

**Oyster River Cooperative School District
REGULAR MEETING**

March 7, 2018

OR 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

IV. APPROVAL OF MINUTES

- Motion to approve 02/21/18 regular meeting minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

- A. District**
- B. Board**

VI. DISTRICT REPORTS

- A. Assistant Superintendent/Curriculum & Instruction Report(s)**
- B. Superintendent's Report**
- C. Business Administrator**
- D. Student Senate Report**
- E. Other: Sustainability Committee Report -M. Morrison, J. Bruhn**

VII. DISCUSSION ITEMS

- E-Rate {Josh Olstad}
- Middle School Results on Competencies Survey
- School Board Self – Evaluation
-

VIII. ACTIONS

- A. Superintendent Actions**
- B. Board Action Item**
- Motion to approve E-Rate
- Motion to approve replacement ORHS Boys' Soccer Coach.

IX. SCHOOL BOARD COMMITTEE UPDATES

X. PUBLIC COMMENTS

XI. CLOSING ACTIONS

- A. Future meeting dates:** 03/13/18 – Voting Day
03/21/18 – Regular Meeting – ORHS Library – 7:00 PM
04/04/18 – Regular Meeting - ORHS Library - 7:00 PM

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

- Superintendent Evaluation

NON-MEETING SESSION: RSA 91-A2 I {if needed}

XIII. ADJOURNMENT:

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

**Respectfully submitted,
Superintendent**

**If you require special
communication aids, please
notify us 48 hours in
advance.**

**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: 2015 –2018 |
| • Thomas Newkirk, Chair | Term on Board: 2016 - 2019 |
| • Kenneth Rotner | Term on Board: 2016 - 2019 |
| • Denise Day, Vice-Chair | Term on Board: 2017 - 2020 |
| • Michael Williams | Term on Board: 2017 - 2020 |
| • Allan Howland | Term on Board: 2015 - 2018 |
| • Daniel Klein | Term on Board: 2015 - 2018 |

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.

**Oyster River Cooperative School District
Regular Meeting**

February 21, 2018

ORHS Library

7:00 p.m.

SCHOOL BOARD: Denise Day, Brian Cisneros, Tom Newkirk, Kenny Rotner, Dan Klein, Al Howland, Michael Williams, and Student Representative: H.J. Wilson

ADMINISTRATORS: Sue Caswell, Todd Allen, Superintendent Morse, Catherine Plourde, Suzanne Filippone, and Andy Lathrop

There were 15 members of the public present.

I. CALL TO ORDER: By Tom Newkirk at 7:00 p.m.

APPROVAL OF MANIFESTS:

Payroll Manifest #16: \$908,601.87

Vendor Manifest #17: \$176,799.90

II. APPROVAL OF AGENDA:

Dan Klein moved to add to the agenda a conversation about using the high school as a polling place during voting, 2nd by Al Howland. Motion passed 7-0 with the Student Representative voting in the affirmative.

Kenny Rotner moved to add sports announcements before public comments, 2nd by Denise Day. Motion passed 7-0 with the Student Representative voting in the affirmative.

Andy Lathrop commended Noah Strout for winning the state wrestling championship. He also commended Olivia Colarusso for qualified for NHIAA meet of champions in Alpine Skiing. Congratulations to them.

III. PUBLIC COMMENTS:

Maria Barth from Lee expressed disappointed on the recent vote on football. She respects and acknowledges the science. Maria feels that the Board ignored the science on head trauma with football. The future depends on our actions.

Keith O'Brien of Lee spoke about the cell phone policy review. He appreciates the time and effort of the Board. What is the benefit of the current cell phone policy? And how does that benefit outweigh the risks? Do our children need phones in the classroom to achieve academic success? We as a District need

to answer these questions and make the right decision to ban these phones at the middle school.

Yusi Turrell spoke as a parent of two children in elementary school. She feels that smart phones for the kids would be a distraction in the middle school. She wants to know why the phones are more beneficial than a distraction at the middle school and is asking them to be banned during school hours.

Amy Sterndale of Durham spoke about the cell phone policy review. She feels that the process the District went through when looking at the school start time policy was great and hopes that the same process will be used with cell phones in the schools. Amy would like to see the schools stay as equitable safe sanctuary for children during the day and would like cell phones out of the schools from bell to bell.

Ian Flescher's wife Kathy Collins spoke on his behalf. He is a middle school teacher in Portsmouth where cell phones are not used during the school day. This eliminates the distractions that goes along with them. For children with social anxiety, they don't have their phone, but they can go to the library. He is urging a phone free school day policy. Kathy Collins of Durham thanked Mast Way and Moharimet for participating in Community Reads. There were three sessions that were attended and thoughtfully participated by teachers. She is also in favor of a cell phone ban at the middle school.

Jen Preval has two children in the District feels that public education should be free and equal to all students. If there are students without cell phones, there is inequity and pressure on those students. Jen supports a ban on cell phones at the middle school.

John Pologie has three students in the District. He feels we need a policy that is for both managed devices and personal devices. John feels that we need to build a policy that will grow with technology. The District needs to determine what is acceptable and what is not along with consequences. Boston Public Schools has one policy K-12.

Jon Bromley from Durham spoke and has two children in the District. Increasingly and appropriately the District is focusing on the wellness of students in the District. What is the District's role in helping to shape kids in the focus of technology? We need to treat this cell phone discussion like any

other curriculum discussion. What practices should be enacted in order for children to have the healthiest behavior with technology? How is technology affecting our students on a social and emotional level? He is suggesting to thoughtfully consider what kind of relationship do we want our children to have with technology and plan backwards from there.

IV. APPROVAL OF MINUTES:

Motion to approve the 1/9 Public Hearing: Denise Day moved to approve the minutes of January 9th, 2nd by Al Howland. Motion passed 7-0.

Motion to approve 1/17/18 regular and nonpublic meeting minutes: Brian Cisneros moved to approve the regular minutes of 1/17/18, 2nd by Denise Day.

Revision: January 17th minutes: Page 3 Paragraph two line three insert “unified” before coaches.

Motion passed 7-0 with Student Representative voting in the affirmative.

1/17 Nonpublic Minutes: Al Howland moved to approve the 1/17 nonpublic minutes, 2nd by Brian Cisneros.

Addition: The Board unanimously approved the annual evaluation of Superintendent Morse and directed Tom Newkirk, Denise Day, and Dan Klein to make the final editing change so that the evaluation could be shared with Dr. Morse at the February 21, 2018 meeting.

Motion passed 7-0.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS:

A. District: Suzanne Filippone of the High School announced that on March 21st, PSATs will be held for Sophomores and SATs for the Juniors. The 9th graders will be involved with a wellness fair and grade 12 students will have a Community Service Day.

Last week 36 students and faculty were trained in the Bystander Training Program. This is a high school curriculum violence prevention and healthy relationships program as part of our 10th grade Advisory Program. The training took place at UNH on February 15th and 16th.

Suzanne Filippone is proposing that graduation be held on June 8th. There are 960 required hours for 12th graders and without any further snow days, they will have 996.5 hours completed.

Al Howland moved to have Oyster River Graduation on June 8th, 2nd by Brian Cisneros. Motion passed 6-1 with Michael Williams opposing and the Student Representative voting in the affirmative.

Catherine Plourde, Director of Student Services, reported that the District had an Indicator 11 check: Timeliness of initial evaluations 2016-17 reporting year. They had a 100% compliance level this year for the fourth year in a row.

B. Board:

Denise Day discussed Community Reads. There are lots of activities for students and families. She encouraged everyone to look at their website and to check out some of their activities.

Denise appreciates all the community members who have come out to speak this evening. They have gotten a lot of feedback on the survey that was sent out.

Michael Williams would love to have a sense of where we are headed with the device policy. He would like some more clarity on these discussions.

Kenny Rotner talked about the summer program, Camp Reach. The program has been very popular. Kenny urged parents to keep an eye out for information and sign-ups for this summer program.

Kenny Rotner would be in favor of having a Board table discussion on devices. He would like to see the Policy Committee tasked with crafting a policy that represents the entire Board. It is the Board's responsibility to look at the pluses and minus. This is a big discussion and he thinks that it should be made at the Board level.

Al Howland attended the meeting for 8th grade students going into the high school next year. How does a six or seven class schedule fit and what is best for them. There is a lot of decision making that needs to go into picking class schedules.

VI. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum and Instruction Reports:

Todd Allen reported that an email went out to all families that the Camp Reach Catalog will be out in mid-March. He urged parents to be on the lookout for it. It is a popular program and will fill up quickly.

Sabbatical Leave: Todd Allen reported that the Sabbatical Committee is recommending Chris Hall's sabbatical for next year. The Committee was very impressed with his proposal and feels that it could be a sustainable change over time. This Sabbatical pays .50 salary and the District hires a long-term substitute for the school year, so in effect, the cost to the District is about the same.

Kenny Rotner moved to accept his proposal that was reviewed and recommended by the Sabbatical Leave Committee, 2nd by Denise Day. The Policy itself in selecting the criteria could use some fine tuning. He suggested that the Committee through and offer some tweaks to make it a better document. Motion passed 7-0 with the Student Representative voting in the affirmative.

Football: Andy Lathrop provided a football update: There are three committee that the football proposal needs to go through to play in the fall. The proposal was approved by the first committee. On April 11th there is a classification committee. If it clears that then it goes to the NHIA council on May 17th. They will know at that point if they will be able to play in the fall.

B. Superintendent's Report:

Superintendent Morse attended a unified basketball game this evening. It was a great thing to see. He encouraged everyone to find time to attend a game.

Superintendent Morse talked about Manifest Educational Hardship and a student who was struggling in their own current system. These requests now require Board approval. There is a student in another system who is being bullied and is asking the Board to transfer the student into the District. The District is willing to pay the tuition for the student. Superintendent Morse is recommending approval of this student being tuitioned into the District.

Denise Day moved to approve the student moving into the District under the manifest educational hardship, 2nd by Dan Klein. Motion passed 7-0 with the Student Representative voting in the affirmative.

Superintendent Morse discussed preparedness in light of the recent school shootings. They have reviewed their emergency plans. They reached out to homeland security regarding the modular and how to make it safer. Because the modular cannot be made completely safe, it has been decided to shut the modular over February vacation. The classrooms will be packed and to have them operational on the Monday after vacation.

The District has been approved for the \$572K grant to redo the front of Mast Way to make it a safer entrance under the public school infrastructure fund. This will be a major improvement.

Superintendent Morse is recommending that March 23rd and May 25th no longer be professional development days and revert to student days.

Denise Day moved to revert March 23 and May 25 back to student days, 2nd by Michael Williams. Motion passed 7-0 with the Student Representative opposing.

Strategic Plan: Superintendent Morse reported that the focus group went extremely well. They added in a student focus group.

The Middle School Facilities Committee is right on target and doing great work and will be ready to report in May or June.

Orchard Drive: They have not received any bids to date on the Orchard Drive property.

C. Business Administrator: None

D. Student Senate: The Student Representative reported that the Model UN Team went to a conference at BU. The Student Senate has been discussing the national walkout on March 14th. Emily Allison, an Oyster River Student, creates the Cultural Bulletin. It is a monthly bulletin with religious holidays and international events to educate both students and the community to promote diversity.

E. Other: None

VII. DISCUSSION ITEMS

SB-193 Dan Vallone, Policy Director at Reaching Higher, discussed legislation of SB-193 in the House of Representatives. They need to vote on it by March 14th. It is a statewide educational savings account program in which these dollars could be used in respect to educating their child. There are six states that have them approved. There are three bills that deal with school choice right now: 1492 Manifest Educational Hardship. The bill lowers the standard for Manifest Educational Hardship. 1368 an expansion of the tax credit program and SB 193.

Tom Newkirk asked if this does pass will there be a lawsuit challenging this. Dan replied that no matter the decision, this is a contentious issue and a lawsuit will be filed.

Homework/Coursework Survey Results: Todd Allen reported on the homework/coursework survey. There will be a Board workshop on March 28 to discuss homework.

Purpose and structure of the survey:

The purpose of the OR homework survey was to gather a baseline of information regarding perceptions of student workload and to use this data in guiding discussions about best practices with regards to homework and other related issues.

The questions asked went beyond homework to look at how students spend their time outside of school. Homework time vs. structured activities vs. free time.

Questions were asked of parents and students about homework stress and coping strategies.

Data was collected from teachers about the nature and volume of homework they assign.

A similar survey was implemented via SurveyMonkey with MS/HS students, teachers and parents.

The survey was sent out to parents three times over a 2 week period.

Students were asked to do the survey during their Advisory period.

Teachers were invited to participate via email by building principals.

60% of students participated.

54% of parents participated.

81% of teachers participated.

There is a direct correlation between high school students reporting 3 plus hours of homework each night and percent of students taking 7 courses.

Todd reviewed the results of the survey with the Board.

Homework on weekends and vacations:

60% of students and parents report regularly having an hour or more of homework on weekends.

66% of teachers report never assigning homework on weekends.

57% of both parents and kids report regularly doing homework on vacations.

89% of teachers report never assigning homework on vacations.

ORHS Course Load for Fall 2017:

In the 9th and 10th grade 32% of students are taking 7 classes in 7 periods

In the 11th and 12th grade 25% of students are taking 7 classes in 7 periods

Brian Cisneros asked about the stress levels of students. Todd replied that kids are not doing the minimum workload. Dan Klein talked about our educational culture around homework. Are there teachers that would like to assign less but feel that the expectation is to assign a certain amount?

Todd Allen also discussed that the teachers in the middle school are in teams and can coordinate how much homework is given, but in high school the randomness of classes doesn't allow for coordination of how much homework is given.

School Board Self Evaluation: This will be a conversation at the next meeting.

Dan Klein noted that with an election coming up and the recent events in Florida he feels that there needs to be a discussion that in NH the federal law banning firearms is unforceable because of a prevailing state law. On election

day, the school is being used as a voting place. For a Presidential election, voting day has traditionally been a teacher workshop day. Regarding a discussion on safety, that decision had been based on traffic. Superintendent Morse noted that this is an issue. One solution could be to establish wards and precincts. He has spoken to Todd Selig about this previously and would include him in any future conversations around this.

VIII. ACTIONS:

A. Superintendent Action: None

B. Board Action:

Motion to approve Moharimet Maternity Leave from April 2018 to end of year:

Denise Day moved to approve the Moharimet Maternity Leave from April 2018 to the end of the year, 2nd by Michael Williams. Motion passed 7-0.

Motion to approve HS Spring Coach/Volunteer HS

Chasia Warshow Girls JV Lacrosse: \$2,660

Volunteer: David Grieve First Robotics Mentor

Denise Day moved to approve the above nominations for High School Coach and Volunteer, 2nd by Brian Cisneros. Motion passed 7-0.

Policies:

Policies for Second Read/Adoption:

Advanced Course Work/Advanced Placement Courses: IHCD

School District Credit Cards, Procurement Cards: DGD

Kenny Rotner moved to approve the above list of policies, 2nd by Dan Klein. Motion passed 7-0.

IX. SCHOOL BOARD COMMITTEE UPDATES:

Policy Committee will be bringing information back for the 3/21 School Board Meeting to present the cell phone survey results.

X. PUBLIC COMMENTS: None

XI CLOSING ACTIONS:

A. Future Meeting Dates: March 7th and March 21st Regular Meetings at the ORHS Library 7:00 p.m.

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

Superintendent Evaluation moved to Next Meeting

NON-MEETING SESSION: RSA 91-A2 {If Needed}

XIII. ADJOURNMENT

Motion to Adjourn: Al Howland moved to adjourn the meeting at 10:05 p.m. 2nd by Brian Cisneros. Motion passed 7-0.

Respectfully yours,

Laura Grasso Dobson
Recording Secretary

**Sustainability Advisory Committee
Draft Advisory Recommendation on Alternative Fuel Vehicles
February 19, 2018**

Should the district purchase propane or CNG (compressed natural gas) busses as part of the bus replacement process?

Background:

The Oyster River Cooperative School District (ORCSD) strives for environmental sustainability encompassing renewability, substitution, adaptability, interdependence and institutional commitment in the areas of food, energy, transportation, school curriculum, and community outreach (Environmental Sustainability Policy - ECFA). In September 2017 Dr. Morse requested the Sustainability Advisory Committee (SAC) consider the environmental benefits of adding propane school busses to our fleet and make a recommendation. The School Resources Working Group^A reviewed the purchase of propane busses and submitted their findings to the SAC.

Recommendation:

The Sustainability Advisory Committee recommends against the purchase of propane or CNG busses.

Policy Guidance:

1. Use resources efficiently and effectively: Installing a propane or CNG fueling station is a major capital expenditure and not an efficient use of district resources. Installing a CNG fueling station would cost between \$250,000 and \$500,000.¹ A propane station would cost from \$60,000 to \$70,000 for new equipment not including infrastructure investments such as electrical, water, lighting, concrete pad for tanks.² With propane there may be an option to lease fueling equipment from a propane supplier resulting in a much lower initial investment of approximately \$10,000 plus infrastructure improvements.² In addition, the district does not own the current land that is used as a bus depot.
2. Reuse, reduce, recycle or repurpose energy and waste: New capital investments in transportation should be made towards electric vehicles and required infrastructure.
3. Incorporate effects of environmental impact, societal costs: The method used to release natural gas from the ground has significant negative environmental impacts. The method is hydraulic fracturing or fracking. Hydraulic fracturing has similar levels of carbon emissions as coal mining³ and significant methane emissions.⁴ Hydraulic fracturing has also been implicated in ground water contamination.^{5 6}
4. Educate the District on information and practices of sustainable living: We recommend the focus of district efforts continue to be on electric vehicle infrastructure and building upon investments made into solar energy.⁷ The SAC will assist and support the Transportation Director and Facilities Director in creating a 3 year electric vehicle planning document focused on integrating electric vehicles as new vehicles are purchased.

References

¹ US Department of Energy, Costs Associated with Compressed Vehicle Fueling Infrastructure, September 2014 (https://www.afdc.energy.gov/uploads/publication/cng_infrastructure_costs.pdf)

² US Department of Energy, Costs Associated with Propane Fueling Vehicle Infrastructure, August, 2014 (https://www.afdc.energy.gov/uploads/publication/propane_costs.pdf)

³ Greenhouse Gases from a Growing Petrochemical Industry, February 2016 (<https://www.desmogblog.com/sites/beta.desmogblog.com/files/Petrochemical%20Industry%20Pollution.pdf>. Fracking has the additional problem of methane emissions)

⁴ Methane emissions and climatic warming risk from hydraulic fracturing and shale gas development: implications for policy (https://www.eeb.cornell.edu/howarth/publications/f_EECT-61539-perspectives-on-air-emissions-of-methane-and-climatic-warmin_100815_27470.pdf)

⁵ EPA's Study of Hydraulic Fracking and Its Potential Impact on Drinking Water Resources (<https://www.epa.gov/hfstudy>)

⁶ Greenpeace: Fracking's Environmental Impact's: Water (<http://www.greenpeace.org/usa/global-warming/issues/fracking/environmental-impacts-water/>)

⁷ Electric Buses as public - private partnerships: https://www.sfgate.com/business/article/Goodbye-diesel-California-school-buses-drive-12499859.php?utm_campaign=email-desktop&utm_source=CMS%20Sharing%20Button&utm_medium=social Environmental Sustainability Policy (ECFA)

^A Members of the School Resources Working Group, 2017 - 18 School Year: Doris Demers, Lisa Huppe, Jim Rozycki, John Carroll, Brian Cisneros, Barry Kaplan and Jacqueline Bruhn

Oyster River Cooperative School District (ORCSD) Environmental Sustainability Policy
The Oyster River Cooperative School District (ORCSD) strives for environmental sustainability encompassing renewability, substitution, adaptability, interdependence and institutional commitment in the areas of food, energy, transportation, school curriculum, and community outreach. The ORCSD School Board directs the School District to:

- Use resources efficiently and effectively;
- Reuse, reduce, recycle, or repurpose energy and waste;
- Incorporate effects of environmental impact, societal costs; and
- Educate the District on information and practices of sustainable living.

**Sustainability Advisory Committee
Draft Advisory Recommendation on Single Use Plastic Water Bottles
February 19, 2018**

How can we reduce the amount of single use plastic water bottles sold by the district?

Background:

The Oyster River Cooperative School District (ORCSD) strives for environmental sustainability encompassing renewability, substitution, adaptability, interdependence and institutional commitment in the areas of food, energy, transportation, school curriculum, and community outreach. Former School Board member Maria Barth asked the district to consider stop selling single use plastic water bottles in 2017. In May 2017 Dr. Morse asked the Sustainability Advisory Committee to review the issue and make a recommendation. The School Resources Working Group^A reviewed the single use plastic water bottle issue and submitted their findings to the SAC.

The sale of single use plastic water bottles across the district results in \$35,000¹ profit annually in the School Nutrition budget. In the 2017 - 18 school year the School Nutrition program generated f \$18,000 in revenue.

Recommendation:

The Sustainability Advisory Committee recommends no longer selling single use plastic water bottles at Mast Way and Moharimet schools as a first step in a multi-year effort to reduce the number of these bottles sold by the school district.

Policy Guidance:

1. Use resources efficiently and effectively: Drinking water is readily available to students at both elementary schools. Mast Way currently has a water fountain in the lunchroom. Moharimet has a water cooler and reusable cups in the lunch room. Additionally, most classrooms have sinks with water fountains. Moharimet and Mast Way both have 2 hydration stations.
2. Reuse, reduce, recycle or repurpose energy and waste: By making this change we will remove approximately 200 8oz plastic water bottles from our waste stream per month.
3. Incorporate effects of environmental impact, societal costs: The impact of plastic waste on our environmental has been documented by researchers globally.^{2,3} The outcome of human exposure to plastics continues to be reviewed by researchers.^{4,5}
4. Educate the district on practice of sustainable living: There is a global movement to eliminate single use plastics from consumer use because of the numerous environmental and societal impacts.^{6,7} The Committee will assist and support the School Nutrition director in developing a 3 year plan to reduce and/or eliminate the sale of single use plastic water bottles district wide. All changes will be reviewed each year to quantify and qualify impacts. The committee also recognizes that no longer selling single use plastic water bottles is a substantial change that will directly impact district budget as well as family practices. This reduction will be a multi-year effort that will include numerous educational opportunities for children and families.

References

¹ 2017/18 single use plastic water bottle sales:

Moharimet & Mast Way: \$.50 per 8oz water bottle, 2017/18 net approx \$5,000

Middle School & High School: \$1.50 per 16 to 20oz water bottle, 2017/18 net approx \$30,000

² State of the Science White Paper, A Summary of Literature on the Chemical Toxicity of Plastics Pollution to Aquatic Life and Aquatic-Dependent Wildlife, US EPA, December, 2016, https://www.epa.gov/sites/production/files/2017-02/documents/tfw-trash_free_waters_plastics-aquatic-life-report-2016-12.pdf

³ Plastic Waste: Ecological and Human Health Impacts, European Commission Environment, November 2011, http://ec.europa.eu/environment/integration/research/newsalert/pdf/IR1_en.pdf

⁴ USEPA Toxicologic Effects of Plastic <https://www.epa.gov/trash-free-waters/toxicological-threats-plastic>,

⁵ Assessment of recent developmental immunotoxicity studies with bisphenol A in the context of the 2015 EFSA t-TDI, Reproductive Toxicology, October 2016, <https://www.ncbi.nlm.nih.gov/pubmed/27352639>

⁶ EU will be banning single use plastic by 2030 (<http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1516265440535&uri=COM:2018:28:FIN>) 3 (Plastic Ocean Foundation:<https://www.plasticoceans.org/the-facts/>)

⁷ Plastics and Environmental Health: The Road Ahead. January 2013 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3791860/>

^A Members of the School Resources Working Group, 2017 - 18 School Year: Doris Demers, Lisa Huppe, Jim Rozycki, John Carroll, Brian Cisneros, Barry Kaplan and Jacqueline Bruhn

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- Educate the District on information and practices of sustainable living.

Oyster River Cooperative School District
RFP-RFQ Summary

Name of RFP/RFQ: eRate Category 2 Products

Timeline:

- Release of RFP/RFQ to bidders: Wednesday, January 31, 2018
- Classified ad ran in Fosters: Friday, February 2, 2018
- Posted on website: Wednesday, January 31, 2018
- Posted in the SAU Office: Wednesday January 31, 2018
- RFP/RFQ due dates and opening date: Wednesday, February 28, 2018
- Date contract awarded: 3/7/18
- Projected date of completion 8/1/18

Contract awarded to: Optiv Security

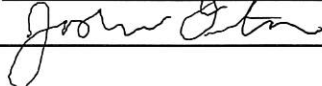
Project was awarded to Optiv Security based on price

Summary of bids:

Vendor	Bid Amount	Required	Additional	Comments
Optiv Security	\$24,988.75	Met RFP Requirments		Only bidder

Person completing this form:

Print name Joshua Olstad

Signature 

Date 3/2/18



Copy of Copy of Competency Based Grading Survey

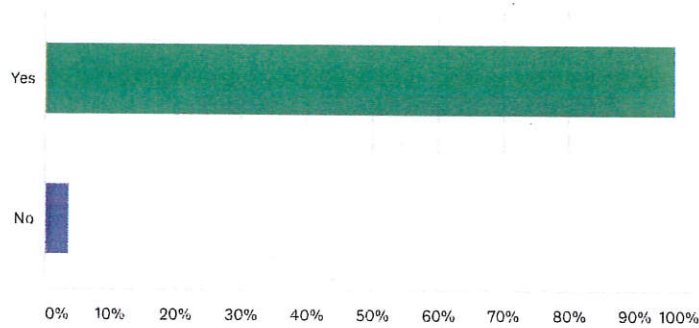
Parent survey results

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

Q1

Have you looked at your child's progress report?

Answered: 53 Skipped: 0



ANSWER CHOICES

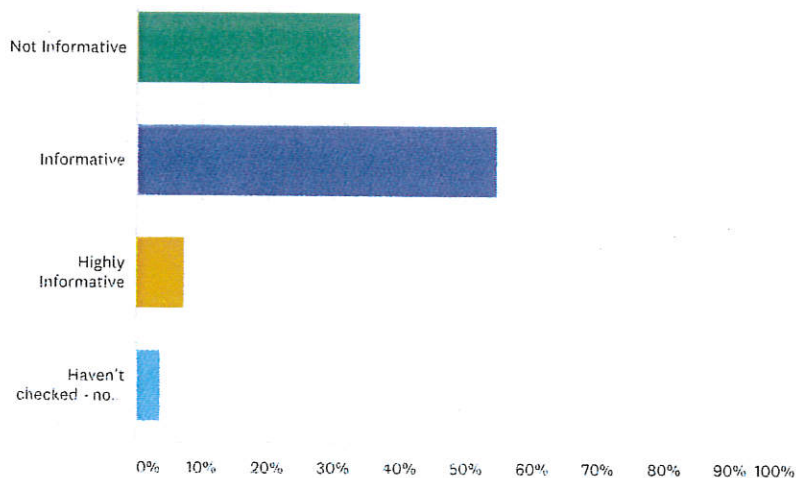
RESPONSES

Yes	96.23%	51
No	3.77%	2
TOTAL		53

Q2

Was the report informative on your child's progress?

Answered: 53 Skipped: 0

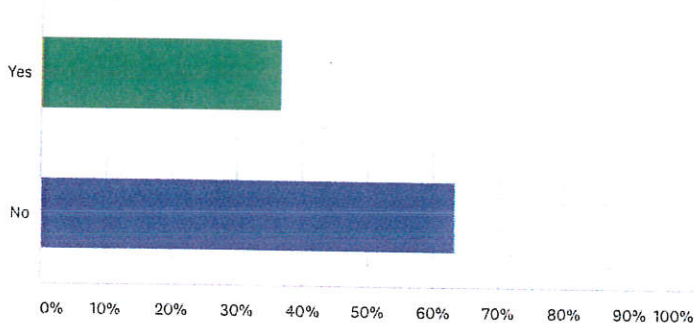


Highly informative	1.53%	4
Haven't checked - not applicable	3.77%	2
TOTAL		53

Q3

Have you viewed the video to help parents navigate PowerSchool?

Answered: 52 Skipped: 1

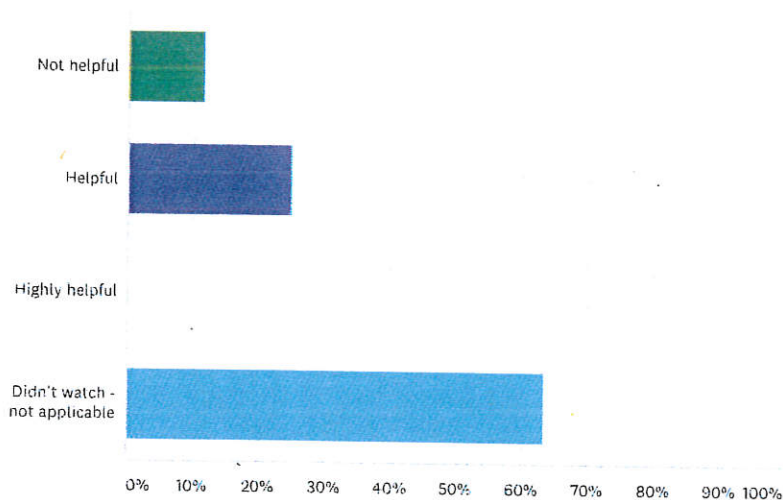


ANSWER CHOICES	RESPONSES	
Yes	36.54%	19
No	63.46%	33
TOTAL		52

Q4

Was the video helpful?

Answered: 52 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not helpful	11.54%	6

Share Link

Share

53 responses

Q5

How can ORMS improve communication to help parents understand progress reports?

Answered: 39 Skipped: 14

The answers to this question are attached.

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Question 5 - Answers

2/25/2018 9:06 PM

It would be helpful if Mr. Richard held a parent forum to discuss competency reporting and PowerSchool. Open House night would have been a good time to do this since many parents are in the building. I feel that I have received very little information regarding Competency Reporting. Who made this decision? Why weren't parents allowed a say in this decision? This definitely has an impact on my child and their future as far as college is concerned. I feel that I should have had a say in this decision as should the rest of the parents in the district. When I look at my child's PowerSchool, I really do know where they stand. B,P,M doesn't really give much information. I feel like this is better suited for elementary school. I am not happy with this model of grading.

2/24/2018 6:59 PM

I have been using the PowerSchool app for the last couple of years and had found it helpful staying up to date with my child's progress. With the change in the grading system this year however, the app is no longer useful for this purpose. Every time I try to log into the PowerSchool online I can never remember my password or login and need to reset it. It would be helpful to have an app that is able to provide daily updates, without having to log in online. As a former educator, I understand competency-based learning, however to a non-educator it can be confusing. I think it would have been helpful to have more education on the integration of the new grading system with the PowerSchool tools. The public was never informed that the app would no longer work with this grading system.

2/24/2018 2:13 PM

Add a feature that parents "sign off" each quarter on power school to be sure parents are actually checking their children's progress report would be a great idea. Life gets busy and forgetting to check doesn't help our students. I would love to see parents more engaged.

2/24/2018 1:21 PM

The standards do not communicate how my child is really doing in school. Is he a meets at a c+ or a? If there were comments or narratives on individual progress and what the child's strength and room for improvements are that would allow me as a parent to step in. There should be grades for 7th and 8th and standards for k thru 6.

2/24/2018 9:36 AM

Go back to A, B, C, D, F

2/24/2018 8:13 AM

It would be nice to be able to see competency grades for students on individual assignments, both formative and summative, throughout the course of the semester in order to gauge where my child is in the learning progression for each course. It would be helpful if assignments were posted in Power School on a more frequent basis, perhaps once every two weeks or so.

2/24/2018 12:21 AM

It is difficult to know whether the student is within the "p" range. Would like more explanation if "p" marks. Some teachers are great at this, others not as consistent. Also, for growth mindset as a competency, I have been told by teachers that an "m" is basically unattainable by 6th graders so not to worry about a "p", but they are unable to offer strategies to help my child to improve. If it is unlikely for a 6th grader to achieve an "m" in growth mindset, then why is it set as the standard? Also considering that it seems to be very subjective judging whether the student has a growth mindset or not. That part is very unclear to me. I would love to see a rubric for "growth mindset".

2/23/2018 5:43 PM

Not have competency grading

2/23/2018 5:09 PM

Offer the choice of paper report cards as well. I get VERY confused using the online site. I personally would love to get a printed report card!!

Question 5 - Answers

2/23/2018 2:31 PM

There needs to be an easier way to decipher 'teacher talk' to the masses. I want to know where my kid falls in the range of expected achievement. I understand the elimination of grading, but I still need to know where my kid falls in expected accomplishment. The terms are too vague and mean little to me.

2/23/2018 2:26 PM

It is frustrating as following power school with my older son is easy and makes sense throughout the semester when there is time to make changes. Without info of grades in PowerSchool leading up to a progress report is the problem. That is the time to see where improvement is needed. The competency-based info tells nothing until the end when it is really too late to change.

2/23/2018 2:14 PM

Use grades. Competency-based assessment is too vague.

2/23/2018 2:11 PM

Go back to numeric and update PowerSchool with useful information. Parents have no idea what the standards actually relate to in terms of kids' work. Also, teachers are just cut/pasting narratives which is poor form.

2/23/2018 1:47 PM

more teacher comments would help

2/23/2018 1:41 PM

I find the system very confusing. Prime example: In "habits of learning" "M"= demonstrates skill most of the time. For "competencies" "M"= meets. Depending on which category a parent is looking at, M can be the best or means the child still needs to work on it.

2/23/2018 1:36 PM

The switch to the non-letter grade fundamentally diminishes any full information about my child. While I see the letter status, I have no idea where they are in that status or what it really means. My kid could be at the top of Ms or the bottom - which is a vast different (substitute either of the others letters as well). Teacher comments help some but honestly - taking away the letter grade has completely made me unable to really know where my child falls in the subjects. It's going to require me to now request from all teachers a meeting to sit and discuss in depth where my child is within each area so that I can truly see growth or falling back. The progress report structure and Powerschool itself is fine. The letter status vs grade is horrible - my child also really doesn't have a sense where he is. Having gone through middle school with a child already who had actual grades - I know how useful they were for both us and my older son.

2/23/2018 12:38 PM

More Teacher comments will help this new grading system, otherwise we found it to be less informative than before

2/23/2018 12:27 PM

More teacher comments on report. (Just a sentence or two.)

2/23/2018 12:21 PM

ORMS should consider working with a different system entirely. The information being communicated is not that complex and it should be possible to have a system that does not require one to watch an instructional video to figure it out. I check PowerSchool and absolutely hate it. Here are my specific complaints: 1) There is no option to remember my login and password, so I have to look them up each time. 2) It is very difficult to remember where to click to find information specific to individual assignments. 3) The narrative summaries are difficult to access on the progress reports. 4) When I printed the progress reports for this quarter and last, they didn't even have the correct headings (one said it was for the 2nd quarter when it was not). 5) I signed up for notifications and now get 19 emails every Sunday evening that contain absolutely no useful information about my two daughters' progress). There has to be better software.

Question 5 - Answers

2/23/2018 12:10 PM

Sometimes it hard to know if the student(s) have retained what was taught in previous terms. I attended a Boston Geo Caching Trip and a few students commented that they were not completely confident in using the handheld GPS devices. The reason was they had learned it back in October and sometime had laps between October and January.

2/23/2018 11:56 AM

I'd say that the progress report got "meets"

2/23/2018 11:47 AM

ORMS can complement this competency-based approach with actual grades, which are readily accessible and understandable. ORMS can also add another category to their competency-based approach -- exceeds expectations. As it is, my child does the bare minimum, rarely brings home homework, and doesn't think she should push herself because she meets all the expectations without trying. I think this grading system does a grave disservice to my child's education.

2/23/2018 11:46 AM

face to face meetings with teacher, student and parents

2/9/2018 8:01 AM

I do not like the automated report card or the current grading system. I do not have the time or interest in creating yet another account to view this vital information about our child. We would prefer an opt out so that parents may simply receive paper copies of such reports sent home with the kids. As for the new grading system, we find it so vanilla that it is hardly informative. Would prefer a standard letter grade or numerical equivalent in a 100-point scale.

2/5/2018 3:38 PM

I find PowerSchool to be a very confusing interface. The Q2 'progress report' had no assessment for math, science, or social studies for my student. If I try to delve deeper into PowerSchool I have no idea what a "P" means in terms of my student mastering a subject. My student could have two wrong on an assessment for 8 wrong on an assessment and still score a "P" - I have no idea, it tells me nothing. What does a "B" mean? Did my student miss an exam, fail an exam, not hand in an assignment? Again, I have no idea. I have reviewed the online tutorials and videos and still am at a loss for this system. I am not on board with the competency-based learning and scoring nor the PowerSchool interface.

2/5/2018 10:36 AM

it is very clear right now I do not have any suggestions

2/4/2018 8:26 AM

First - I'm all in on CBL and have a deep understanding of its origins, purposes, practices, etc. It would be helpful to have more specific information about each competency, if not directly on the PR, at least as a link somewhere on the ORMS website, by grade. When I learn that my student is progressing in "Writes and interprets numerical expressions," I know very little in terms of actionable response, especially as that's a competency that I'm guessing is similarly worded across grade levels, but with different expectations for complexity across those grade levels. It would be even more helpful to not only have more detailed information about the competencies, but also a resource (or two) by which I can click on the grade level competency and find several types of activities and / or strategies for revisiting the skills and knowledge associated with the competency. I'm guessing the staff did a lot of work unpacking standards and synthesizing them into competencies. I'm guessing also that most of that work is hanging around somewhere electronically. It doesn't seem like it'd be too heavy a lift, and it would be high-leverage work, to translate that work into what I suggested above. I also know that some of the high-functioning CBL districts like Epping and Sanford have already done some of this work and are really excited to share it with others.

1/31/2018 9:16 AM

ORMS is doing a great job in communicating with parents on daily basis.

Question 5 - Answers

1/29/2018 6:13 PM

I'm not clear on whether we were supposed to have seen results for the Q1 column at an earlier date, which is blank. Otherwise, this system works, though it's clunky just getting to the right place to access the report card/assessment. It would be nice if there was a more direct link, rather than hunting for a nondescript icon.

1/29/2018 10:26 AM

It's an intuitive program. Once you go through it.

1/28/2018 1:25 PM

My child has an IEP and it is difficult for us to understand the responses from some of the teachers, matched with the new system. For instance, how can our child be getting Ms in all of her core academic subjects and Ps in 7th grade art? Is it that the art teacher did not review the IEP? Is it that she is having more difficulty in art than in 7th grade math, for instance? I did appreciate some teachers' comprehensive comments, but the grading seems highly variable.

1/28/2018 6:36 AM

I view the report card as one layer of information regarding my child's growth and development. The student-led conference in the fall is a powerful and highly effective way to communicate learning. The report card was easy to understand, and I rely heavily upon the teacher's comments to fully understand how my child is doing.

1/27/2018 7:32 AM

only Q1 with 1/26/2018 date?? no new comments noted

1/26/2018 7:36 PM

Progress reports aren't that difficult to understand.

1/26/2018 5:49 PM

More notes from the teachers on progress reports

1/25/2018 5:04 PM

When I look at Power School, I do not see an indication of progress for my 6th grader. I see a lot of "collected" and "excluded" but nothing that lets me know how he is doing. The B, P, M designation, when used, seems to be undefined. As a result, I find the information value of that classification to be low.

1/25/2018 1:59 PM

I honestly do not like the new grading system at all. Not even a little bit. I feel as though I have no idea where my child stands grade wise in school anymore. I don't think that "meets" or "progressing" is an accurate way to grade someone's progress at all. The scale of what each of those things means is too wide and varied. And each teacher could have their own assessment of what that means as well. I would prefer a number and letter grade system.

1/25/2018 1:52 PM

The competency-based standards leave me wondering how my child is doing most of the time. Not being able to access the information from the mobile Power School app is frustrating. It would be more helpful if I knew which standards my child was supposed to meet by this time in the school year.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: BAA
Date of Adoption: June 15, 1988 Code Revision: 11/18/09 – Previously BK Code/Title Revision: 5/2/12 – Previously BED Review First Read School Board: September 5, 2012 Second Read/Adoption School Board: September 19, 2012	Page 1 of 1 Category: Recommended

EVALUATION OF THE BOARD

At the conclusion of each year, the board shall reflect on the degree to which its goals and objectives have been accomplished. The board shall address those areas as outlined in state laws and ORCSD established Board goals.

Appendix BAA-R – Researching for form to use



ORHS ATHLETICS
55 Coe Drive
Durham, NH 03824
603-868-2375 x1105
603-868-1355 Fax

OYSTER RIVER HIGH SCHOOL ATHLETICS DEPARTMENT

To: Dr. Jim Morse, Superintendent
From: Andy Lathrop
Date: 03/02/18
Re: 2018 HS Coach Nomination

Message:

Please accept the following name for nomination to coach the selected sport this upcoming spring season.

Paid Positions:

Name	Team	Stipend	Years	Longevity	Total
Akan Ekahem*	Boys Varsity Soccer	\$4,093	0	0	\$4,093

*Replacing Charles Crull

Yours in Sport,
Andy Lathrop
Director of Athletics
Oyster River Cooperative School District

Oyster River Cooperative School District

COACHING NOMINATION FORM

Name of Candidate: Akan Ekanem	School: ORHS
Position: Boys Varsity Soccer Head Coach	Paid: <input checked="" type="checkbox"/> Non-Paid: <input type="checkbox"/>

Athletic Director Narrative:

Akan brings a wealth of soccer knowledge to the Boys program. He has coached many of our current players on various club teams and was the overwhelming choice from the soccer coach hiring committee that we created. I am very excited to be able to secure Akan to over this high profile program!

Attachments: Reference Checks: Application:

Andrew P. Lathrop
Signature of Athletic Director

2-23-18
Date