Choice

As noted, best teaching practices apply regardless of whether students are in person, remote or in a concurrent/blended class period. How a teacher builds their lesson, based on their content and their students' needs is critical to the success of every learner and those decisions are exclusively for the teachers to make. How much time in a lesson is done concurrently or separately on any given day is completely at the discretion of the teacher. The teacher chooses the best practice for their students with the only goal being student success. Examples include, but are not limited to:

- A teacher chooses to present a lesson to both the children in the classroom and the children at home at the same time.
- A teacher chooses to meet and greet both groups together, then break them apart for specific directions.
- A teacher chooses to divide their time exactly in half teaching the in-school group separately from the remote group.
- A teacher chooses to break the class into small groups. Blending the remote students with the in-school students so that they are interacting with one another.
- A teacher chooses to offer a question-and-answer period in the middle of the class with both groups blended.
- A teacher could point their camera at the smartboard, rather than themselves, allowing the students to focus in on the lesson design and hear the lesson.

Teachers will develop lessons that enhance student learning opportunities and fit their specific content and curriculum. As an example, a math teacher may use different instructional practice than the art teacher.

Teachers will learn through experience to be creative and will learn from each other, resulting in limitless options for blended learning. The point being the teacher chooses how to structure their classroom experience.

Feasibility

Concurrent Teaching and learning or a blended student model is feasible at the high school given the proposed new A/B schedule based upon the alphabet. The proposed high school model keeps teaching periods whole, which is necessary to blend students who are remote with those who choose to be in-person.

The model requires teachers to plan for two distinct groups at the same time, requiring them to think through the needs of their students differently, yet teach them within the same class period. Teachers will need to make such decisions based upon the content taught and the needs of their students. The teacher will decide when and how to blend the students together independent of any outside pressure, no different than would be done if all students were attending simultaneously. No one knows the academic needs of their students better than the classroom teacher.

Teachers and students will need to adjust technology etiquette to ensure interactivity, accountability and to account for the inevitable failure of technology. Suggestions by teachers who participated in this report include having all students place questions in the chat function so everyone can see what's being asked, having the teacher repeat each question so it can be heard clearly, having students turn on their cameras during class or group discussions, providing choice to students on how to demonstrate mastery, having a rotating class note taker the students can review if technology fails for a student, class or the system crashes.

Minimal technology is required to implement this model. The District already has a robust broadband connection. However, the District should monitor how the inevitable heavy use of video impacts broadband. There may be a need to increase broadband capacity. Since teachers already are provided laptops and classroom desktops and most have smartboards, few additional hardware requirements are needed- a second monitor and a teacher headset meet the needs of most teachers. Supplemental hardware such as inexpensive ear headphones for students or document cameras could be added if needed.

Teachers who choose to teach using a blended student model will need professional development, perhaps by some of the teachers who participated in this investigation, on best practices. Teachers will need time to collaborate and share ideas that work and ideas that do not work. Teachers will need to discuss how best to implement this model so that students are successful. Teachers who currently practice this model talked about the constant demands of meeting the needs of students.

Final Thought

Blended Teaching and Learning is an option that opens more opportunities for teachers to use precious class time more efficiently, but to make teaching and learning effective requires the teacher to make decisions that work for their students and content area.

DISTRICTS OR SCHOOLS REPRESENTED

Norwood HS	Norwood	MA
Robert Adams MS	Holliston	MA
Spofford Pond (Gr 3-6)	Boxford	MA
Greely HS	Cumberland & North Yarmouth	ME
Barrington ES, MS	Barrington	NH
Hampton Academy MS	Hampton	NH
SAU 52	Portsmouth	NH
SAU 61	Farmington	NH
SAU 65	Kearsarge Regional	NH
SAU 67	Bow & Dunbarton	NH
Spaulding HS	Rochester	NH
The Derryfield School	Manchester	NH
Timberlane Regional HS	Plaistow	NH
Winnacunnet HS	Hampton	NH
Ichabod Crane HS	Valatie	NY
Manhasset Secondary	Manhasset	NY
South Grand Prairie HS	Grand Prairie	TX
Peoples Academy HS	Morrisville	VT

INTERVIEW GUIDE

Introduction	• Describe your district/school and its path to concurrent instruction. • What grade/subject(s) do you teach? • What is the student schedule? How long are classes? • *[Optional] What is the district expectation for screen time for in-person and remote students? What is the district expectation for synchronous and asynchronous lessons? Independent work time? (How) does the schedule change if you go fully remote? Has this happened often? YOUR instruction: How many classes? Students? In-person vs. remote?*
Technology	• What technology do you use? • What hardware components? How is it set up? • Audio – how do students in the room hear remote students and vice versa? • Video – do students turn on their cameras? • *[Optional] Platforms and software – what programs do you use to guide your communication and instruction? Have you any access issues related to using the technology either in the classroom or with your remote students? Have students reported difficulty hearing you over their computers when you teach from inside the classroom with a mask? How have you overcome any difficulty like this? All in all, how has the technology set-up worked for you? What recommendations would you make for technology to support a concurrent model?*
Instruction	• Describe how you set up each class. • In utilizing a concurrent method, what have become your most important daily class goals for reaching students during each class period? For example, what habits have you noticed your

	students falling into while using concurrent teaching that you have needed to correct or address? • What have been your improvements under concurrent teaching that have helped you to reach your students more effectively? • *[Optional] How do you your peers engage students in various active learning modes and avoid the "sage on a stage" temptation of live-streaming instruction? How do break-out groups work? Do you partner in-person and remote students, or keep them separate?*
Student experience	• How does the model impact students? Engagement? Performance? • *[Optional] Students in classroom? At home? Special education? Remote teachers with in-person students?*
Planning	• How does concurrent teaching impact planning and instruction for a classroom teacher? • *[Optional] Time needed? Areas of focus? Collaboration with other teachers (in planning or instruction)? How would you compare your workload teaching fully remotely to your workload teaching concurrently?*
Professional development	• What PD did you receive through the school? Seek out on your own? • What were the most effective? Where were there gaps? [Get a copy of best resources!!] • *[Optional] All in all, what PD is most beneficial to teachers making the transition to concurrent teaching?*
Personal reflection	• How would you describe your own transition to concurrent instruction? • What is the biggest obstacle that you have encountered with concurrent teaching? • What is the biggest success that you have encountered with concurrent teaching? • *[Optional] Have your strategies and methodologies for utilizing concurrent teaching changed since you began teaching this way? Could you describe what things have changed? Why were these changes necessary (technology, student engagement, difficulty of teaching, etc.)? What are the most basic and essential components involved in effectively teaching your in-person students and your remote students simultaneously? [If they mention it's not sustainable] How long do you think students and teachers can actively engage in concurrent teaching? (sustainable time frame—i.e., weeks, months, etc.) Is there any successful aspect of your implementation of concurrent teaching that you believe is unique to you or your school?*
Final advice to peers	• For teachers who are thinking about bringing a concurrent teaching method into their classes today to use going forward during the pandemic, how would you advise them?

Appendix B: Professional Development Resources for Teachers

Access for teachers to in-time professional development is one of the keys to success with a concurrent model. Below is a list of resources that may be helpful to educators as they make the choice of whether or not to move to a concurrent model of teaching. As stated in the report, the most pressing resource teachers will need to implement concurrent methods is the time to collaborate with colleagues and make curriculum adjustments to better meet student needs. The selection of resources in this section is not comprehensive but is intended to stimulate professional discussion and collaboration.

A reminder to Oyster River educators that there is a Schoology page that was set up last summer to provide teachers with in-time PD modules that support efforts to teach in a pandemic. These modules are accessible to all district educators under School Groups in the group called "Oyster River professional development". Contained within these training modules are short (approx. one-hour) lessons on "Tech Enabled Learning", Instruction, Assessment and more. Topics including Project Based Learning and Blended learning are addressed.

Back to school: What is concurrent teaching?
https://www.mayaconsultingllc.com/blog/2020/8/19/back-to-school-what-is-concurrent-teaching

Optimizing Concurrent Classrooms: Teaching Students in the room and online simultaneously
https://www.forbes.com/sites/tedladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously/?sh=4d39020c3451

Hyflex Course Planning Strategies for High School Teaching and Learning: Consolidating the right questions for crisis and non-crisis times
https://teachingarguments.com/2020/05/19/hyflex-course-planning-strategies-for-high-school-teaching-and-learning-consolidating-the-right-questions-for-crisis-and-non-crisis-times/

Does Teaching Online and In-person Simultaneously Work?
https://www.govtech.com/education/k-12/Does-Teaching-Online-and-In-Person-Simultaneously-Work.html

The Concurrent Classroom: Using Blended Learning Models to Teach Students In-person and Online Simultaneously
https://catlintucker.com/2020/09/concurrent-classroom-blended-learning-models/

Fairfax County, Virginia Public Schools Concurrent Instruction Model
https://www.fcps.edu/return-school/person-instruction-update-small-groups

Four Learning Models that are Working in Remote and Concurrent Classrooms. http://ajjuliani.com/four-learning-models-that-are-working-in-remote-and-concurrent-classrooms-right-now/

ORCSD Virtual Roundtable on Concurrent Teaching
January 26, 2021 – 5:30-7:00pm

5:30 - 5:40 | Introduction and Guiding Questions

5:40 - 6:00 | Breakout Groups #1
>   In your assigned groups, please share the following:
> - Introductions
> - Your district's path to concurrent teaching; summary of the model
> - Briefly, what have been your overall experiences and observations?
> - What factors do you think make for successful (or unsuccessful) concurrent teaching -- and why?
> - Based on your experiences, how would you weigh teaching concurrently against the alternative(s)? (E.g., fully remote, or separate 50% live instruction for in-person and remote groups)

6:00 - 6:20| Report Back & Discussion

6:20 - 6:40 | Breakout Group #2
>   Participants will self-select into the group discussing their topic of greatest interest. One topic will be Professional Development; the other 2 topics will emerge from the previous Discussion.

6:40 - 7:00 | Report Back & Discussion, Close

Overview and Goals
Many educators were thrown into concurrent teaching this year; you were truly "building the plane as you flew it." Drawing from your lived experience and reflections, the objectives of the Roundtable are to:

> 1.   Inform the research of the ORCSD Concurrent Teaching Working Group (see below); and,
> 2.   Provide a forum for you to reflect with fellow educators on opportunities, challenges, and various instructional approaches in concurrent teaching.

Our aim is for 20-25 educators to participate, each of whom has been hand-picked through the working group's outreach. Also present in listening and note-taking capacity are representatives from the ORCSD administration, School Board, Teachers Guild, and parent community on the working group. All participants will receive a copy of discussion notes, for your use this spring.

Concurrent Teaching Working Group
The Concurrent Teaching Working Group of the Oyster River Cooperative School District was established on December 16, 2020 to research other districts' experiences with concurrent teaching and to conduct a feasibility study for ORCSD -- including technology platforms, instructional strategies, support for teachers and students, and possible models for voluntary implementation by individual teachers. The working group will present its findings to the Board on February 17, 2021. Members include administration, teachers with experience in concurrent teaching, parents, Guild representatives, and School Board members.

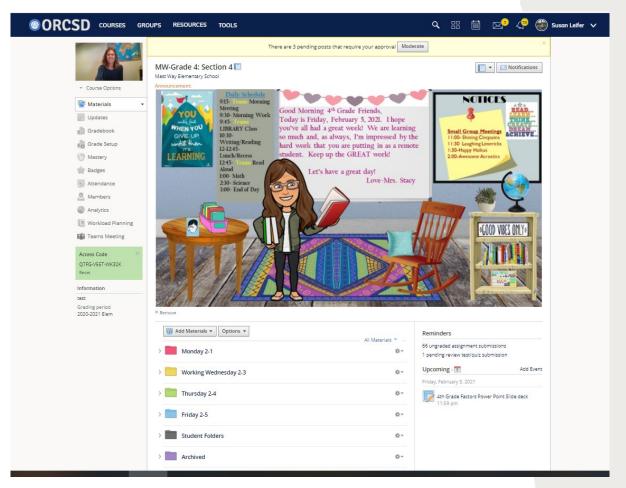# SCHOOLOGY AND COMMUNICATION

ORCSD Digital Learning Specialists

WHAT IS A LEARNING MANAGEMENT SYSTEM?

A virtual organization system for delivering classroom instruction.

SCHOOLOGY IN ELEMENTARY SCHOOL

1st Grade

4th Grade

GROUPS

Student and Parent Help Desk

Mast Way News

By the Bear

These are the Groups currently found in the elementary Schoology platform.

STEP INSIDE OUR GROUPS

MOH By the Bear

Mast Way News

Please click the image to play the video to
take a look at the page. There is no sound.

HOW ARE GROUPS USED?

- All school announcements and events

- District approved fliers

- School and District Newsletters

- Fun Spirit Videos

- Interactive polls

- Reminders

SCHOOLOGY COMMUNICATION

At the elementary level, many parents join on the student's page.

Announcements and notifications within "Course" are used by teachers and students.

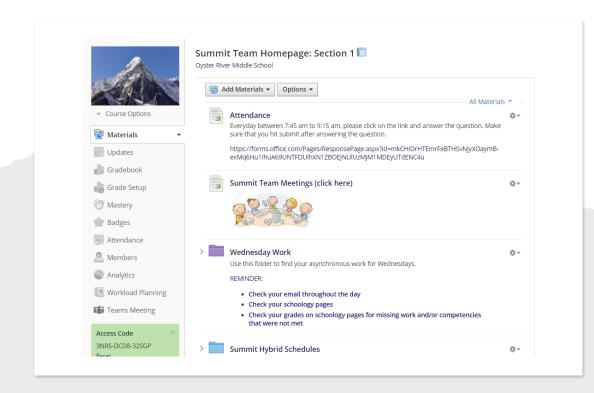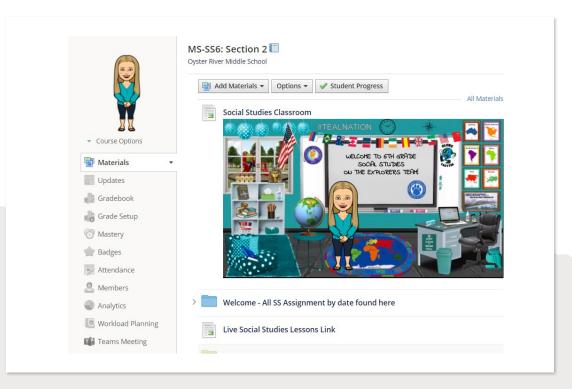Email is still a primary mode of communication when news is student specific.

Notifications can be individually customized by the user.

Groups are currently one-way communication for parents.

Students and staff use Schoology for two-way communication.
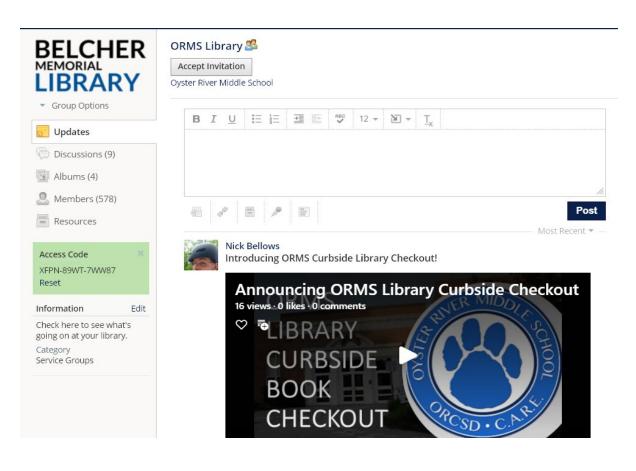
"Resources" house past documents for use later.
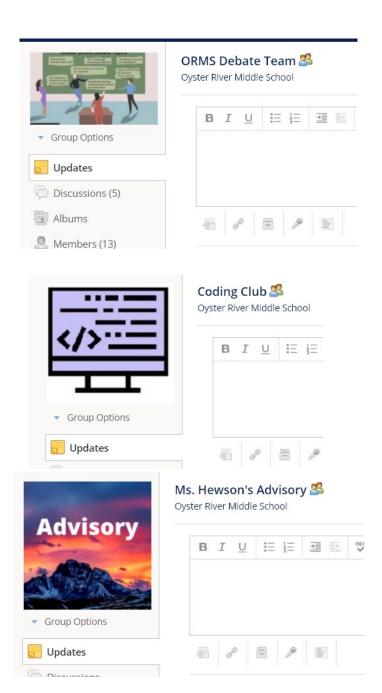
SCHOOLOGY COURSE PAGES IN MIDDLE SCHOOL

- Teacher Course Pages
- Team pages
- Guidance Page

SCHOOLOGY GROUPS AT THE MIDDLE SCHOOL

BELCHER MEMORIAL LIBRARY

▾ Group Options

📙 Updates
💬 Discussions (9)
🖼 Albums (4)
👤 Members (578)
📄 Resources

Access Code ✕
XFPN-89WT-7WW87
Reset

Information Edit
Check here to see what's going on at your library.
Category
Service Groups

ORMS Library 👥
[Accept Invitation]
Oyster River Middle School

| B | I | U | ≡ | ≣ | ≡ | ≡ | ABC | 12 ▾ | ▾ | T |

[Post]
Most Recent ▾

Nick Bellows
Introducing ORMS Curbside Library Checkout!

Announcing ORMS Library Curbside Checkout
16 views · 0 likes · 0 comments
♡

LIBRARY CURBSIDE BOOK CHECKOUT

ORMS Debate Team 👥
Oyster River Middle School

| B | I | U | ≡ | ≣ | ≡ | ≡ |

▾ Group Options

📙 Updates
💬 Discussions (5)
🖼 Albums
👤 Members (13)

Coding Club 👥
Oyster River Middle School

| B | I | U | ≡ | ≣ |

▾ Group Options

📙 Updates

Ms. Hewson's Advisory 👥
Oyster River Middle School

Advisory

| B | I | U | ≡ | ≣ | ≡ | ≡ | ABC |

▾ Group Options

📙 Updates

Discussions

USE OF GROUPS AT THE MIDDLE SCHOOL

Advisors can share information, activities, and discussions with advisees

Clubs share information and events

Parent, staff, and student technology support

Professional development

Communication and resource sharing between teachers

Library resources, information, and events

USING THE SCHOOLOGY GRADE BOOK AT THE MIDDLE SCHOOL

Video: Using the Parent Portal

One stop shopping for student and parents

Schoology provides a rubric to show each standard assessed

Grade report links to assignment

Easier to view grades on individual assignments

Teachers can comment on individual assignments

Parents can access teacher and team pages through the parent portal

Groups allow clubs, advisories, and the library to share information

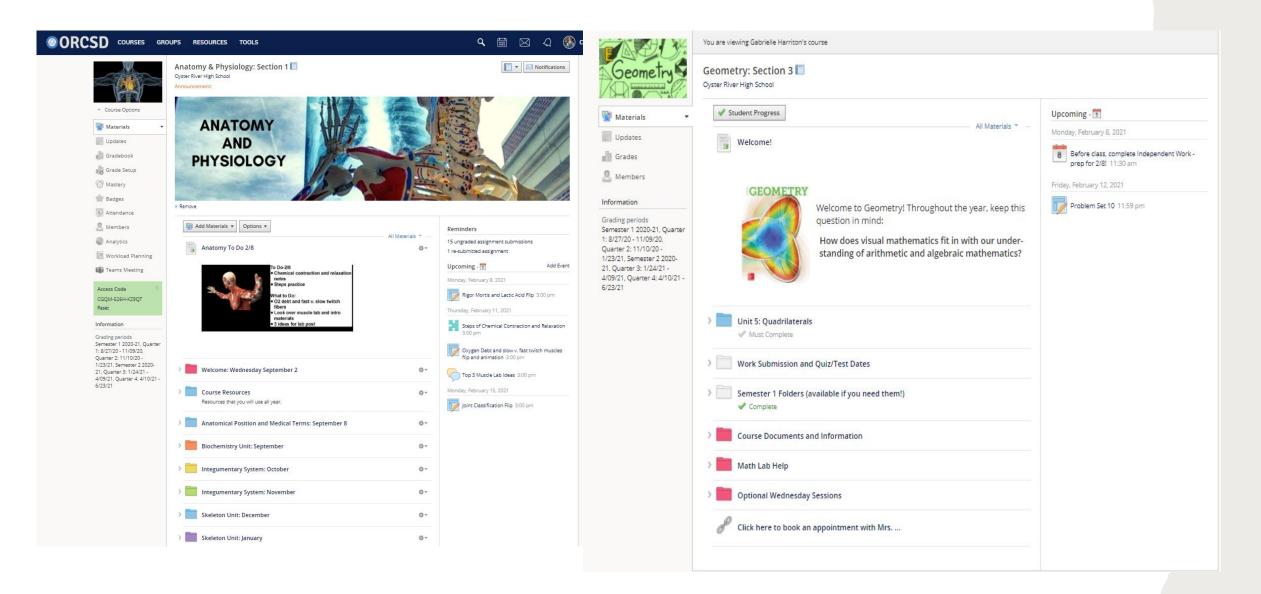Email is still a primary mode of communication when news is student specific.

Notifications can be individually customized by the user.

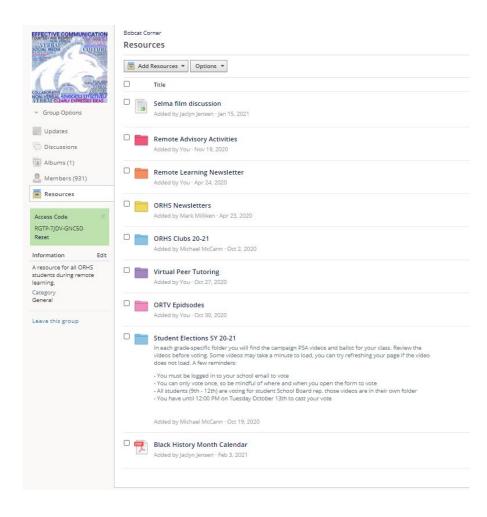Schoology is used to communicate student progress and teacher feedback to both parents and students

Schoology allows classroom teachers to share content with special education staff and service providers

Teachers share educational content and assessments

SCHOOLOGY COMMUNICATION AT MIDDLE SCHOOL

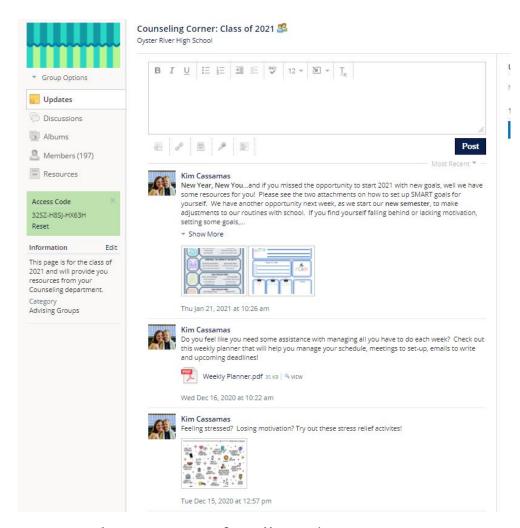# SCHOOLOGY IN HIGH SCHOOL

ORHS GROUPS

Bobcat Corner

Counseling Corner for all grades

HOW ARE GROUPS USED

Resources for students, staff, and parents

Location for frequently used resources (forms, general questions)

Newsletters and Announcements

Job, Scholarship, and Internship Opportunities

SCHOOLOGY COMMUNICATION

Parents can see classroom pages through the Parent Portal. This includes due dates, assignments, and classroom resources.

Announcements and notifications within Courses are used by teachers and students.

Email is still a primary mode of communication when news is student specific.

Notifications can be individually customized by the user.

Parents have access to all information on Group pages that their student belongs to, through the parent portal.

MOVING FORWARD

Increase student communication through Schoology

Consistent usage across schools

Increase parent portal participation

Eventually school calendars will be integrated

Students access through their portal/parents access through their portal

Populate resources for groups (newsletters/forms/calendars)

Populate SEL resources/Outside supports/ links for parents

WEBSITE VS. SCHOOLOGY VS. EMAIL

- Public Facing
- Accessed by anyone
- The information serves a wide audience and is community focused
- Posting legally required information per the Federal Government
- Showcases district
- Basic contact information

- Internal communication – information that is only pertinent to staff, students and parents/guardians.
- Students can safely access materials provided by educators including, but not limited to, assignments, assessments and feedback.
- Closed FERPA compliant platform
- Teacher/Guardian/Parent/Student focused
- Password protected

- Private communication between guardian/student/teacher
- Password protected
- Allows group emails while hiding recipient information
- Allows teachers and parents to organize communication into folders – quick access to historical data.

OYSTER RIVER COOPERATIVE
SCHOOL DISTRICT
FISCAL YEAR 2020-21
FINANCIAL STATUS AS OF: 2/4/21

	Budgeted 2020-2021	Expended 2020-2021	Encumbrances 2020-2021	Amount Remaining 2020-2021
SALARIES:				
Administrator	1,581,903	981,581	613,909	(13,587)
Teacher	17,118,278	7,853,025	9,057,591	207,662
Para	2,188,768	1,040,423	958,793	189,552
Tutor	237,780	120,640	106,220	10,919
Custodian	805,577	451,518	361,881	(7,822)
Secretary	432,117	260,394	175,989	(4,265)
District Hourly	810,269	510,342	327,156	(27,229)
Maintenance	223,841	119,918	74,647	29,276
Drivers	787,650	349,069	268,223	170,357
Misc & Summer	175,383	77,434	36,024	61,925
Subs - Professional	300,377	67,609	62,054	170,715
Subs - Para	37,100	280	0	36,820
Subs - Secretary	6,700	925	0	5,775
O/T	24,500	3,296	0	21,204
Med & Dent Payback	367,725	202,728	162,404	2,593
TOTAL SALARIES	**25,097,969**	**12,039,183**	**12,204,891**	**853,896**
BENEFITS:				
Health Ins	6,238,862	2,664,541	3,190,133	384,188
Dental Ins	159,864	74,836	88,155	(3,127)
Life Ins	66,202	29,659	36,032	510
LTD Ins	55,220	24,683	30,202	335
FICA	1,917,955	881,937	936,715	99,302
Retirement - Non Professional	357,386	214,118	145,861	(2,592)
Retirement - Professional	3,157,052	1,495,637	1,677,886	(16,470)
Annuity	153,280	76,519	84,727	(7,966)
Tuition Reimb	5,000	0	0	5,000
Unemployment Comp	15,000	0	0	15,000
Workers Com	149,211	122,463	0	26,748
TOTAL BENEFITS	**12,275,031**	**5,584,393**	**6,189,710**	**500,928**
ALL OTHER OPERATING EXPENSES:				
Mast Way	266,845	193,565	13,336	59,945
Moharimet	176,331	112,480	10,185	53,666
Middle School	389,711	130,353	37,912	221,446
High School	747,917	312,981	52,271	382,666
District	2,483,752	2,535,391	1,095	(52,733)
Transportation	564,741	344,443	61,037	159,261
Technology	744,804	659,368	244,469	(159,033)
Facilities	2,821,025	1,845,796	518,095	457,134
SPED	1,758,042	1,466,875	417,103	(125,936)
TOTAL OPERATING	**9,953,169**	**7,601,251**	**1,355,502**	**996,416**
GRAND TOTAL	**47,326,169**	**25,224,827**	**19,750,103**	**2,351,239**

Superintendent Communication Charge and Committee Make Up

School Board: February 17, 2021

The charge of the committee is to lay the foundation for a more uniform and user-friendly strategy for communication at all levels of the organization (classroom, building, and district) and to look at communication from the user experience.

The Committee will consist of, but not be limited to, community members with expertise in communications, the superintendent, the assistant superintendent, a building level administrator, the director of technology, a technology integrator and a classroom teacher.

A report will be due the 2nd Board meeting in April.

Policies for
First/Second Read/Adoption/Deletion
SB Meeting of
February 17, 2021

Title	Code
Policies for First Read	
Sustainability Policy	ECFA
Policies for Second Read/Adoption (Unanimous Consent)	
Policies for Deletion/Replacement (Unanimous Consent)	

ENVIRONMENTAL SUSTAINABILITY POLICY

The Oyster River Cooperative School District (ORCSD) ~~strives~~ is committed to reducing our environmental footprint through the education and development of environmental stewardship through sustainable practices. These sustainable practices ~~for environmental sustainability~~ encompass~~ing~~ renewability, substitution, adaptability, interdependence and institutional commitment in the areas of food, energy, transportation, school curriculum, facilities, land use, and community outreach. The ORCSD School Board directs the School District to:

- Use our shared natural resources efficiently and effectively;
- Reuse, reduce, recycle, ~~or~~ repurpose, or refuse the use of energy and waste;
- Promote practices that explicitly demonstrate the importance and connections between health and sustainability;
- Facilitate and increase the awareness that sustainability is affected by social, economic, and cultural elements/factors (e.g. racial injustice, food insecurity, wealth distribution):
- ~~Incorporate effects of environmental impact, societal costs; and~~
- Work ~~only (?)~~ with ~~stakeholders~~ vendors, organizations and individuals who model, promote, and improve the District's sustainable practices; and

- Educate the District on information and practices of sustainable living in order to more effectively present current curricula topics, scientific data, practices, technologies, advocacy, and career opportunities.

Cross Reference: ECFA-R – Environmental Sustainability Policy – Procedure
                             BDF – Advisory Committee to the Board