

**Oyster River Cooperative School District  
REGULAR MEETING**

**May 1, 2019**

**OR High School - Library**

**7:00 PM**

**o. CALL TO ORDER (7:00 PM)**

- I. 6:30 – 7:00 PM MANIFEST REVIEW AT EACH SCHOOL BOARD MEETING.**
- 7:00 – 7:45 PM Middle School Update – Ron Lamarre
- 7:45 – 8:30 PM Strategic Plan Workshop

**II. APPROVAL OF AGENDA**

**III. PUBLIC COMMENTS**

**IV. APPROVAL OF MINUTES**

- Motion to approve 04/17/19 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**
  - Enrollment Projections Update
  - Kindergarten Teacher Request/HS Technology Integrator {Part-time}
- C. Business Administrator**
- D. Student Senate Report**
- E. Other:**

**VII. DISCUSSION ITEM**

- Strategic Plan First Read

**VIII. ACTIONS**

- A. Superintendent Actions**
- B. Board Action Item**
  - Motion to nominate Moharimet School Nurse.
  - Motion to nominate ORMS Nurse.
  - Motion to approve Kindergarten Teacher/High School Technology Integrator {Part-time}
  - Motion to approve List of Policies for second read: JLIE – Student Automobile Use, JIHB – Searches of Student Automobiles on School Property, EEAG – Use of Private Vehicles to Transport Students, JICC – Student Conduct on School Buses, JFCB – Care of School Property by Students. For Deletion -GDBAA -Support – Reward for Outstanding Performance.

**IX. SCHOOL BOARD COMMITTEE UPDATES**

- A. Manifest Reviewed and Approved by Manifest Subcommittee.**

**X. PUBLIC COMMENTS**

**XI. CLOSING ACTIONS**

- A. Future meeting dates:** 05/15/19 – Regular Meeting – 7:00 PM – ORMS  
05/29/19 – Manifest Review – 3:30 PM – SAU Conference Room  
06/05/19 – Regular Meeting – Moharimet – 7:00 PM

**XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}**

**NON-MEETING SESSION: RSA 91-A:2 I (a) {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: 2018 –2021  |
| • Thomas Newkirk   | Term on Board: 2019 - 2022 |
| • Kenneth Rotner   | Term on Board: 2019 - 2022 |
| • Denise Day       | Term on Board: 2017 - 2020 |
| • Michael Williams | Term on Board: 2017 - 2020 |
| • 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.

**Oyster River Cooperative School District  
Regular Meeting**

**April 17, 2019**

**High School**

**DRAFT**

**SCHOOL BOARD:** Brian Cisneros, Dan Klein, Michael Williams, Al Howland, Denise Day, Kenny Rotner, Tom Newkirk  
Student Representative: Yasmeen Gunandar

**ADMINISTRATORS:** Todd Allen, Sue Caswell, Jay Richard, Suzanne Filippone

There was one member of the public present.

**I. CALL TO ORDER:**

**Strategic Plan Workshop:** Superintendent Morse talked about the proposed changes and told the Board that this is a first reading and wanted to start a conversation on these.

The Board reviewed the strategic plans and made the following revisions during an in depth discussion:

Tom Newkirk read the following statement before the Strategic Plan Workshop discussion: The Strategic Plan anticipates a number of budgetary requests, including stipends, additional positions, and capital improvement projects. Inclusion in the strategic plan should not be taken as Board approval of these requests. Each request will have to be proposed as part of the annual budget process, and the Board will make a decision based on the merits of each request and on the impact each has on the overall budget. Kenny Rotner added that he agrees with this statement and feel it should be included in the strategic plan document.

Denise Day stated she supports Tom's proposed preliminary note. She is supportive of the initiatives but is worried about what is being asked of the voters next March. Denise is concerned that additional positions could result in a 4-5 percent increase in the operating budget, which could jeopardize the middle school bond.

Michael Williams sees that Strategic Plan as a roadmap and giving direction for the next five years.

Mast Way and Moharimet Strategic Plan revisions:

Competency Based Education 5 Year Outcome: Insert "and implement competencies as completed."

High School:

SEL Year 4: Do annual assessments. Are they effective as they want them to be? Review and correct wording that previously said “common assessment”. In multi-section classes, looking for consistency not that every classroom will have identical relearning and reassessment.

Middle School:

Middle School Dates are not consistent with the construction schedule. Review and correct wording that previously said “common assessment”.

School District:

World Language: Concerns about schedules and making sure any programs implemented are done so correctly to give the best possibility of success. How implementations are impacting the budget needs to be investigated.

K-12 World Language: Year 2: Insert “The Board will consider” before implementing. Year 3: The Board will begin to deliberate possible plans for further implementation on world language. Remove Year 5.

Communications: Remove from Strategic Plan and set aside for a Board goal instead.

Sustainability will be a standalone goal. Al Howland does not want this implemented until the program is evaluated and includes student engagement. This position is meant to replace current sustainability coordinators. This position is intended as a stipend role of a teacher in the role of sustainability coordinator with more direct day to day aspirations.

District Equity and Inclusion:

Move year five of Developing Staff comments to year 5 of using restorative justice techniques.

## **II. APPROVAL OF AGENDA**

## **III. PUBLIC COMMENTS:**

Dean Rubine from Lee talked about the recycling in the Town of Lee. It works well in Lee because the citizens do the sorting and they can command top dollar.



Cecile Gunn Desmond spoke in support of world languages and would like the Board to find a solution for fifth grade

Yusi Turell from Durham discussed the fifth grade for Chinese students. This is the first year that it has been during the bobcat period. They have learned that three days has worked well. She hopes that the Board continues to come up with scenarios that fully support the K-12 World Language Program.

Anita Mathur strongly advocated for a K-12 World Language Program and feels that they will be at a disadvantage if this isn't implemented. It is as important as traditional subject areas.

Elizabeth Garrish feels that starting languages as early as possible is beneficial and in the interest of the students.

Steve Wourgiotis feels that languages should be available to all students at a young age not just available after school for those who have resources.

Stephanie Johnson is in support of a K-12 World Language Program and feels it leads to increases in other subjects as well.

Andrea Birkel is in support of Implementation of world language in the schools grades K-12. She was surprised that it wasn't already offered in the District.

#### **IV. APPROVAL OF MINUTES**

##### **Motion to approve 04/03/19 Regular Meeting Minutes:**

**Brian Cisneros moved to approve the April 3<sup>rd</sup> minutes, 2<sup>nd</sup> by Denise Day. Motion passed 6-0-1 with Tom Newkirk abstaining and the Student Representative voting in the affirmative.**

#### **V. ANNOUNCEMENTS**

**A. District:** Jay Richard, Principal of the Middle School, commended 8<sup>th</sup> grade students Julia Kinsey, Ava Gruner, and Sophie Meyer. They were each awarded Gold Keys for their writing submissions for the New Hampshire Scholastic Writing Awards earlier this school year.

He also mentioned that quarter 4 started this week and that the 8<sup>th</sup> grade DC trip will be next week.

Jay Richard also reviewed with the Board middle school professional assignments. Over the past two years the ORMS staff have been engaged in a dialogue about professional assignments. A long term strategic goal has been to promote a culture of collaboration. This year a committee was formed to advise school administration on the process of changing professional assignments for the upcoming 2019-20 year. This group had a variety of representatives from different grade levels and departments. The committee offered two recommendations which were followed.

First was to survey staff on preferred grade level and potential people that they would like to work with next year. Using this process, several staff members requested different assignments, and each of these individual requests were granted. The other recommendation was to keep at least one person with recent grade level experience on each team, this was also accomplished.

Results for the number of teachers at a new grade level: 15 out of 40. All teachers have been assigned to positions for which they are qualified to teach.

The Board discussed with Jay Richard questions about providing these teachers with enough professional development over the summer to prepare them for these changes. They also wanted to make certain that they will have enough tools and time to be prepared for their new assignments. There were also questions about why they were not apprised of these significant changes earlier in the process.

Suzanne Filippone, Principal of the High School, announced that Barb Milliken is a semi-finalist for the teacher of the year. Suzanne reported that tomorrow evening at 5:30 the high school is hosting a philosophical conversation around grading. It is an open conversation, and all are welcome. On May 1<sup>st</sup> there will be a reception for the ACE Program. It is remarkable to see what the students have created.

**B. Board:**

Brian Cisneros attended the Charlie Brown Play the third and fourth graders performed. It was a great performance.

Denise Day congratulated Shawn Kelly and the Mouth of the River for such a great job.

Kenny Rotner added that that the Sabbatical Committee needed to be included in the Board's Committee assignments.

## **VI. DISTRICT REPORTS:**

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

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

Communications – Middle School – will move to a later meeting.

### **C. Business Administrator**

**D. Student Senate Report:** Student Representative Yasmeeen Gunandar reported on the recent various activities and awards that Oyster River students have been involved in. Yasmeeen attended the Dream event where they discussed how they should have conversations around race. The Jazz Band is leaving for their trip to china tomorrow.

### **E. Other:**

## **VII. DISCUSSION ITEM:**

Update on ConVal Case  
Support Staff Retirement Incentive  
Strategic Plan First Read

## **VIII. ACTIONS:**

### **A. Superintendent Actions:** None

Diversity Committee: Superintendent Morse mentioned that they just finished an exercise with the staff that was run by NH Listens. There are real tangible results beginning to happen. They are working with the Institute of Recruitment of Teachers who are actively trying to recruit Teachers of Color. They are also trying out School Springs as a national recruitment effort.

### **B. Board Action Items:**

Support Staff Retirement Incentive: The Board discussed the possible retirement incentive and offering it one or two per unit. Superintendent Morse is trying to provide an equitable balance comparable to the teacher retirement incentive. Al Howland feels that the retirement incentive should be used strategically when we really need it and not as a bonus.

**Denise Day moved to approve one support staff retirement incentive in each of the four units, 2<sup>nd</sup> by Kenny Rotner. The motion passed 6-1 with Al Howland opposing.**

**IX. SCHOOL BOARD COMMITTEE UPDATES:**

**A. Manifest Reviewed and Approved by Manifest Subcommittee:**

Payroll Manifest #20: \$924,299.86

Vendor Manifest #23: \$217,902.07

The Middle School Building Committee met with the Town of Durham. It was a very positive meeting.

Denise Day reported that the Policy committee met.

**X. PUBLIC COMMENTS:** None

**XI. CLOSING ACTIONS**

- A. Future Meeting Dates:** 05/01/19 – Regular Meeting – 7:00 PM – ORHS  
05/15/19 – Regular Meeting – 7:00 PM – ORMS  
05/29/19 – Manifest Review – 3:30 PM - SAU

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

**NON-MEETING SESSION: RSA 91-A:2 I (a)**

**XIII. ADJOURNMENT:**

**Brian Cisneros moved to adjourn the meeting at 9:35 p.m., 2<sup>nd</sup> by Michael Williams. Motion passed 7-0.**

Respectfully yours,  
Laura Grasso Dobson  
Recording Secretary



## Moharimet Elementary School 2019 - 2020 Enrollment Projections

Enrollments							
	K	1	2	3	3 / 4	4	Total
October 1, 2018 Enrollment	41	55	65	66	0	90	<b>317</b>
<b>As of April 16, 2019</b>	43	55	67	65	0	91	<b>321</b>
2019 Enrollments	52	43	55	57	20	55	<b>282</b>
New Registrations 2019-2020	0	3	3 ^	1	0	1 *	<b>8</b>
Projected Summer Withdrawal	0	1	0	1	0	0	<b>2</b>
Anticipated 2019 Enrollment	<b>52</b>	<b>45</b>	<b>58</b>	<b>57</b>	<b>20</b>	<b>56</b>	<b>288</b>

Anticipated 2019 - 2020 Enrollment								
16 classes								
Teacher	Grade	K	1	2	3	3 / 4	4	Avg
Chartrand	K	17						17.33
Lapierre	K	17						
Raspa	K	18						
To be Placed		0						
To Withdraw		0						
Bradley	1		15					15.00
Dolcino	1		15					
Torr	1		15					
To be Placed			0					
To Withdraw			0					
Hoff	2			20				19.33
Jones	2			19				
Nedeau	2			19				
To be Placed				0				
To Withdraw				0				
Hall	3				19			19.00
Larson-Dennen	3				19			
Schmitt	3				19			
To be Placed					0			
To Withdraw					0			
Swift	3 / 4					20		20.00
To be Placed						0		
To Withdraw						0		
Fitzhenry	4						19 *	18.67
Lee	4						18	
VanLedtje	4						19	
To be Placed							0	
To Withdraw							0	
	<b>TOTAL</b>	<b>52</b>	<b>45</b>	<b>58</b> ^	<b>57</b>	<b>20</b>	<b>56</b>	<b>288</b>
	<b>Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3 / 4</b>	<b>4</b>	

MOH Students Returning From Mast Way	0	0	0	0	0	0	1 *	1
Mast Way Students Returning From MOH	0	0	0	0	0	0	0	0

^ Enrollment Requested for 1 Student Via Telephone April 18, 2019

## Mast Way Elementary School 2019 - 2020 Enrollment Projections

Enrollments							
	K	1	2	3	4	Total	
October 1, 2018 Enrollment	51	84	82	82	66	<b>365</b>	
<b>As of April 16, 2019</b>	51	87	81	81	67	<b>367</b>	
2019-20 Enrollments	62	51	87	81	81	<b>362</b>	
New Registrations 2019-2020		2				<b>2</b>	
Projected Summer Withdrawal		1			1 *	<b>2</b>	
Anticipated 2019 Enrollment	<b>62</b>	<b>52</b>	<b>87</b>	<b>81</b>	<b>80</b>	<b>362</b>	

Anticipated 2019 - 2020 Enrollment 16 classes								
Teacher	Grade	K	(P)	1	2	3	4	Avg
	K	20	15					20.67
	K	21	15					
	K	21	16					
4th Class Proposed (P)	K		16					
To be Placed	7	0						
To Withdraw		0						
	1			17				17.00
	1			17				
	1			17				
To be Placed				2				
To Withdraw				1				
	2				22			21.67
	2				22			
	2				21			
	2				22			
To be Placed					0			
To Withdraw					0			
	3					21		20.33
	3					20		
	3					20		
	3					20		
To be Placed						0		
To Withdraw						0		
To be Placed								
To Withdraw								
	4						21	20.33
	4						20	
	4						20	
	4						20	
To be Placed							0	
To Withdraw							1	
	<b>TOTAL</b>	<b>62</b>		<b>52</b>	<b>87</b>	<b>81</b>	<b>80</b>	<b>362</b>
	<b>Grade</b>	<b>K</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

MOH Students Returning From Mast Way	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Mast Way Students Returning From MOH	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



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

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INTEROFFICE MEMORANDUM

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TO: School Board  
FROM: Jim Morse  
DATE: May 1, 2019  
RE: Kindergarten Teacher Request/HS Technology Integrator {Part-time}

Kindergarten numbers have grown beyond recommended guidelines in Policy IIB. Mast Way has exceeded the maximum student/teacher ratio of 18:1. Currently, Mast Way has three classes of 20, 21, and 21, making the ratio 21:1. Moharimet has one class at 18 and two classes at 17, making the ratio 17:1. We propose adding a fourth Kindergarten teacher to Mast Way which will allow space for new kindergarten students enrolling to attend Mast Way. Projected cost: \$70,000.

We propose adding the technology integrator to the high school over two school years. We have a current science teacher who has led the high school technology effort willing to become the high school technology integrator. We would need to hire a ½ time biology teacher to replace ½ of her science courses. Projected cost: \$30,000

Savings breakdown:

\$ 54,000	Health Savings
\$ 40,000	MS Nurse Savings
<u>\$ 6,000</u>	In other Salary Savings.
\$100,000	

Thank you for your consideration.



Strategic Plan Summary Page

**Mast Way & Moharimet**

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
<p><b>Multi-Tiered Systems of Support (MTSS)-Social Emotional Learning (SEL)/Mental Health</b></p>	<p>Implement chosen SEL program; Connect new SEL Screener (DESSA) to chosen program</p>	<p>Refine chosen SEL program; Use DESSA data to support chosen program; Provide necessary PD</p>	<p>Continue professional development and analysis of DESSA data to determine what should be shared. Integrate SEL program with reporting system.</p>	<p>Review 3 years of SEL data to determine necessary changes.</p>		<p>By June 2024, students K-4 will have consistent, evolving and proactive SEL instruction in classrooms and as necessary in small groups and/or 1:1 setting.</p>
<p><b>Multi-Tiered Systems of Support (MTSS)-Academic</b></p>	<p>Implement building level goals set in 19-20 to focus on academics in the areas of Math and ELA.</p>	<p>MW and MOH will work with MTSS Team and consultant to develop an implementation timeline for Math &amp; ELA Tier 1-3 supports.</p>	<p>MW and MOH will share systems for both SEL and MTSS to refine, based upon student data.</p>	<p>Fully implement MTSS and SEL systems in both buildings.</p>	<p>Review process to date and refine MTSS system as needed.</p>	<p>By June 2024, students K-4 will learn and grow in a cohesive system that supports their wide variety of learning needs.</p>
<p><b>Competency Based Education (CBE)</b></p>	<p>Learn about CBE through professional development and writing science units with competency focus.</p>	<p>Continue learning about CBE through professional development and the continued writing of science units.</p>	<p>Develop and begin a schedule of competency writing for English language arts and mathematics.</p>	<p>Continue writing competencies ELA &amp; mathematics.</p>	<p>Continue writing competencies ELA &amp; mathematics.</p>	<p>By June 2024, K-4 teachers will understand how competencies support student learning and be knowledgeable of writing and evaluating competencies and implement competencies as developed. , <del>as well as updating of competencies as they are implemented.</del></p>

Strategic Plan Summary

Middle School updated for 05/01/19

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
New Middle School	By September 2019, ORMS will have completed an academic program assessment and have submitted it to the architect.	Develop school opening transition plan, consider academic year calendar	Implement transition plan.			By June 2023, students will have programming that meets their needs in a new facility.
Multi-Tiered Systems of Support (MTSS)- Social Emotional Learning (SEL)/ Mental Health	SEL subgroup will review SEL assessments & programs to pilot.	Investigate & pilot evidence-based assessments & programs for SEL.	Fully implement evidence-based assessments & programs.	Review data from assessments & programs.	ORMS will fully implement and evidence-based SEL Program.	By June 2024, students will participate in a program that incorporates assessment, instruction, and support to develop and enhance their social and emotional development.
Multi-Tiered Systems of Support (MTSS)- Academic	MTSS team will formalize, process & define academic support process for Bobcat time.	Investigate evidence-based programs and screenings to support academics/student performance.	Implement evidence-based programs and screenings	Review data from programs, screenings, & protocols.	Revise programs, screenings, & protocols based on data.	By June 2024, students will access systems of support (instruction, intervention, enrichment with progress monitoring) that meets their personalized learning needs through a fully implemented Multi-Tiered System of Support (MTSS).
Competency Based Education (CBE)	Staff will develop a variety of assessments to measure student achievement through curriculum competencies.	Implement teacher created assessments to measure curriculum competencies.	Establish student CBE focus group & use data to revise teacher created assessments and instruction.	Implement teacher revised CBE assessments and practices.	Continue to use data and revise CBE practices	By June 2024, students will participate in competency-based education with a greater understanding and depth to their learning to support high school aspirations.

Strategic Plan Summary Page  
 Updated 02/05/19 – Updated 05/1/19

High School

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Year Outcome
<b>Social Emotional Learning (SEL)/Mental Health</b>	Establish a MTSS Team process for data driven decision making, using screeners and other data (around social emotional/mental health), and map resources.	Assess current evidence-based programming and staffing to ensure that tiers of support are in place to support students social emotional/mental health needs.	Continue to implement evidence-based programming to ensure that systems of support are in place to support students social emotional/mental health needs.	Utilize team process for data driven decision making and screeners and other data (around social emotional/mental health) to ensure that interventions are implemented with fidelity	Establish a review and reflection cycle	By June 2024, students will be supported through a comprehensive SEL program.
<b>Multi-Tiered Systems of Support (Academic)</b>	Develop an MTSS process for data driven decision making and map academic resources.	Assess current tiers of support and programming to ensure that tiers of support are in place to meet student academic needs.	Evaluate progress of implementation to date; continue to implement supports and programming to ensure systems of support are in place to reflect student academic needs.	Review current process and procedures for identifying students who are struggling and refine MTSS system as needed.	Establish a cycle of review and reflection for MTSS academics and establish program evaluation criteria for presentation to the School Board as a tactic for MTSS.	By June 2024, students will be supported through a fully implemented MTSS academic program.
Implement continuous review process that involves staff and students.						
<b>Competency Based Education</b>	Competencies, reviewed, written and posted for all courses.	Staff will develop a variety of assessments to measure student achievement through curriculum competencies.	Implement ORHS grading and reporting systems to reflect competency-based education and have an evaluation of CBE by parents, students, and staff.	Examine and refine competency-based education and implementation.	Fully implement CBE program	By June of 2024, students will have a greater understanding and depth of their learning through a fully implement CBE to support post-secondary aspirations.
<b>Technology</b>	Prepare classroom technology (necessary infrastructure to support). Examine staffing needed to support 1 to 1 at ORHS and provide faculty professional development to support a 1 to 1 program.	Establish a 1 to 1 program. Continue to examine infrastructure and staffing to provide support and professional development.	Continue to provide support and professional development for integration.	Examine and refine integration practices. Review professional development provided and needs.	ORHS will have a 1 to 1 program with staff and resources in place to fully utilize the program to maximize student learning.  By June, 2024 ORHS will evaluate the effectiveness of 1 to 1 program.	By June 2024, students will have a 1 to 1 program with staff and resources in place to fully maximize their learning experience.

Strategic Plan Summary Page

School District – Updated 4/22/19 for 5/1/19 Board Meeting

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Curriculum Leadership Structure	Establish a budget and job description for a stipend for curriculum leadership positions in 6-12 ELA, Science, SS and World Language; K-12 Art and PE and K-5 Science.	Establish a district curriculum leadership team with goals for the year and develop a budget and job description for Sustainability Coordinator K-4.	Review curricular leadership structure and make adjustments as needed. Establish and budget for a Sustainability/STEM coordinator 9-12.	Establish a sustainability/STEM position for K-4 to be shared between Moharimet and Mast Way. Review curricular leadership structure and make adjustments as needed.	Review curricular leadership structure and make adjustments as needed.	By 2024, a teacher-based curriculum support team will be in place across all curricula areas.
MTSS - SEL/Mental Health	Increase supports at each tier; Develop systems to move to proactive v. reactive supports; implement screening and data collection procedures, define criteria for support; on-going self-assessment	Refine MTSS supports/strategy; data collection of tiered interventions based on each school's individual goals; on-going self-assessment	Refinement of MTSS components using data from self-assessment	Refinement of MTSS components using data from self-assessment	Refinement of MTSS components using data from self-assessment	By 2024, student's wellness and post-secondary aspirations will be supported through a targeted, systematic MTSS Mental Health approach at each school K-12.

<p><b>K-12 World Language</b></p>	<p>Develop a budget and plan to expand World Language Instruction in French, Spanish and Chinese to grade 5</p> <p>Review World Language plan as developed by World Language Committee and discuss implications. refine proficiency curriculum model in place since 2018</p>	<p>Consider Implementation of 5<sup>th</sup> grade program and discuss K-4 World Language program with focus on space, staffing, cost and impact on overall K-4 programming. plan. Review progress to date and establish a plan to provide World Language instruction in grades K-4. Develop schedule and budget to support K-4 expansion.</p>	<p>Begin implementation of K-4 World Language plan. Review 5-12 in light of K-12 model and make adjustments as needed.</p> <p style="text-align: center;">↑</p>	<p>Review progress in K-4 World Language implementation and make adjustments as needed.</p> <p>To be determined based on school Board discussion</p> <p style="text-align: center;">↑</p>	<p>Review K-12 World Language program and make the necessary adjustments</p> <p style="text-align: center;">↑</p>	<p>By 2024, students will have access to a fully implemented K-12 World Language Program.</p>
<p><b>Succession plan for district leadership</b></p> <p><b>Consider in (2022-23)</b></p>	<p>Conduct review of district leadership needs. Determine positions in need of internal succession plan.</p> <p style="text-align: center;"><b>X</b></p>	<p>Develop a plan for succession of Superintendent and Business Administrator.</p> <p style="text-align: center;"><b>X</b></p>	<p>School Board adopts a succession plan for Superintendent and Business Administrator.</p> <p>The Superintendent will develop a draft succession plan for the Superintendent and Business Administrator for Board review.</p>	<p>New Superintendent hired as Associate Superintendent to work with current Superintendent as mentor.</p> <p>The Board will consider the draft succession plan for the Superintendent and Business Administrator.</p>	<p>Associate Superintendent assumes full leadership role for district. By mid-year new BA is hired and works with current BA as a mentor.</p> <p>The Board will consider hiring a new Business Administrator in the fall. If the Board decides to hire, there</p>	<p>By 2024, a succession plan will be developed and approved by the School Board for the Superintendent's transition.</p>

<p>Communications</p> <p><b>RESERVE BOARD GOAL</b></p>	<p>\$50,000 Hire part-time communications person to develop and oversee District communication efforts.</p>	<p>Communication Director will develop various means of effectively communicating with the greater ORCSD community.</p> <p>Investigate communication option in Schoology.</p>	<p>Communication Director will develop various means of effectively communicating with the greater ORCSD community.</p> <p>Begin using communication option in Schoology</p>	<p>Communication Director will develop various means of effectively communicating with the greater ORCSD community.</p> <p>Continue using communication option in Schoology</p>	<p>Communication Director will develop various means of effectively communicating with the greater ORCSD community.</p> <p>Survey community to determine whether they feel informed about district events.</p>	<p>By June 2024, ORCSD will continue to communicate with internal stakeholders and expand ways to communicate with district household without children in school.</p>
<p><b>Sustainability Education</b></p>	<p>The remaining sustainability coordinator will assist the Superintendent and Business Administrator in developing a job</p>	<p>The Board will review plan and consider a stipend sustainability position for each building as a teacher leader using currently budgeted funds.</p>	<p>The 4 teacher coordinators for each school will work with administrators to brainstorm academics that can</p>	<p>Teacher leaders begin implementation of the developed plan.</p>	<p>Efforts to date will be reviewed, assessed and reported to the School Board.</p>	<p>By 2024, K-12 curriculum will embed sustainability concepts and content to promote an understanding of our world's limited resources and</p>
					<p>will be an overlap between current BA from March – June \$30,000.</p> <p>The Board will consider hiring a new Superintendent in the fall. If the Board decides to hire, there will be an overlap between the current Superintendent and new Superintendent from March – June 2024. \$50,000</p>	



<p><b>Sustainability Operations:</b> Facilities Transportation School Nutrition Technology</p>	<p>description and transition plan with expectations to be reviewed by the sustainability committee and School Board.</p>	<p>4 x \$2500 = \$10,000</p>	<p>support sustainability.</p>			<p>promote sustainable practices as well as prepare students for college and careers.</p>
	<p>Sustainability Coordinator will create plan for Sustainability Integrator will support Facilities/Transportation/School Nutrition/Technology Directors with sustainability efforts and practices.</p>	<p>Sustainability Integrator will meet regularly with Operations Directors to continue to support sustainable practices in ORCSD.</p>	<p>Sustainability Integrator will have met with Operations Directors to review, evaluate and adjust operations' sustainability practices.</p>	<p>Sustainability Integrator will quantify progress made towards creating more sustainable practices throughout operations at ORCSD.</p>	<p>Prepare and create recommendations for next strategic plan in consultation with the Operations Directors.</p>	<p>By 2024, ORCSD will continue to embrace sustainable practice in all decisions made to operate the school district.</p>
<p>Electric Bus</p>	<p>Plan yet to be developed ~ Depends on grant availability.</p>					



**District Equity and Inclusion**

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
K-12 Curriculum that provides students with knowledge, skills, and awareness of race, racism, equity, and inclusion	Develop K-12 equity and inclusion competencies.	Implement equity and inclusion competencies.	Review impact of implementation of equity and inclusion curriculum and offer PD to address issues identified in the review.	Provide professional development to address areas identified in 2021-22 and develop assessment program to determine student growth on equity and inclusion competencies.	Conduct comprehensive assessment of equity and inclusion curriculum and use findings to guide development of goals for 2024-2029 strategic plan.	By 2024, K-12 curriculum will be inclusive with respect to content and student experience, embracing and affirming all social identities among students and staff
Equitable and inclusive school climate Developing Staff	Develop specific strategies and partnerships to recruit, hire, and retain diverse staff at all levels and roles. Include goals for hiring over next four years.  Develop retention strategies to retain recently hired diverse staff members.	Implement recruitment and hiring plan developed in year one.  Research school districts in which diversity is supported.	Develop retention strategies to retain recently hired diverse staff members.  Customize to OR retention practices.	Review hiring process and modify strategies to better promote diverse applicants.  Partner with UNH and Town of Durham to develop joint effort.	Conduct comprehensive assessment of hiring efforts, and	By 2024, the ORCSD will have increased staff diversity.  While assuring a welcoming, inclusive environment free of harassment and discrimination.
Using Restorative Justice Techniques	Explore restorative practices as a tool to address disciplinary issues within the school community.	Explore restorative practices as a tool to address disciplinary issues within the school community.	Begin implementation of restorative practices.	Review restorative justice practices and make adjustments as needed.	Restorative Justice initiative and set goals for next five years.	By 2024, the ORCSD will have the tools in place so that students and staff can respond appropriately and supportively to incidents of harassment or discrimination
Equitable and Inclusive Co-curricular and Extra-curricular Programs	Conduct a review of current extra-curricular and co-curricular activities and organizations to identify areas in need	Create assessment tools used by organizations and teams to assess student experience	Implement use of assessment tool developed in 2020-21 in all extra-curricular and co-	Implement goals established in 2021-22.	Conduct comprehensive assessment of co-curricular activities to determine success	By 2024, all extra-curricular and co-curricular activities will offer equitable and inclusive experiences for all students and staff.

<p><b>Family and Community Engagement on Equity and Inclusion</b></p>	<p>of growth in order to provide an equitable and inclusive experience for all.</p> <p>Provide PD to advisors and coaches to create more equitable and inclusive programs.</p>	<p>relative to equity and inclusion.</p> <p>Continue to provide PD to advisors and coaches on providing equitable and inclusive environments.</p>	<p>curricular activities.</p> <p>Review data gathered and make adjustments to programs to provide a more fully inclusive environment for all students and staff.</p>	<p>Community and family engagement goals at the district and building levels will be implemented.</p> <p>The Advisory Group will review progress to date and make recommendations.</p>	<p>in creating inclusive and welcoming programs, including athletics; set goals for next five years based on assessment of co-curricular activities.</p>	<p>By 2024, ORCSD will continuously engage with Durham, Lee, and Madbury residents to assure understanding and support for Equity and Inclusion goals.</p>
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Strategic Plan Summary Page

Operations- Facilities

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
New Middle School	Provide public with documentation necessary for a vote on new middle school in March of 2020. Upon successful vote break ground in May 2020	Continue construction with an emphasis on Site Safety.	Construction complete by February 2022. Move into new facility. Remove useful items from current building before demo.	New building commissioned. Establish maintenance and custodial schedules.	Review and refine building systems.	By June 2024, the ORCSD will occupy and commission a new Middle School which is energy efficient and sustainable.
Enhance security measures across the district.	Build new Moharimet Entrance way / renovate existing.	Add cameras District wide. Add security at SAU / SB.	Explore window film and ground level security projects.	5-year review of safety protocols.	Explore upgrades to building access.	By June 2024, building security at all ORCSD schools will be improved.
Upgrade and improve heating and cooling at all schools.	Review current needs of all buildings related to establishing a standard for heating and cooling.	Replace failing A/C in the IT closets.	Replace and expand AC to all rooms at Moharimet.	Replace and expand AC to all rooms at MW. Investigate and propose AC options for HS.	Budget for HS AC.	By June 2024, all buildings will have a standard heating and cooling environment.
Expand parking and improve grounds	Establish operational standards for grounds and lot maintenance.	Construct HS tennis courts & increase parking at ORHS.	Establish 5 yr beautification projects.	Improve Moharimet parking lot and lighting.	Improve Mast Way parking lot and lighting.	By June 2024, upgrades will be made to district grounds, parking and lighting.
High School Auditorium Expansion			Facilities will explore design of the HS Auditorium expansion with an Architect	All contracts and work schedule will be ready in July 2024 construction	Auditorium will be complete and ready for occupancy.	By June 2024, the High School Auditorium will be increased to house large performances and accommodate full school assemblies.

## Strategic Plan Summary Page

## Operations- Information Technology (IT)

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
<b>Tools and Resources</b>	Develop plan to implement 1:1 laptop program for ORHS.	Implement ORHS 1:1 laptop program.	Review and maintain 1:1 laptop program grades 5-12.	Establish replacement plan for ORMS 1:1 laptops.	Review and maintain 1:1 program grades 5-12.	By 2024, the ORCSD IT Department will evaluate and implement technology tools and resources that will be used to support academic and operational goals of the ORCSD.
<b>Policy and Law</b>	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes.	By 2024, the ORCSD IT Department will continue to review and implement policy and procedure to meet federal and state law.
<b>Infrastructure</b>	Upgrade network switches and firewalls.  Assist with technology needs planning for new MS.	Replace staff computers.  Copier and Printer Replacement  Assist with technology needs planning for new MS.	Replace servers and storage.  Assist with technology needs implementation for new MS.	Replace elementary classroom computer sets.  Replace classroom desktop computers districtwide.  Assist with technology needs implementation for new MS.	Maintain and update district infrastructure and computing systems.	By 2024, the ORCSD computing infrastructure will be up to date and capable of handling the needs of the district.
<b>SAU Systems-Software</b>	Inventory and list functions of current systems.	Determine SAU system needs for finance, HR, student management information systems.	Research & investigate program capabilities.	Narrow potential solutions and budget accordingly.	Select and recommend SAU systems.	By June 2024, software will be recommended for finance, HR, and student information management.

2019 – 2024

Strategic Plan Summary Page

**Operations- School Nutrition**

<b>Goal Area</b>	<b>2019 – 2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>5 Year Outcome</b>
<b>Kitchen Equipment</b>	Prepare inventory of all kitchen equipment and create replacement plan.	Begin to replace most needed items. Review and refine list.	Budget to replace elementary equipment.	Budget to replace high school equipment.	Evaluate status of replacement plan and address area still in need.	By June 2024, all kitchens will have a capital plan for equipment replacement.
<b>Staff Training</b>	Staff training on how to safely prepare food for children with allergies.	Staff training on preparing local food and using fresh herbs.	Staff training on workplace safety, ergonomics	Staff training on sanitation and food safety.	Staff training on creatively using commodity foods.	By June 2024, the department will have a written training plan for all staff.
<b>Kitchen Designs</b>	Complete work to redesign MW serving line and HS service.	Complete construction on MW kitchen and cafeteria.	Open new MS kitchen and cafeteria; refine as needed	Review and evaluate MOH kitchen and cafeteria.	Refine any designs to ensure maximum efficiency.	By June 2024, all district schools will have efficient kitchen layouts and serving lines.

2019 – 2024

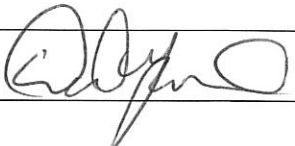
Strategic Plan Summary Page

**Operations- Transportation**

<b>Goal Area</b>	<b>2019 – 2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>5 Year Outcome</b>
<b>Update Bus Fleet</b>	Apply for alternative energy grants to replace buses and legacy grants for qualifying buses.	Investigate and pilot grant/ partner opportunities for funding.	Plan for charging stations.	Construct charging stations.	Review choices and make adjustments as necessary.	By June 2024, the district will have hybrid or electric vehicles as part of the district fleet.
<b>Student School Bus Safety Program</b>	Investigate school bus safety program for students and present to administration	Develop and propose review of School Bus safety programs.	Implement school bus safety program for all elementary students.	Implement school bus safety program for middle school students.	Implement school bus safety program for high school students.	By June 2024, transportation will have an established bus safety program for all students(k-12).
<b>Staff Recruitment and Pay</b>	Develop plan to attract bus drivers.	Investigate driver pay/benefits in area to remain competitive.	Propose adjustments to maintain and increase drivers.	Review employee manual and meet with sub-committee to make adjustments.	Actively advertise and recruit.	By June 2024, transportation will have a competitive contract and be fully staffed.

Oyster River Cooperative School District  
Nomination Form

#of Resumes Received: 11

Name:	Sheila Koutelis
Date:	4/18/19
Position:	School Nurse
Person Replacing:	Serena Kow
Budgeted Amount:	
Recommended Step/Salary:	BA 11; \$61,641; 10 credits or \$4,000
Interviewed By:	David Goldsmith, Catherine Plourde, Jackie Fillion, Michelle Fitzhenry, Jessica Whalen, School Nurses, Dr. Morse
# Interviewed:	6
Education:	B.S. Nursing M.S. Nursing Projected Spring 2020
Certification:	State of NH Registered Nurse #062802-21
HQT Status	
Related Experience:	ED Nurse, Exeter Hospital Elementary School Nurse, 2 schools 2013-present
Comments:	We are excited about this nomination! Sheila's references were positive about her work ethic, medical knowledge, calmness under pressure, and her relationships with staff, students, and families.
Date: <u>4/18/19</u>	Authorized Signature: <u>David Goldsmith</u> 

**REQUIRED Attachments:**

Resume  3 Letters of Recommendation  Copy of Certification



Oyster River Cooperative School District  
Nomination Form

#of Resumes Received: 7

Name:	Erin Pasay
Date:	4/18/19
Position:	School Nurse
Person Replacing:	Eileen Moran
Budgeted Amount:	\$87,015
Recommended Step/Salary:	RN Step 9 - \$48,874
Interviewed By:	Jay Richard, Catherine Plourde & James Morse
# Interviewed:	
Education:	AA Nursing Projected BSN in 2022, the District will pay for BSN at SNHU. Must complete BSN within DOE requirements.
Certification:	State of NH Registered Nurse #056678-21
HQT Status	
Related Experience:	3-years in intermediate and critical care unit at WDH. 2-years in med/surgery, Interventional Care and Intensive care at Ports Hosp. 1-credit for positions at Cardiothoracic Surgical and INOVA Fairfax Hospital. 2-years Tacoma General Hospital. (Husband was active duty military, moved a lot)
Comments:	Extensive experience working in acute care. Worked as the 2018-2019 Resident Sub RN in Oyster River, so is familiar with staff, students and procedures.
Date: <u>4/18/19</u>	Authorized Signature: <u><i>Dr James Morse</i></u>

<p><b>REQUIRED Attachments:</b></p> <p><input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> 3 Letters of Recommendation <input checked="" type="checkbox"/> Copy of Certification</p>
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Revised 5/7/09, 9/12/11 to include HQT Status, 7/17/15

Policies for  
 First/Second Read/Adoption/Deletion  
**SB Meeting of**  
**May 1, 2019**

Title	Code
<b>Policies for First Read</b>	
Student Automobile Use	JLIE
Searches of Student Automobiles on School Property	JHIB
Use of Private Vehicles to Transport Students	EEAG
Student Conduct on School Buses	JICC
Care of School Property by Students	JFCB
<b>Policies for Second Read/Adoption</b>	
<b>Policies for Deletion/Replacement</b>	
Support Staff – Reward for Outstanding Performance	GDBAA

**As a reference the April 10, 2019 policy minutes are attached to this packet.**

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JLIE
Code Change School Board 1 <sup>st</sup> Read 7/14/10 Previously - JHFD Code/Revision School Board 2 <sup>nd</sup> Read/Adoption: 8/11/10 <a href="#">Review Policy Committee: April 10, 2019</a> <a href="#">School Board First Read: May 1, 2019</a>	Page 1 of 1 Category: Recommended

### STUDENT AUTOMOBILE USE

The Oyster River Cooperative School Board encourages high school students to use the bus transportation provided to them. However, students may be granted the privilege of driving to school in their own vehicles if the requirements in this policy are met.

1. A student must complete a Student Driver Request/Registration Form that includes documentation concerning the student's vehicle, insurance and parental permission. No application will be approved without appropriate insurance or parental permission.
2. Students who are approved to drive to school must park only in areas designated for student parking.
3. Students may not access their vehicles ~~or leave school grounds~~ during the school day without permission of the building administrator.
4. Students should be aware that any vehicle that they drive to school may be subject to search as provided by Board policy [JIHB](#).
5. Students are required to drive safely and obey all traffic/parking rules while operating a vehicle on school grounds.
6. In order for a student to drive his/her vehicle to any school-sponsored activity off school grounds in which he or she is participating, prior written permission from the student's parent/guardian must be provided on the appropriate form and in accordance with all applicable Board policies and school rules.
7. The building administrator has the discretion to suspend or revoke a student's driving privileges and impose other disciplinary measures for driving infractions or other violations of Board policies or school rules. The building administrator may also report driving infractions to local law enforcement authorities as he/she deems appropriate.
8. Students are not allowed to transport other students to school sponsored activities in which he or she is participating, except in special circumstances, without prior written permission from [both](#) the parent/guardian of the passenger and the driver and the approval of the building administrator.

Cross References: [EEBBAG](#) – Use of Private Vehicles to Transport Students  
[JFICC](#) – Student Conduct on School Buses

[Student Driver Permission Form is part of this policy.](#)

# ~~Oyster River Cooperative School District~~

## ~~STUDENT DRIVER PERMISSION FORM~~

I understand that the Oyster River Cooperative School District *Extra-Curricular Activity Guidelines* require parents to transport their children to out-of-district individual extracurricular activities. I am asking that the Superintendent and/or his/her designee waive this requirement for \_\_\_\_\_ and allow him/her to drive his/her private vehicle to \_\_\_\_\_ School for \_\_\_\_\_ during the \_\_\_\_\_ school year.

I knowingly and voluntarily release, acquit, discharge and waive, and further agree to indemnify, hold harmless and reimburse each and all of those released, from and against any claim which I, my child or any other parent, relative or next of kin of ours, successors, or assigns or any other person, firm or corporation may now or hereafter have or claim to have known or unknown, seen or unforeseen, directly or indirectly, or within or without the control of those released, and also all claims which said minor has or hereafter may acquire, either before or after my child has reached the age of majority, for or on account of any losses, damages, personal injuries, pain and suffering, death, property damage, contract claims, or negligence resulting from, or arising out of, directly or indirectly, during, or in connection with my child's driving his/her private vehicle to \_\_\_\_\_ School.

I certify that \_\_\_\_\_ can be expected to drive in a responsible manner and will adhere at all times to applicable school district policies. I further certify that both the driver and vehicle are insured. I understand that, in the event of an accident, the driver's insurance provides the primary insurance coverage on the vehicle and its occupants.

I hereby give my permission for \_\_\_\_\_ to drive in his/her private vehicle to \_\_\_\_\_ School for \_\_\_\_\_ during the \_\_\_\_\_ school year.

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Date)



**JLIE-R**

**STUDENT AUTOMOBILE USE - PERMIT APPLICATION**

Student  
School

Age

Student's address (street, town/city, zip code)

Automobile (Year, made, model, color)

License Plate No.

Student's Driver's License No.

Owner of automobile

Owner's address (street, city/town, zip code)

I certify that the above information is true. I agree that my being able to operate and to park a vehicle on school property is a privilege conditioned on my willingness to have that vehicle subject to search by school authorities at any time the vehicle is on school property. I also understand that it is my responsibility to obey all posted speed limits while driving on school grounds, to operate the car safely, to display properly the school parking sticker, to park in designated areas, and to make certain that the car does not contain drugs, alcohol, weapons, or other items prohibited by law or school rules. Finally, I understand that any violation of this agreement or other school rules can lead to the revocation of all parking privileges. I further understand that motor vehicles in violation of this regulation may be subject to towing at the student's or owner's expense.

Student's signature

I, the parent/guardian of \_\_\_\_\_ hereby verify the information supplied above and understand and agree with the rules pertaining to the operation of vehicles on school grounds or property.

Signature of Parent/Guardian

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JIHB
Policy Committee: January 7, 2015 Policy Committee: March 11, 2015 School Board First Read: March 18, 2015 School Board Second Read/Adoption: April 1, 2014 <a href="#">Policy Review: April 10, 2019</a> <a href="#">School Board First Read: May 1, 2019</a>	Page 1 of 1 Category: Recommended

### **SEARCHES OF STUDENT AUTOMOBILES ON SCHOOL PROPERTY**

Oyster River Cooperative School District students recognize that parking their automobiles on school property is a privilege and not a right. As part of this privilege, the district may search students' automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having their automobiles searched by parking in school parking lots.

In the event that an employee of the school district has reason to believe that drugs, drug paraphernalia, or weapons are present in a student's automobile, that employee will inform the building principal, who will then conduct a search of the automobile. [The principal/designee shall have the discretion to engage the police in the search.](#) The principal shall fill out a vehicle search form, which will be maintained by the district.

Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.

**Legal Reference:**

NH Constitution, Pt.1, Art.19

**Cross Reference:**

JIHB-R – Student Operated Vehicle Search Report

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EEAG
Date of Adoption: November 7, 2011 <small>Previously: EEBB</small> Code Revision: June 16, 2010 School Board First Read: November 6, 2013 School Board Second Read/Adoption: December 4, 2013 <a href="#">Policy Committee Review: April 10, 2019</a> <a href="#">School Board First Read: May 1, 2019</a>	Page 1 of 1 Recommended

## USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

Any use of private vehicles to transport Oyster River Cooperative students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. The Board specifically forbids any employee to transport students, except the teacher's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Individuals providing unauthorized student transportation do so at their own expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than [\\$250,000/\\$500,000](#) Combined Single Limit and provide a Certificate of Insurance naming the District as an Additional Insured. The District will maintain liability insurance, which will be in excess of the owner's primary insurance for authorized student transportation.

Persons under contract with the school district to provide school transportation services must have a valid School Bus Driver Certificate/License in accordance with applicable rules and laws. All vehicles must be approved by the New Hampshire Department of Safety as meeting all applicable school bus safety standards. Parents transporting their own children are exempt from this requirement, per Department of Safety regulations.

Persons providing transportation on an incidental basis, i.e., not specifically as part of a contract to transport, must have a valid driver's license, and the vehicle used must have a current New Hampshire inspection sticker. A commercial license is required for any vehicle that has a capacity of 16 or more.

No student shall be sent on school errands using any automobile. No student will transport another student for school authorized transportation [except in special circumstances per policy JLIE](#).

Reimbursement for use of private vehicles may be made, but only if the employee or other person has prior approval of the designated administrator.

### **Legal References:**

New Hampshire Code of Administrative Rules Section Saf-C 1304.05, Exemption From School Bus Driver's Certificate



OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICC
Date of Adoption: June 29, 1988      Previously: JFCC Date of Revision: August 4, 1999 Code Change Adoption School Board: May 2, 2012 <a href="#">Policy Committee Review: April 10, 2019</a> <a href="#">School Board First Read: May 1, 2019</a>	Page 1 of 1

## STUDENT CONDUCT ON SCHOOL BUSES

Students using [Oyster River Cooperative School](#) district transportation must understand that they are under the jurisdiction of the school from the time they board the bus until they exit the bus.

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to [the transportation director who will then report to](#) the student's principal [and/or parent](#).

The school principal will have the authority to suspend the riding privileges of students who are disciplinary problems on the bus by failing to conform to the rules and regulations promulgated by the school board. Parents of children whose pattern of behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code.

RSA 189:9-a

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JFCB
Date of Adoption: October 19, 1988 Dates of Revision: October 18, 1995, August 4, 1999 <a href="#">Policy Review for Possible Deletion: April 10, 2019</a> <a href="#">School Board First Read: May 1, 2019</a>	Page 1 of 1

## CARE OF SCHOOL PROPERTY BY STUDENTS

~~Oyster River S~~students will be held responsible for proper care and return of ~~books~~ any school property issued to them. ~~Textbooks must be covered; students must pay for all books damaged or lost.~~

~~The board views vandalism against school property by students as reprehensible.~~ In response the principal is directed to take such steps as are necessary to recoup the loss.

- ~~1. To identify the student(s) involved.~~
- ~~2. To call together persons, including the parents, to study the causes and to advise on appropriate disciplinary action.~~
- ~~3. To decide upon disciplinary action and to assess the students and/or their parents for any costs.~~
- ~~4. To take any constructive action needed to try and guard against further such student misbehavior.~~

~~Final report cards and diplomas may not be issued until bills are paid.~~

Cross Reference:    ECAC – Vandalism  
EDC – Authorized Use of School Owned Materials  
JICL – Student Computer and Internet Use  
KF - R – Use of School Buildings and Facilities  
KFA – Public Conduct on School Property

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GDBAA
Date of Adoption: June 18, 1980 <u>Review by Policy Committee for possible deletion: April 10, 2019</u> <u>School Board for Deletion: May 1, 2019</u>	Page 1 of 1

*SUPPORT STAFF*

*Reward for Outstanding Performance*

~~A member of the non-salaried staff may be judged eligible by the school board for additional financial reward based upon outstanding performance. Such re-ward may be given in the form of a bonus for outstanding performance at the completion of the school year.~~

~~Candidates for an additional financial reward may be identified by the school board, an administrator, or by a member of the salaried or non-salaried staff. Salaried or non-salaried staff wishing to recommend persons for such financial rewards will bake such recommendations through a statement in a sealed envelope given to the superintendent of schools. The superintendent will announce annually the period during which such recommendations may be submitted. De-termination of the recipient(s) is the responsibility of the school board.~~

Policy Committee Meeting Minutes

Wednesday, April 10, 2019 @ 3:30 PM

Attendees: Denise Day, Brian Cisneros, Kenny Rotner, James Morse, Wendy DiFruscio

Visitors: Daniel Klein

Dr Morse called the meeting to order at 3:30 PM.

Dr. Morse opened the meeting by asking for nominations for a policy chair. Brian nominated Denise, seconded by Kenny. All in favor.

Dan asked if the Facilities policy was on the agenda for review, but there was a miscommunication that it will be on the May agenda and Dan thanked the committee and excused himself at 3:40 PM.

Denise resumed the meeting with Policy JLIE – Student Automobile Use. It was explained that this policy was coming before the committee for review and also for a deletion of the form that was considered part of the policy and not an “R” document. Suzanne Filippone asked that this form be removed as its content was incorrect for the practice that is used at the high school. A proposed “R” document was included in the packet for review by the committee and minor changes were made to the policy. This is ready for a first read.

Policy JIHB – Searches of Student Automobiles on School Property. The policy committee asked about the legal ramifications of a district administrator actually searching the vehicle and what happens if the search finds something. Different examples were given, and review of the policy resulted in language being added for searching a vehicle. This policy is ready for a first read.

Policy EEAG – Use of Private Vehicles to Transport Students – The committee reviewed and discussed. Suggested addition of \$250,000 be added to the liability language and language from another policy to keep both aligned with the same context. Jim stated that we do discourage students from doing this. This policy is ready for a first read.

Policy JICC – Student Conduct on School Buses – This policy was reviewed by the transportation director as well as the committee, a brief discussion followed with a minor change to the language. This policy is ready for a first read.

Policy JFCB – Care of School Property by Students – This is a very old policy that resulted in a discussion as to whether to delete or revise completely. The Committee chose to revise, changes were made, and cross references were added. This policy will go for a first read.

Policy GDBAA – Support Staff – Reward for Outstanding Performance – Again this is a very old policy that needed to be reviewed before possible deletion. Committee asked if this even happens. It was decided to delete this policy.

No additional questions or comments.

Meeting ended at 4:20 PM – Next meeting May 8, 2019.

Respectfully submitted,  
Wendy L. DiFruscio