

Oyster River Cooperative School District
REGULAR MEETING

June 21, 2023

ORMS – Recital Hall

7:00 PM

- O. 6:30 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING
- I. CALL TO ORDER 7:00 PM
- II. APPROVAL OF AGENDA
- III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- IV. APPROVAL OF MINUTES *Motion to approve 06/7/23 Regular Meeting Minutes.*
- V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS
 - A. District
 - B. Board
- VI. DISTRICT REPORTS
 - A. Assistant Superintendent/Curriculum & Instruction Report(s)
 - DEIJ Final Report (Rachael Blansett)
 - B. Superintendent’s Report
 - Best Practices in Communications (Gen Brown)
 - New Website Update (Josh Olstad & Gen Brown)
 - Update on Class Size Enrollments
 - Update on 3 Person Team – Middle School
 - Affirmation of Hiring.
 - C. Business Administrator
 - FY23 Budget Update
 - D. Student Representative
 - E. Finance Committee Report
 - F. Other:
- VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*
- VIII. DISCUSSION & ACTION ITEMS
 - Strategic Plan Report Out – District wide {Suzanne Filippone}
 - School Board Resolutions
 - List of Policies for First Read: CHCA – Approval of Handbooks and Directives, CHD – Administration in Policy Absence, CM – Annual Reports. *Motion to Approve List of Policies for First Read: CHCA – Approval of Handbooks and Directives, CHD – Administration in Policy Absence, CM – Annual Reports.*
- X. SCHOOL BOARD COMMITTEE UPDATES
- X. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- XI. CLOSING ACTIONS
 - A. Future meeting dates: July 19, 2023 – Regular School Board Meeting @ 7:00 PM MS Recital Hall
- XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}
NON-MEETING SESSION: RSA 91-A2 I {If Needed}
- XIII. ADJOURNMENT

Respectfully submitted,
Superintendent

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

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

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

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

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

Oyster River Cooperative School District Members:

- | | |
|-----------------------------|----------------------------|
| • Denise Day, Chairperson | Term on Board: 2023 – 2026 |
| • Matthew Bacon, Vice Chair | Term on Board: 2022 - 2025 |
| • Brian Cisneros | Term on Board: 2021 –2024 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Thomas Newkirk | Term on Board: 2023 - 2024 |
| • Heather Smith | Term on Board: 2022– 2025 |
| • Giana Gelsey | Term on Board: 2023 - 2026 |

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:

- 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.
- The hiring of any person as a public employee.
- 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.
- 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.
- 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 Board

Regular Meeting Minutes

June 7, 2023

DRAFT

SCHOOL BOARD PRESENT: Denise Day, Brian Cisneros, Dan Klein, Heather Smith, Matt Bacon, Tom Newkirk, Giana Gelsey

STUDENT REPRESENTATIVE: Paige Burt

ADMINISTRATORS PRESENT: Dr. Morse, Suzanne Filippone, Catherine Plourde, Sue Caswell, Rachael Blansett, Rebecca Noe, Jay Richard, David Goldsmith, Misty Lowe

STAFF PRESENT: Sean Peschel, Sara Cathey

GUEST PRESENT: Ella Higginson (sophomore)

ABSENT:

I. CALLED TO ORDER at 7:00 PM by Chair Denise Day.

Denise announced it was Paige Burt's last night serving on the school board as the student rep. She recognized her commitment and regular attendance, as well as her informative updates and DEIJ work, particularly her design-thinking presentation on "Gender Equity." Denise gave Paige a token of appreciation on behalf of the Board and wished her well at NYU in the fall.

Dr. Morse stated that Paige is the epitome of student voice, and he appreciates the amazing job she has done.

Paige told the Board she enjoyed her experience and learned so much in one year as a student representative. She expressed gratitude on behalf of the students for having a voice and feeling empowered at ORHS.

II. APPROVAL OF AGENDA

Tom Newkirk made a motion to approve the agenda, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS – None provided.

IV. APPROVAL OF MINUTES

Giana Gelsey made a motion to approve the May 17th, 2023 Regular Meeting Minutes, 2nd Tom Newkirk.

Denise Day made the following revision:

For Policy IHAMA in the second paragraph, it should read "regarding the effects of alcohol and other drugs, misuse thereof, the hazards of using tobacco products." The misuse is referring to the alcohol and drugs, not the use of tobacco products.

Motion passed with correction 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

David Goldsmith of Moharimet said the recent "Day of the Forest", a themed day of enrichment, went very well and students enjoyed their participation on and off the school grounds. He thanked the community members and UNH professors for providing forest related presentations, and the Curriculum Enrichment Committee for designing the day's events. Regarding the 4th grade transition to the middle school, Jay Richard recently met with students and this Friday, June 9th, they will travel to ORMS for Step-Up Day. Fourth graders will be participating in a host of celebrations and activities made possible by parents and the PTO. On June 15th the students will participate in MOH Day, and the 4th Grade Recognition Night will take place that evening on the flat field, weather permitting.

Misty Lowe of Mast Way said everyone is feeling nervous, anxious, and excited since the end of the year is a busy and emotional time. Kindergarten screening took place and Interim Principal Bill Sullivan attended last night's Fourth Grade Parent Night. Upcoming activities include Step-Up Day at ORMS, a 4th grade breakfast and field trip, and field day. Mast Way alumni will be visiting on Thursday for their Senior Walk and retirement celebrations to say goodbye to some dedicated individuals will be taking place in the remaining weeks. Misty reported they are already busy planning for summer and fall.

Jay Richard of ORMS thanked the community and Durham Public Works for their involvement in the recent Service Palooza. A visit by the upcoming 5th graders will take place this Friday and it will include information from world language and music staff, sign up sheets, lunch in the Learning Commons and tours led by 8th graders. Next Monday on June 12th the 8th graders will visit the high school from 8:30-9:30am for their Step-Up Day. Next Wednesday there will be an 8th grade celebration on the high school field with pizza, a DJ, and the Kona ice truck. Planning for next year's 3-person and 2-person teams in 5th grade is underway.

Dr. Morse recognized Jay's 24 years of commitment and leadership to the school district, especially the last 14 years serving as Principal of the middle school. He wished him the best of luck in his career move to Concord.

Jay expressed his gratitude for working with many wonderful people, including leaders, administrators, students, and parents. While he looks forward to this new opportunity, he says he'll have Bobcat Pride forever.

Various Board members attested to Jay's leadership, noting his ability to handle issues throughout the years, his longevity, hard work, and dedication, and all his involvement with the new middle school and the smooth transition.

Rebecca Noe of ORHS updated the Board of recent events, including a well-attended prom, a Coffee House with a last performance by Mr. Milliken and Mr. McCann, Art & Science Showcases, Design Thinking student presentations, and a first-time Career Signing Day that included members of the Dover Chamber of Commerce. Two students signed with the Naval Shipyard and one with Tri-City Dodge. Rebecca recognized Paige's "Gender Equity" Design Thinking presentation which exemplified student passion and expertise. During this week's Senior Week students will participate in a Thomas Leighton cruise, a Canobie Lake Park trip, Senior Walks at the elementary and middle schools, as well as an evening of recognition on June 8th. Scholarship Awards will be given at 5:30pm followed by Senior Awards at 7:00pm in the auditorium. Graduation will be held on Friday, June 9th inside the UNH Whittemore Center at 6pm. The lobby will be open at 4:30pm and seating will start at 5:00pm. A newsletter with maps, parking, and logistics will be available soon.

Rachael Blansett, DEIJ Coordinator, provided the following updates: The last middle school BIPOC meeting took place last week. She is excited to keep it going for next year and she will use student feedback to develop future topics. Junior Sophia Duyon and sophomore Abigail Trojan have been selected as the student participants in the *True Leaders in Equity* partnership with UNH. This yearlong extended learning opportunity will begin July 10th-13th in Maryland where Sophia and Abigail will connect with students across the nation to begin their work. The last DEIJ Committee meeting was held and featured student work, including Paige Burt's presentation on "Gender Equity" and Maya Grainger's presentation on "Lack of Empathy & Diversity in the STEM Field." This summer 20 faculty members will be engaged in a summer reading group discussion around the book [DEI Deconstructed: Your No-Nonsense Guide to Doing the Work and Doing it Right](#) by Lily Zheng.

B. Board

Heather Smith shared that the Design Thinking presentations were amazing to see, and she was inspired by the students' passion.

Denise Day recognized the culmination of all the schools' hard work as the year ends. From music to art to science to design thinking, she gave a huge congratulations to all the students, adults, teachers, paraeducators, and coaches who were involved.

VI. DISTRICT REPORTS

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

Suzanne Filippone provided a professional development update announcing that this summer faculty will engage in Tier 1 work targeting all students and levels of learning, MTSS work, collaboration and integration within the social studies and science departments, artificial intelligence and policy work, a DEIJ book discussion, and a book discussion on Turning to One Another: Simple Conversations to Restore Hope to the Future by Margaret Wheatley. She thanked Janet Martel for all her hard work setting up the online logistics to make these trainings possible.

Student Presentation – ELO UNH Internship {Ella Higginson/Sean Peschel}

Suzanne introduced Extended Learning Opportunity Coordinator, Sean Peschel, and acknowledged the amazing job he does engaging students with the ELO program.

Sean explained that Extended Learning Opportunities or ELOs are student driven, student focused, and student designed educational experiences that take place inside and outside of Oyster River High School. They enhance and expand upon the educational journey ORHS offers through exposure - academic and career related field trips, through exploration - independent coursework, advance studies and informational interviews, and through experiences - job shadows and internships. An ideal ELO team consists of the student, the coordinator, a mentor teacher, and a community/industry partner.

Sean introduced student spotlight speaker, junior Ella Higginson, who truly exemplifies a model ELO student, and ORHS Science faculty member Sara Cathey, who embodies exemplary characteristics and attributes in her role as mentor teacher. Ella is here tonight to present her learning under this year's theme "Discover the Possibilities."

Ella described her ELO experiences to the Board in a slideshow presentation. She began her first ELO as a sophomore with a Seacoast Science Center Marine Science Fellowship on periwinkles and marine biology. This school year she completed a UNH Lab internship on oceanography and marine biology and next year she will participate in a UNH Lab internship on genetics, marine biology, and RNA sequencing. During these past two years she has had the opportunity to design and run her own experiments, conduct fieldwork, work in a lab, and complete 15 different projects with the collaboration of over 10 professors and students. Ella shared an important lesson she has learned, which is to always be aware and make note of any unusual samples. While working with live samples she said it was initially nerve-wracking, but facing unexpected challenges and the pressures of using actual samples over time has increased her comfort level.

Ella told the Board she loved going out to do field work and that it was her favorite part of the experience. She's also enjoyed working in a lab and can include using advanced lab equipment, such as a spectrophotometer, flowcam, google earth engine, and filtering systems to her skill set. She's done far more than she ever thought and is even more confident now in her decision to pursue a science degree. As a senior she will enter her third ELO to study what scientists have nicknamed the "Sea Squirt." She will be working in Newcastle and at UNH alongside Dr. Jenn Dijkstra and PhD student Madison Hurley. Ella thanked Mrs. Cathey, Mr. Peschel, and her family for making the experience possible, as well as the students and professors who have given her the opportunity to keep trying new things and learn.

Denise asked how much of the work can be completed in her day at ORHS. Ella said most of her work is done outside the school day since it requires her to be in the lab, but during her study hall she can type data into a spreadsheet and correspond with her lab group.

Dr. Morse commended Ella for her amazing work and dedication.

Sean informed the Board that there are approximately 60 students participating in ELO's in the following areas:

Career Exploration - 1

Independent Coursework - 43

Advanced Studies - 2

Curriculum Cycle Discussion

Assistant Superintendent Suzanne Filippone presented the “Curricula Review Cycle” slideshow to the Board with the purpose of increasing awareness of the cycle of curricula review at ORCSD. Suzanne explained that curricula review is a systematic approach to evaluating, reviewing, and revising curriculum using competencies as a design tool. It focuses on the allocation of funds on district priorities, and occurs within a specific time frame, yet it is also fluid. K-12 teachers, specialists, and leadership collaborate and reflect in multiple phases, and the cycle is designed for teachers teaching multiple content areas to focus on one area at a time. The cycle includes content areas that are grouped as follows:

Health/Science/WL
SS/Library/Counseling
PE/Art/ELA/Music
STEM/CS/Math

Phase 1 is evaluate and research, which includes the work of identifying goals, figuring out where the district is going and deciding how they are going to get there. Faculty looks at current foundational idea, such as the district vision and mission, the vision of a graduate, and the department missions along with the current curriculum. Research, which looks at frameworks, standards, and professional organizations, is a vital component for designing curriculum, competencies, and scope & sequence.

Phase 2 is reviewing, revising, and writing. Time is spent to discuss research findings, review curriculum, and identify gaps. It’s also a time to revise and write to develop instructional strategies and common assessments. Evaluating programs, resources, and professional development is also occurring. Teachers identify instructional practices for how the learning will look in the classroom.

Phase 3 is implementation, which incorporates developing and using assessments. They not only show what students can do, but they are a tool to see what educators are doing well and where teaching should go next. Expanding resources and professional development, monitoring implementation, and reviewing curriculum are all key components of this phase.

Phases 4 & 5 are effectiveness, which includes evaluating the ongoing work. Staff feedback is collected and all areas of work, including research, curriculum, resources, and assessments are evaluated, revised, and fine-tuned.

The curriculum cycle is an overlapping, collaborative, and reflective process. While work is done in phases at specified times, the overall purpose is to have continual improvement in the district’s curriculum.

Heather Smith wondered how the recent implementation of the Eureka math program affected the curriculum. Suzanne explained that it is the latest version of the district’s math program, and it has more instructional tools and assessments for faculty.

B. Superintendent’s Report

ORMS Recommendation for 3-person team and 2-person team. {Jay Richard}

It was acknowledged that due to the low numbers in the fifth grade, there will be a 3-person and a 2-person team. The 5th grade teachers will be given summer planning time to develop their teaching and learning experiences for next year.

Affirmation of Hiring

Board members received a memo containing the Guild Member List of Affirmation.

Tom Newkirk made a motion to approve the Guild Member List of Affirmation as presented, 2nd by Giana Gelsey. Motion passed 7-0 with the student representative voting in the affirmative.

Hiring Process and Savings

Dr. Morse stated they are in a good place at approximately \$80k to the good.

C. Business Administrator – None provided.

D. Student Representative Report

Paige Burt stated that votes are still coming in for the election of class officers and it is likely that Maeve Hickok will be next year's school board representative. She recapped the most recent events stating that the Senior Art Show was amazing and featured very talented work, the last Coffee House was entertaining, and copies of the MOR magazine are still available. She gave a shout out to all the students who completed their ELO's and commended their passion and unique presentations. Paige also congratulated the Girl's Tennis Team for winning State Championships. Students have been enjoying Senior Week and look forward to the Senior Walk in which they will wear a button of their childhood picture so elementary teachers can recognize them. Paige concluded with two important topics of consideration for the Board:

1) She recommended the elective system be brought back to sophomores, which was the norm prior to the pandemic. She said it makes sense for freshmen to remain in classes with fellow students for a transition year, but she believes sophomores should be able to mix with higher grades. Teachers stated it can be helpful to mix ages and have upperclassmen model behavior and academic aptitude. Paige said students are concerned that there are electives no longer running due to a lack of enrollment and wondered if opening the elective system to sophomores would increase those sizes. Paige and her peers feel strongly that electives provide more choice which leads to more passion and higher levels of learning. She gave a shout out to Mr. Bromley for his Design Thinking Seminar, which will not be running next year due to low numbers.

2) Paige said this year's Mental Health Forum gave light to the fact that there are increasing numbers of mental health needs. She felt it would be beneficial to hire a licensed mental health counselor. She has noticed the high number of students waiting in the counseling office to see their counselor or the counselor on call. Since counselors are juggling a schedule of academic appointments, there are students waiting to be seen for emotional support. Also, students with academic appointments are pushed back since the number of students in crisis have gone up. It is becoming more and more apparent that there is a need for a licensed mental health counselor on staff and she encouraged members to consider this for next year.

Dr. Morse stated that the state-wide survey results show that 73% of parents expressed concern for the stress levels of students, and agreed a licensed mental health counselor is a future need for the Board to consider.

E. Finance Committee Report

Brian Cisneros shared that the Finance Committee met three weeks ago, and they are at the beginning stages of developing the calendar and groundwork for the next budget. They discussed the Fund budget, the food service revenue, turf field use, and normal drivers. At the November 15th Board meeting they will have budget recommendations.

F. Other – None provided.

VII. UNANIMOUS CONSENT AGENDA

- List of Policies for Second Read/Adoption: IHAH – World Language, IHAMA – Teaching About Alcohol, Drugs, and Tobacco and Deletion of current Policy IHAMA – Teaching About Alcohol, Tobacco, and Other Abused Substances.

Chair Denise Day pulled out Policy IHAMA from the agenda for discussion.

Denise Day made a motion to approve Second Read/Adoption of IHAH – World Language, 2nd by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.

Denise announced the substitution of the word “misuse” for “abuse” in the second paragraph.

Giana Gelsey made a motion to approve Second Read/Adoption of IHAMA with correction, 2nd by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

2023-24 Board Meeting Calendar

The Board made the following calendar clarifications: the first meeting in September is on Wednesday the 6th, the Feb 7th & 6th meetings should be in chronological order, and June 19th is a holiday.

Tom Newkirk made a motion to approve the 2023-24 Board Meeting Calendar, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

Superintendent’s Search Board Assignments

Denise Day made a motion to appoint Heather Smith as the point person and chair of the Superintendent Screening Committee, 2nd by Tom Newkirk.

Board members discussed whether appointing members for the Superintendent’s Search Committee should be done at the committee level or Board level. Brian Cisneros raised concern in appointing assignments by the school Board since it is normally done at the committee level. He worried it could be setting a new precedent. Tom Newkirk and Dan Klein felt that this particular committee was of a different kind, and it warranted the vote of the Board.

Motion passed 5-1-1 with the student representative voting in the affirmative. Brian Cisneros voted in the negative and Giana Gelsey abstained.

Denise Day made a motion to appoint Heather Smith, Brian Cisneros and Tom Newkirk to the Superintendent Search Committee, 2nd by Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.

NHSBA Resolutions

The Delegate Assembly will meet on October 5th to discuss any issues brought forth by the state’s public schools. If any Board member has an issue they feel should be discussed, they should notify this year’s rep, Giana Gelsey. Issues are due in writing by July 19th. Tom Newkirk encouraged the Board to think about the 306 Guidelines, which are ambiguous regarding the school Board’s authority for approving credits. Current language would allow flexibility for students to learn anywhere diluting the school Board’s authority to other agencies, such as private groups and social organizations. Tom will draft a resolution to present at the next meeting.

Consideration of Extending the Strategic Plan one additional year

Dr. Morse requested an extension of the Strategic Plan by one additional year. He said it will allow the plan to finish out over five years, so issues come to a natural conclusion, and it will offer a strong transition for the new superintendent to unify the district around a direction.

Heather Smith made a motion to extend the Strategic Plan one additional year to 2024-2025, 2nd by Giana Gelsey. Motion passed 7-0 with the student representative voting in the affirmative.

Retirement Incentive for June 2024

Dr. Morse told the Board he would like to provide staff with the luxury of time to consider their retirement options. He would like staff to be aware of the incentive by the end of September, and this will also allow the district to anticipate savings as the year progresses.

Dan Klein recognized that a retirement incentive is an effective tool, but he is concerned with its repeated use and worries it could drain the district of the most experienced staff.

Dr. Morse agreed stating it was used last year, and it wouldn't be used this year if the district wasn't facing the last bond statement. On the other side of retirement, however, the district gains excellent new staff and assets to the district. There are 18 faculty that will qualify, and Dr. Morse confirmed with the Board that he would place a cap on the number of retirees that could opt for the incentive.

Brian Cisneros made a motion to approve a Retirement Incentive for June 2024, 2nd by Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.

IX. SCHOOL BOARD COMMITTEE UPDATES

The Manifest Committee met and completed the following manifests.

Payroll Manifest # 24 Total is \$724,132.04

Vendor Manifest # 24 Total is \$791,676.39

Heather Smith provided a year-end summary for the Sustainability Committee. They met on June 1st and discussed goals, where they are interested in going next year, their progress on waste and composting with plans to carry on, the success of the teacher presentations, and the well-received community dinners. They will meet with the new nutrition director to create a plan for next school year's dinners.

Giana Gelsey reported that the Wellness Committee met on 5/25. They reviewed the priorities of this year, which focused mostly on mental health supports for adults, namely teachers and staff, and discussed that priorities for the upcoming year will focus on mental health for adults and students. They decided to expand the committee to more community members, including the addition of two student members from the high school and possibly the middle school. They also discussed restarting or creating morning mental health peer support programs, as well as the need for more social programs for students. There is a question on whether wellness policy covers mental health for students, so they will also initiate a policy review to address the issue. An intersectional program with sustainability, which would promote drinking water for wellness, was also discussed as a possible integration with a reusable water bottle program. The committee is also looking at how to utilize the Health Trust opportunities.

Denise Day announced that Policy Committee meets tomorrow on June 8th.

Denise Day, Heather Smith, Tom Newkirk, and Brian Cisneros attended the Excellence in Education awards ceremony to accept the Best School Board award with Dr. Morse. They will travel to the annual NH School Board Association's Convention in October to give a presentation.

X. PUBLIC COMMENTS – None provided.

XI. CLOSING ACTIONS

A. Future Meeting Dates: June 21, 2023 – Regular School Board Meeting @ 7:00 PM MS Recital Hall

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

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

XIII. ADJOURNMENT:

Heather Smith made a motion to adjourn the meeting at 9:00pm, 2nd Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.

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

Respectfully Submitted,

Karyn Laird, Records Keeper

DEIJ Coordinator: End-of-Year Update



Spring 2023

Spring Semester Goals

Convene and **facilitate the Superintendent's DEIJ Community Group** and Steering Committee

Coordinate and oversee the **spring 2023 visit with musician Tona Brown**

Update the **transgender & gender expression policy procedure**

Develop working DEIJ competencies that will continue to be refined throughout the 2023-24 school year

Create a teacher DEIJ professional development plan, design and implement relevant workshops, trainings, and resources outlined in plan

01



**Superintendent's
DEI/ Community
Group and Steering
Committee**

DEIJ Community Group



Convened 5x this semester

Shifting dynamics and direction of the group

Next year focused on community programming and education

02

**Spring 2023 Visit
With Musician
Tona Brown**



*An Evening
With Tona
Brown*



03

**Transgender and
Gender Expression
Policy Procedure**

Transgender Procedure Update Committee

A group of counselors from each school and the JEDI student group

Teacher & student feedback survey

Aiming to finalize draft by end of next semester



04

**Working DEI
Competencies**

DEIJ Competency Work

- Outlined in the strategic plan
- Literature review & research
- Working within SEL framework
- Focus group of teachers



05

**Teacher DEI/
Professional
Development Trainings
and Workshops**

DIVERSITY, EQUITY, INCLUSION & JUSTICE (DEIJ) WORKSHOP OVERVIEW

Spring 2023



JANUARY

Coffee & Conversations/Brown Bag Lunch Gatherings

FEBRUARY

Let's Talk About Race (in the Classroom)!

MARCH

LGBTQ+ Cultural Competency Training 101

**facilitated by Seacoast Outright*

APRIL

The Power of Accessibility: Universal Design for Learning 101

MAY

Putting the "Class" in Classroom: Exploring Social Class, Values & Impacts on Students

JUNE

Bias Bootcamp Workshop Series

**rescheduled for Fall 2023*

Let's Talk About Race (in the Classroom)!

Learning Outcome Average: 4.38/5

“One key takeaway was that there is no exact “guidebook” to follow when talking about Race or Racism in the classroom. I plan to use the strategies I learned when talking about the case scenarios in my classroom when issues arise.”



The Power of Accessibility: Universal Design for Learning 101

Learning Outcome Average: 5/5



Engagement

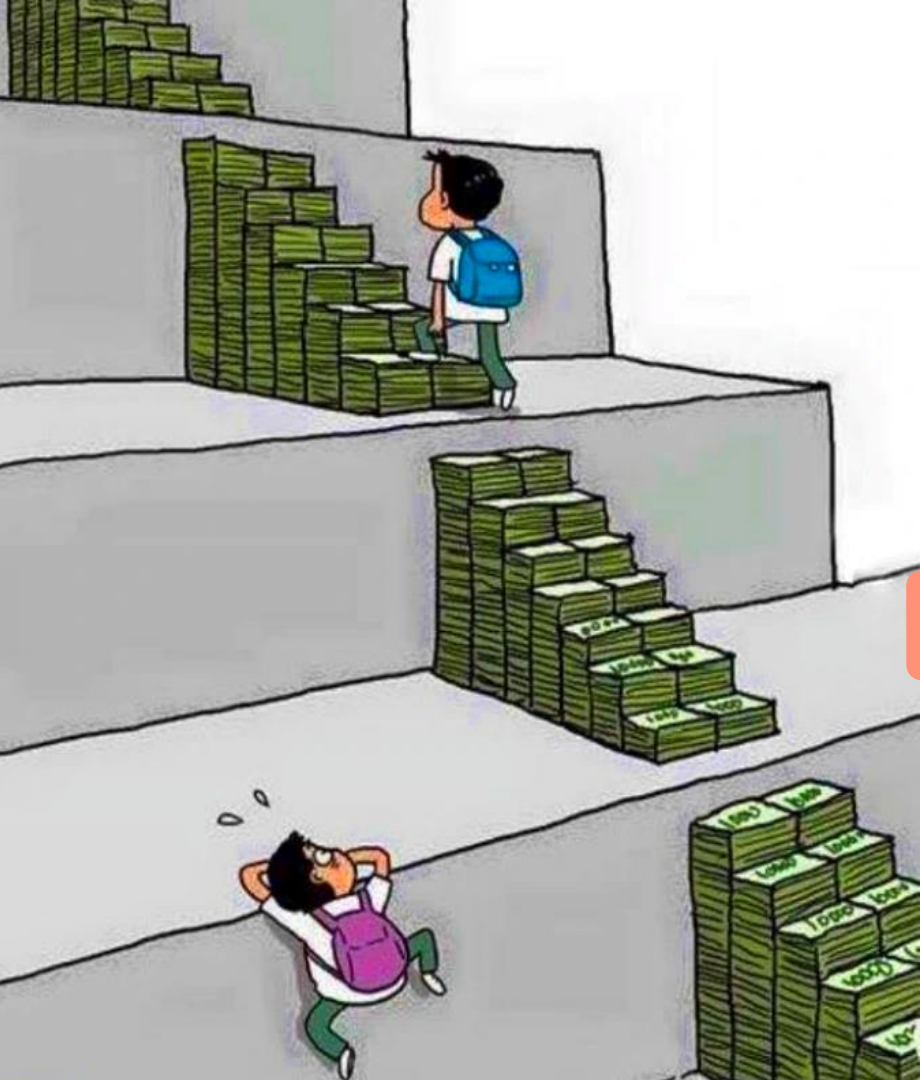


Representation



**Action &
Expression**

When asked about elements they enjoyed about the presentation, a teacher noted:
“Personal assessments of learning styles & the lesson plan workshopping and collaborating”



Putting the “Class” in Classroom: Exploring Social Class, Values & Impacts on Students

Learning Outcome Average: 3.75/5

I really enjoyed this presentation due to the rich discussions. I also liked the opportunity to learn more about these terms that are in the news/podcasts but not always presented in a way that increases understanding.”

LGBTQ+ Cultural Competency Training 101

**Facilitated by Seacoast Outright*



On a scale of 1-10, how satisfied were you with the training overall?
Average- 9

On a scale of 1-10, how accessible/ understandable did you find the content?
Average- 9

On a scale of 1-10, how knowledgeable did you feel about foundational LGBTQ+ terms and concepts BEFORE the presentation?
Average- 6.8

On a scale of 1-10, how knowledgeable do you feel about foundational LGBTQ+ terms and concepts now AFTER the presentation?
Average- 8.5

On a scale of 1-10, how valuable was the presenters' use of personal stories/lived experience in your learning?
Avg- 9.1

Overall, did the presentation meet your expectations?
43% (9) Exceeded Expectations
38% (8) Met expectations

Image Source: Levanier, J. (2017), LGBTQIA+ Graphic Design: The Art of Logo & Print Design From a Queer Perspective, 99Designs by Vista

Additional Work & Acknowledgements

**a non-exhaustive list*

EOY ESTIMATED CONTACT HOURS:

Teachers: >54x

Students: >27x

Principals, Counselors or
Administration: >13x

- MS BIPOC student group space
- Spring '24 UNH Business in Practice course
- UNH Extension Program: True Leaders in Equity Institute & ELO
- NHSAA Resolutions & Southeasters Priorities
- Sports Bias Training Toolkit beginning conversations
- ESOL & Dining culturally inclusive food committee meetings
- School Board DEIJ workshop
- Manchester Teachers Residency pilot program
- Collaborating and connecting with organizations such as: NH Listens, BLM Seacoast, Seacoast Outright, and more!

Thanks!



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

INTEROFFICE MEMORANDUM

TO: Oyster River School Board
FROM: Genevieve Brown, Communications Specialist
DATE: June 21, 2023

RE: Best Practices in Communications Update

In 2022, the Oyster River Cooperative School District's school board established two priorities for the newly hired communications specialist: a full migration to a new website for the district and all schools; and the completion of a Best Practices in Communications document to set expectations and guidelines for district employees.

Despite several months of research, no similar document was found in PK-12. ORCSD's new Best Practices in Communications document was created after the careful review of samples from different industries, research of current best practices in communications, and the feedback submitted by the Oyster River leadership team.

A final draft was approved in June 2023 and the document will be presented to all building staff as a one-hour professional development opportunity the week of June 19, 2023. Training sessions are scheduled for:

Mast Way and Moharimet Elementary Schools: Thursday, June 22, 2:00 – 3:00 p.m. at Mast Way's Library

Oyster River Middle School: Thursday, June 22, 9:30 – 10:30 p.m. at ORMS's Concert Hall

Oyster River High School: Tuesday, June 20, 12:20 - 1:20 p.m. at the ORHS Auditorium

Professional development opportunities will also be offered during the 2023-2024 school year and new employees will be provided a copy of the document during the onboarding process.

ORCSD's Best Practices in Communications document will be reviewed yearly, and its content updated as required.

A digital copy of the Best Practices in Communications – 1st Edition document is available upon request.



Website Update

June 21, 2023

A collaborative approach

- ORCSD Community (2021 survey)
- Communication Committee Report
- Amy Sterndale
- Digital Learning Specialists
- Principals & Leadership Team
- Director of IT
- Assistant Superintendent
- Superintendent

2021 Communication Survey

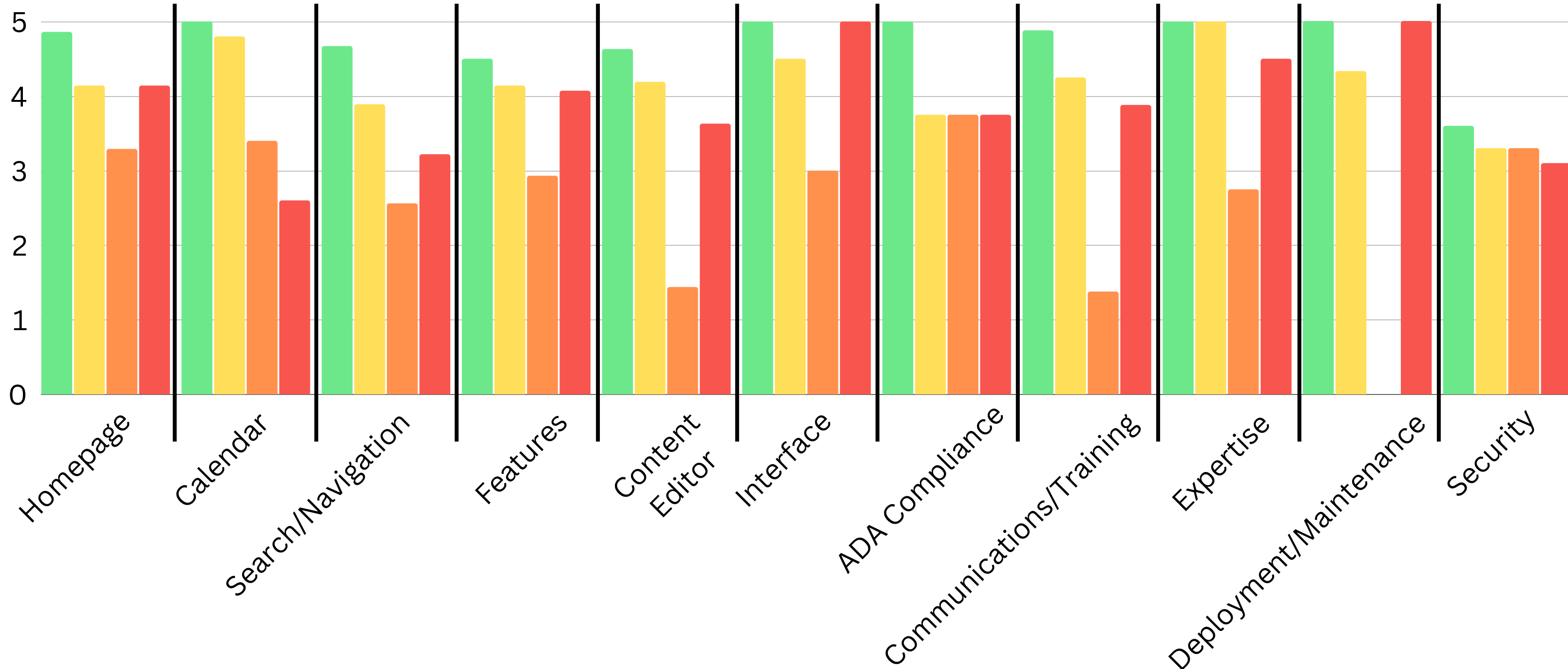
The University of New Hampshire Survey Center - December 2021

Pain points:

- Confusing organization & navigation (contact information, lunch menu, bus routes, and COVID-19 updates)
- Unable to search website and PDF documents (school board minutes)
- Missing content (general updates, calendar, news, clubs, sports, and after school activities)

Evaluation Rubric

Itemized list of 84 "must have" and "would be nice to have" features and functionalities ranked for each service provider on a scale of 1 (poor) to 5 (excellent)



Timeline: Migration & Launch

December 23, 2022

June 23, 2023

Sign contract
service provider

January

February

March

April

Refine & review

June

May

July

Production

Onboarding, design, style guide, websites
architecture, content curation,
visual assets, editing, and upload files.

Full Launch
June 29, 2023

Finished Draft
April 20, 2023

Website: Scope of Responsibilities



Communications Specialist (CS)

- **Website owner:** create, edit, upload, and publish scheduled/recurring content for district and school websites
- Create new pages and graphic design
- Training and technical support to DLS

NEW!

- Monitor principals' newsletters and send weekly requests to DLS for content updates
- Branding and marketing
- Analytics and dynamic enhancements
- File management
- Remove outdated and stale content

Digital Learning Specialists (DLS)

- **Website collaborator (stipend):** Identify, collect, and send building-specific content updates requests to CS
- Edit and publish time-sensitive content
- In-school technical assistance for webpage owners and users

Monthly time commitment: 8 - 10 hours

Webpage Editors

- Content updates requests via ticketing system
- Logins created on an as-needed basis

Director of IT

- Technical support
- Security/data protection

Enhanced Features

- Centralized calendar
- Mobile friendly and responsive design
- ADA compliance (monthly audit)
- Search limited to our webpages and ability to search non-image PDF
- Intuitive content management system
- Banner and pop-up alerts
- Integrate with social media

Content Revision Phase

- Communications specialist provided list of pages with missing content and met with content owners
- Reminders to content owners that updates added to current website since March need to be replicated on the new pages
- Website was made available to Digital Learning Specialists in April, training was completed in May
- New logins created on an as-needed basis
- Visual assets: created a photo library

Next Steps: Collect and Analyse Feedback

- **Official launch Thursday, June 29**
- Websites will be live starting Tuesday, June 27
- Feedback to be collect via a webform added to the homepages over the summer
- Google analytics on all pages to monitor and analyze traffic

✔ Limited Office Summer Hours Between June 20 and August 25



OYSTER RIVER
COOPERATIVE SCHOOL DISTRICT

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Tona Brown Visits Oyster River Cooperative School District

Mast Way Elementary School 2022 - 2023
Enrollment Projections 2023-2024 **6/9/23**

Enrollments						
	K	1	2	3	4	Total
23-24 Enrollments	61	71	64	58	62	316
New Registrations 2023-2024	0	2	1	0	2	
Projected Withdrawal	0	0	0	0	0	
Anticipated 23-24 Enrollment	61	73	65	58	64	321

Anticipated 2023 - 2024 Enrollment							
18 classes							
Teacher	Grade	K	1	2	3	4	Avg
Buswell	K	15					15.25
Jorgensen	K	15					
Kennedy	K	15					
McCormick	K	16					
To Be Placed/VLACS		0					0
To Withdraw		0					
Anctil	1		18				18.25
Desrochers	1		18				
Freeman	1		18				
Handwork	1		19				
To be Placed/VLACS			0				0.00
To Withdraw			0				
Moulton	2			15			15.25
Paquette	2			15			
Biggwither	2			15			
Spinelli	2			16			
To Be Placed/VLACS				0			0.00
To Withdraw				0			
Zimar	3				19		19.33
Drew	3				19		
Laliberte	3				20		
To be Placed/VLACS					0		0.00
To Withdraw					0		
Bowden-Gerard	4					21	21.33
Henry	4					21	
Stacy	4					22	
To be Placed/VLACS						0	0.00
To Withdraw						0	
TOTAL		61	73	65	58	64	321
GRAND TOTAL		61	73	65	58	64	321
Grade		K	1	2	3	4	

Moharimet Elementary School 2023-2024 PLACEMENT PLANNING UNTIL AUGUST

Enrollments							
		K	1	2	3	4	Total
23-24 Enrollments		53	55	68	57	60	293
New Registrations 2023-2024		0	3	3	1	2	9
Projected Withdrawal		0	2	4	0	0	6
Anticipated 23-24 Enrollment		53	56	67	58	62	296

Anticipated 2023-2024 Enrollment							
17 classes							
Teacher	Grade	K	1	2	3	4	Avg
K Teacher 1	K	17					17.67
K Teacher 2	K	18					
K Teacher 3	K	18					
<i>To Be Placed</i>		0					0.000
<i>To Withdraw</i>		0					
Gr 1 Teacher 1	1		19				
Gr 1 Teacher 2	1		18				
Gr 1 Teacher 3	1		19				
<i>To Be Placed</i>			0				
<i>To Withdraw</i>			2				
Gr 2 Teacher 1	2			17			
Gr 2 Teacher 2	2			17			
Gr 2 Teacher 3	2			16			
Gr 2 Teacher 4	2			17			
<i>To Be Placed</i>				0			
<i>To Withdraw</i>				4			
Gr 3 Teacher 1	3				19		19.33
Gr 3 Teacher 2	3				19		
Gr 3 Teacher 3	3				20		
<i>To Be Placed</i>					0		
<i>To Withdraw</i>					0		
Gr 4 Teacher 1	4					20	
Gr 4 Teacher 2	4					21	
Gr 4 Teacher 3	4					21	
<i>To be Placed</i>						0	
<i>To Withdraw</i>						0	
	TOTAL	53	58	71	58	62	302
	GRAND TOTAL	53	56	67	58	62	296
	<i>Grade</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	

14-Jun-23

Oyster River Middle School Projected Enrollment for 2023- 2024

Town of Residence		5	6	7	8	Total
Durham (151)		66	75	85	78	304
Lee (297)		46	55	59	59	219
Madbury (331)		14	24	23	24	85
Other		0	0	0	4	4
	TOTAL	126	154	167	165	612
2022 - 2023 Enrollments		5	6	7	8	Total
Durham (151)		75	86	79	70	310
Lee (297)		55	58	58	58	229
Madbury (331)		24	23	24	37	108
Other		0	0	4	0	4
	Total	154	167	165	165	651

**Oyster River High School
2023 - 2024 ANTICIPATED Enrollment
June 15, 2023**

Town of Residence	9	10	11	12	Total
Barrington	46	46	41	47	180
Durham	71	72	89	82	314
Lee	62	62	59	53	236
Madbury	33	26	37	25	121
Attending from Out of District *	0	0	0	0	0
TOTAL	212	206	226	207	851

Homeschooled Students	0	3	3	5	11
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2022 - 2023 Enrollment	9	10	11	12	Total
October 3, 2022 Enrollment	207	227	207	205	846
June 15, 2023 Enrollment	205	225	207	200	837

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

INTEROFFICE MEMORANDUM

TO: Dr. Morse & ORCSD School Board
FROM: Suzanne Filippone, Assistant Superintendent
DATE: June 15, 2023
RE: ORMS Grade 5 Team

Due to declining enrollment Oyster River Middle School will have seven fifth grade teachers in the 2023-2024 school year. Jay, Bill, and I have meet with the 5th grade team, on several occasions, to discuss the implications of this change. As a result of these meetings and teacher feedback the following plan will be implemented next school year:

Three Person Team

Kyra Dulmage, Sara O'Brien, and Diana Pelletier

Teacher 1: Math, Reading

Teacher 2: Math, Writing

Teacher 3: Math, Alternating by Quarter SS & Sci

Two Person Teams

Erin Bobo-Caron & Emily Burke

Bernadette Labbe & Caroline Hird

Teacher 1: Math, ELA

Teacher 2: Math, Alternating by Quarter SS & Sci

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

INTEROFFICE MEMORANDUM

TO: School Board
FROM: Dr. Jim Morse, Superintendent
DATE: June 16, 2023
RE: Guild Member List for Affirmation.

Below listed please find the Guild Member List for Affirmation.

SCHOOL	NAME	POSITION
OR High School	Oliver Philbrick	Computer Science
OR High School	Jacqueline Casey	Special Education
OR Middle School	Shannon Keyes	English Language Arts

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 2

Name:	Oliver Philbrick
Date:	June 15, 2023
Position:	Computer ScienceTeacher
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	Cathi Stetson
Budgeted Amount:	\$57,960
Recommended Step/Salary:	BA/Step 1 \$44,746
Interviewed By:	Adam Lacasse, Mike McCann, Lisa Hallbach, Jason Baker, Celeste Best, Anna Goscinski, Mark Milliken
# Interviewed:	2
Education:	Bachelors in Mechanical Engineering from Western New England University
Certification:	Statement of Eligibility - Technology and Engineering Teacher
Related Experience:	Teaching assistant at Wester New England University, Programming and Video Editing instructor Independent Tutor After school high school tutor
Comments:	Oliver is passionate about engineering and computer science. He is an alumni of the high school and excited about giving students the tools and skills needed in our 21st century world. He has looked for various opportunities to help educate young people throughout his college career in his field of expertise. He will a wonderful addition to our business department.
Date: <u>June 15, 2023</u>	Authorized Signature: <u>Rebecca Noe</u>

REQUIRED Attachments:		
<input checked="" type="checkbox"/> Resume	<input checked="" type="checkbox"/> 3 Letters of Recommendation	<input checked="" type="checkbox"/> Copy of Certification

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 11

Name:	Jacqueline Casey
Date:	06/15/2023
Position:	Special Education Teacher
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	Anne Golding
Budgeted Amount:	\$75,485
Recommended Step/Salary:	MA Step 11 \$70,093
Interviewed By:	Hannah Cunningham, Nicole Casimiro, Melissa Jean, Catherine Plourde, Rebecca Noe, Dr. James Morse
# Interviewed:	3
Education:	MA School Instruction and School Leadership, Granite State College Special Education Certification, Granite State College BS Communication, University of New Hampshire
Certification:	NH Special Education Teacher 1900
Related Experience:	Special Education Teacher, Exeter High School Special Education Teacher, Spaulding High School Educational Consultant and Data Coordinator, American Educational Consultants
Comments:	Ms. Casey has 10 years of experience as a special education teacher/case manager. She has worked in different high school settings and with a variety of learners. She also has coaching experience and volunteers with the Special Olympics. We are pleased to welcome Ms. Casey to Oyster River as her skill set will be a great match for our school system.
Date: <u>6/15/23</u>	Authorized Signature: <u>Catherine Plourde</u>

REQUIRED Attachments:		
<input checked="" type="checkbox"/> Resume	<input checked="" type="checkbox"/> 3 Letters of Recommendation	<input checked="" type="checkbox"/> Copy of Certification

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 19

Name:	Shannon Keyes
Date:	June 6, 2023
Position:	ELA Teacher
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS
Person Replacing:	Chris Hall
Budgeted Amount:	\$96,753
Recommended Step/Salary:	MA/Step 7 \$60,385
Interviewed By:	Bill Sullivan, Andrea Lawrence, Melissa Jean, Cindy Douglass, Michele Vizzo, Jason Duff
# Interviewed:	4
Education:	University of Michigan B.A. English, Geology & Education University of New Hampshire Law School Juris Doctorate
Certification:	NH 0500 English Education (5-12)
Related Experience:	ORMS Long Term sub 7th & 8th Grade Humanities Teacher - Seacoast Charter English/Drama Teacher Hudsonville HS, MI
Comments:	Shannon has taught at the middle school and high school grade levels. Shannon has an excellent work ethic and team first mindset. This year Shannon taught in several capacities at ORMS, which made a significant positive impact of our students.
Date: <u>June 6, 2023</u>	Authorized Signature: <u>Jay Richard</u>

<u>REQUIRED Attachments:</u>
<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> 3 Letters of Recommendation <input checked="" type="checkbox"/> Copy of Certification

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT					
FISCAL YEAR 2022-23					
FINANCIAL STATUS AS OF: 06/16/23					
	Budgeted	Expended	Encumbrances	Amount Remaining	Percentage Spent
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
SALARIES:					
Administrator	1,719,955	1,721,213	70,078	(71,336)	104%
Teacher	17,991,711	14,539,602	3,201,693	250,416	99%
Para	2,146,744	1,896,686	162,118	87,939	96%
Tutor	326,892	329,013	28,178	(30,299)	109%
Custodian	960,926	890,004	36,263	34,660	96%
Secretary	429,125	425,709	17,897	(14,481)	103%
District Hourly	859,194	800,460	31,184	27,551	97%
Maintenance	273,457	256,698	9,827	6,931	97%
Drivers	887,888	811,665	33,866	42,357	95%
Misc & Summer	152,100	94,782	4,090	53,227	65%
Subs - Professional	338,201	326,199	6,279	5,723	98%
Subs - Para	37,100	44,623	0	(7,523)	120%
Subs - Secretary	6,700	194	0	6,506	3%
O/T	24,500	27,011	0	(2,511)	110%
Med & Dent Payback	343,921	315,190	17,121	11,609	97%
TOTAL SALARIES	26,498,413	22,479,049	3,618,594	400,770	98.5%
BENEFITS:					
Health Ins	5,976,765	4,734,308	1,409,411	(166,955)	103%
Dental Ins	175,750	137,676	34,277	3,797	98%
Life Ins	66,195	57,036	14,625	(5,466)	108%
LTD Ins	55,633	46,767	12,458	(3,593)	106%
FICA	2,024,799	1,659,078	266,446	99,275	95%
Retirement - Non Professional	499,418	452,873	19,018	27,526	94%
Retirement - Professional	3,909,862	3,233,032	678,342	(1,512)	100%
Annuity	182,670	164,331	18,323	17	100%
Tuition Reimb	5,000	2,100	0	2,900	
Unemployment Comp	15,000	0	0	15,000	0%
Workers Com	138,648	198	0	138,450	0%
TOTAL BENEFITS	13,049,739	10,487,400	2,452,900	109,439	99.2%
ALL OTHER OPERATING EXPENSES:					
Mast Way	260,785	218,186	3,818	38,781	85%
Moharimet	173,116	129,241	2,527	41,348	76%
Middle School	377,932	394,921	6,298	(23,288)	106%
High School	858,146	578,816	45,137	234,193	73%
District	3,287,763	3,287,471	5,383	(5,091)	100%
Transportation	610,938	644,790	0	(33,852)	106%
Technology	725,291	768,776	26,897	(70,381)	110%
Facilities	3,013,011	3,091,295	52,954	(131,238)	104%
SPED	2,186,004	2,071,682	66,882	47,440	98%
TOTAL OPERATING	11,492,986	11,185,178	209,895	97,912	99.1%
GRAND TOTAL	51,041,137	44,151,626	6,281,389	608,121	98.8%

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

INTEROFFICE MEMORANDUM

TO: Dr. Morse, Superintendent of Schools
FROM: Suzanne Filippone, Assistant Superintendent
DATE: June 15, 2023
RE: Strategic Plan Report Out

Included you will find an updated version of the Strategic Plan with annotations. As you can see our work in all areas of the Strategic Plan has continued to progress toward our 5 Year Outcomes. While revisions may have been needed along the way, our work continues to focus on the outcomes written in 2019. For clarity and ease of reading we have updated all revised sections and marked the status in red.

At the June 21, 2023, School Board Meeting I will be focusing on the 2022 – 2023 school year goals. Over the summer the Leadership Team will continue to reflect on this past school year and will work on the formation of goals for the 2023-2024 school year.

Strategic Plan Summary with Annotations

District Curriculum

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed/In Progress	In Progress	Partial Completion	In Progress	In Progress	
District Curriculum Leadership Structure <i>Curriculum Subject Area Coordinators</i>	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. <i>Curriculum Subject Area Coordinators</i>	Establish a district curriculum leadership team with goals for the year and develop a budget and job description for Sustainability Coordinator K-4 <i>Curriculum Subject Area Coordinators</i>	Review curricular leadership structure and make adjustments as needed. <i>Curriculum Subject Area Coordinators</i> <i>Sustainability Coordinators</i> <i>Completed</i>	Review curricular leadership structure and make adjustments as needed. <i>Curriculum Subject Area Coordinators</i>	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. <i>Curriculum Subject Area Coordinators</i>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Completed		
K-12 World Language	Review World Language plan as developed by World Language Committee and discuss implications.	Consider implementation of 5th grade program and discuss K-4 World Language program with focus on space, staffing, cost and impact on overall K4 programming	The district will hire a Chinese Language teacher for MS & HS MS WL to expand to Gr. 5 using an A/B schedule (similar to ORHS) The district will consider hiring a K-4 WL teacher for each elementary school.	World Language District Committee presented possible next steps for a K-4 WL FLEX Model (Exploratory) to School Board in October 2022 for consideration.		

Strategic Plan Summary with Annotations

District Information Technology

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Completed		
District Tools and Resources	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 laptop.	Review and maintain 1:1 program grades 5-12. Changed from schoolwide replacement to grades 1, 5, 9 annually	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.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Completed		
District Policy and Law	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. Cybersecurity audit by CISA, division of Homeland Security	Review law, update district policies and procedures, and provide staff training on changes. Implement recommendations from CISA	By 2024, the ORCSD IT Department will continue to review and implement policy and procedure to meet federal and state law.

Strategic Plan Summary with Annotations

District Information Technology

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	In Progress		
District Infrastructure	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.	Assist with technology needs implementation for new MS. Evaluate classroom desktop computers districtwide. Replace Firewalls	Replace elementary classroom computer sets. Replace classroom desktop computers districtwide. Assist with technology needs implementation for new MS. Replace server storage array.	Maintain and update district infrastructure and computing systems. Replace servers. Replace Promethean boards across the district.	By 2024, the ORCSD computing infrastructure will be up to date and capable of handling the needs of the district.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Revised & Completed		
SAU Systems-Software	Inventory and list functions of current systems.	Determine SAU system needs for finance, HR, student management, information systems. Communications Committee formed & evaluation/process started.	Research & investigate program capabilities and possible new programs. Evaluate Website/Upgrade & Continue to explore Communications Options for the District.	Narrow potential solutions and budget accordingly. Hired Communication Coordinator Best Practices in Communications/Internal Document Update Website	Select and recommend SAU systems. Replace mass notification system.	By June 2024, software will be recommended for finance, HR, and student information management.

Strategic Plan Summary with Annotations

High School Curriculum

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Partially completed	Partially Completed – moved due to COVID	Partially Completed	Partially Completed and In Progress	In-Progress	
High School Competency Based Education (CBE)	The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	There will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	Continue discussions with the School Board and community. The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. This work includes incorporating competencies related to VOG. Faculty will continue to discuss and learn about hybrid models of competency-based grading.	Continue discussions with the School Board and community The high school staff will work on the alignment of standards to the competencies, including the review and posting of competencies. Faculty will develop a model of grading that incorporates the 100 point scale and reports out on competency achievement.	By June 2024, the high school will be ready to implement a grading model that reports out traditional A-F, 100 point scale grades, and competency achievement for each student.

Middle School Curriculum

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Revised	Paused	Moved to 2023-2024 Partially Completed	Moved to 2024-2025	
Middle School 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 and use data to revise teacher created assessments and instruction.	Implement teacher revised CBE assessments and practices. Establish and begin process for examining assessments and grading practices through calibration techniques. Examine and revise communication of student learning.	Continue to use data and revise CBE practices. Establish and begin process for examining assessments and grading practices through calibration techniques.	By June 2024, students will participate in CBE with a greater understanding and depth to their learning to support high school aspirations.

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Revised	Revised & Completed	Revised & Partially Completed		CBE professional development will continue into the next strategic plan.
K-4 Competency Based Education (CBE)	Learn about CBE through professional development and writing science units with competency focus.	Continue learning about CBE through professional development and the continued writing of science units.	Assess what the needs are for CBE with elementary school staff. Explore competencies in the Science Curriculum work summer 2022.	Continue learning about CBE through professional development.	Continue learning about CBE through professional development.	By June of 2024: K-4 teachers will understand how competencies support student learning and be knowledgeable of writing and evaluating competencies and implement competencies as developed.

Strategic Plan Summary with Annotations

School Nutrition

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Ongoing	Ongoing	Ongoing		
Staff Training	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p> <hr/> <p>Feeding children with allergies was held. Completed</p>	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p> <hr/> <p>Several 1-hour sessions were provided during Covid feeding to fulfill training needs. Completed</p>	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p>	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS has certified to teach and proctor the exam for staff.</p>	<p>Training on cooking techniques and recipes.</p> <p>Collaborate with area districts for a common time to bring in Back to Basics course through Institute of Child Nutrition.</p> <p>Bring in local restaurant chefs to work with staff on creating recipes.</p> <p><u>Budget Implications</u> Cost of Materials Cost of trainers</p>	<p>Staff will be trained in several area of nutrition, culinary and kitchen operations.</p>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Ongoing		
Kitchen Equipment {HS & MOH}	<p>Some MS equipment was moved to the HS giving them 2 more ovens and a steamer.</p>	<p>The electrical was upgraded to utilize the steamer at the HS</p>	<p>New reach in refrigerator was purchased for MOH.</p> <p>New reach in refrigerator was purchased for the HS.</p>	<p>Serving line deli cooler was replaced by in March.</p> <p>Plumbing to finish installation of middle school steamer was completed this winter.</p>	<p>Update and create list of items still needing to be replaced.</p> <p><u>Budget Implications</u> Cost of new equipment, installation costs.</p>	<p>Kitchen Equipment will be upgraded</p>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome

Strategic Plan Summary with Annotations

District Sustainability

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Completed		
Sustainability Education	The Sustainability Coordinator will assist the Superintendent and Business Administrator in developing a job description and transition plan with expectations to be reviewed by the Sustainability Advisory Committee and School Board.	The Board will review plan and consider a stipend sustainability position for each building as a teacher leader using currently budgeted funds.	The 4 teacher coordinators for each school will work with administrators to brainstorm academics that can support sustainability. <i>Coordinator job descriptions.</i>	Teacher Coordinators begin implementation of the developed plan. Teacher Coordinators will survey faculty and staff to gain a greater understanding. Teacher Coordinators will share the Intern report with faculty and staff at the building level. Teacher Coordinators will present their work to the School Board.	Efforts to date will be reviewed, assessed, and reported to the School Board. Teacher Coordinators begin implementation of the developed plan.	By June 2024K-12 curriculum will embed sustainability concepts and content to promote an understanding of our world's limited resources and promote sustainable practices as well as prepare students for college and careers.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Revised/Completed	Revised/Completed	Revised	
Sustainability Operations	Sustainability Coordinator will transition to Sustainability Integrator and will create a plan for how this position will support Facilities/Transportation/School Nutrition/Technology directors with sustainability efforts and practices.	Sustainability Integrator will meet regularly with Operations Directors to continue to support sustainable practices in ORCSD. Usage of remaining funds will be used for Sustainability Integrator payment.	Sustainability Integrator will have met with Operations Directors to review, evaluate and adjust operations' sustainability practices. <i>Intern Report to be shared with School Board and Staff. Begin operationalization of report.</i>	The SAU Leadership will act as advocates for sustainable practices in operations. <i>Continue operationalization of report.</i>	Prepare and create recommendations for next strategic plan in consultation with the Operations Directors. <i>Continue operationalization of report.</i>	By 2024, ORCSD will continue to embrace sustainable practice in all decisions made to operate the school district.

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 member.	Implement recruitment and hiring plan developed in year one. Research school districts in which diversity is supported. Moved	Develop retention strategies to retain recently hired diverse staff members. Customize to OR retention practices. Moved Address district and staff concerns and questions around divisive concepts bill, HB2. Create actionable plan to educate and support staff. Develop a job description for, and budget for 22-23 and hire a District DEI Coordinator. Completed DEI Position Focus	Continue to explore strategies to diversify hiring. Completed Hire District DEI Coordinator Completed	Develop recruitment, hiring, and retention plan.	By 2024, the ORCSD will have increased staff diversity while assuring a welcoming, inclusive environment free of harassment and discrimination. While assuring a welcoming, inclusive environment free of harassment and discrimination.
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Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status		In Progress	Completed	Completed		
Using Restorative Justice Techniques		Explore restorative justice practices as a tool to address disciplinary issues within the school community.	Begin implementation of restorative justice practices. Restorative Practices training and implementation	Review restorative justice practices and make adjustments as needed.	Review 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.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome

				to date and make recommendations.	goals for new strategic planning	support for Equity and Inclusion goals
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Strategic Plan Summary with Annotations

Transportation

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Ongoing	Ongoing	Ongoing	Ongoing	Revised	
Bus Fleet	<p>Researched opportunities for funding of hybrid/electric buses.</p> <p>Discussions of charging station location and of working with electric company to include in pilot program.</p> <p>Investigated electric/hybrid van replacement.</p> <p>Replaced 4 mini vans with 4 transit vans.</p>	<p>Continued annual vehicle review and replacement.</p> <p>Replaced 2 - 77 passenger diesel buses with like buses.</p>	<p>Worked with vendors on possible pilot program for 77 passenger school bus.</p> <p>Vendor discussions on pilot program.</p> <p>Continued annual vehicle review and replacement.</p> <p>Replaced 2 - 77 passenger diesel buses with like buses.</p>	<p>Continue working on pilot program details for 77 passenger electric bus.</p> <p>Continue research on electric/hybrid van replacement.</p> <p>Continue to update fleet.</p>	<p>Continue working on pilot program details for 77 passenger electric bus.</p> <p>Continue research on electric/hybrid van replacement.</p> <p>Continue to update fleet.</p>	<p>By June 2024 have hybrid or electric vehicles in fleet.</p>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Ongoing	Ongoing	Ongoing	Ongoing		
Student School Bus Safety Program	<p>Developed a school bus safety program (Covid put hold on plan)</p>	<p>Continue to develop age-appropriate school bus safety education program for grades 5-12.</p> <p>Introduce program to Administration.</p>	<p>Proposed to MW with discussions of establishing school bus safety education within the classroom.</p>	<p>Introduce school bus safety program into Elementary schools.</p>	<p>Introduce and establish school bus safety education with Elementary, MS, and HS</p>	<p>Have established school bus safety programs in all school.</p>

Strategic Plan Summary with Annotations

District MTSS/SEL Mental Health Goals

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	In Progress	In Progress	Moved to 2022-2023	In Progress	Revised	
District 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 Implement continuous review process.	Refine MTSS supports/strategy; data collection of tiered interventions based on each school's individual goals; on-going self-assessment. Implement continuous review process.	Refinement of MTSS components using data from self-assessment. Implement continuous review process.	Refinement of MTSS components using data from self-assessment. Implement continuous review process.	Refinement of MTSS components using data from self-assessment. Implement continuous review process. Reconvene the District MTSS Team for review and growth.	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.

Strategic Plan Summary with Annotations

Middle School MTSS/SEL & Academic Goals

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	In Progress	In Progress	Moved to 2022-2023 & Completed	Revised & Completed	Revised	
Middle School 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 implement an evidence-based SEL Program.	Support faculty with professional development. Continue to implement Open Circle and Caring School Community.	By June 2024, students will participate in a program that incorporates assessment, instruction, and support to develop and enhance their social and emotional development.
Status	In Progress	In Progress	Moved to 2022-2023	Partially Completed & In Progress		
Middle School 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. Implement evidence-based programs and screenings	Revise programs, screenings, & protocols based on data. Review current process and procedures for identifying students who are struggling and refine MTSS system as needed. Implement continuous review	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).

			Screener not identified, DESSA is one option.		meeting the needs of students.	groups and/or 1:1 setting.
Status	Completed	Completed	Completed	Completed		
K-4 Multi- Tiered Systems of Support (MTSS)- Academic	Implement building level goals set in 19-20 to focus on academics in the areas of Math and ELA.	MW and MOH will work with MTSS Team and consultant to develop an implementation timeline for Math & ELA Tier 1-3 supports.	MW and MOH will share systems for both SEL and MTSS to refine, based upon student data.	Fully implement MTSS and SEL systems in both buildings.	Review process to date and refine MTSS system as needed.	By June 2024, students K-4 will learn and grow in a cohesive system that supports their wide variety of learning needs.

Strategic Plan Summary with Annotations

-New Middle School Building (Middle School Goals)

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed			
New Middle School	By September 2019, ORMS will have completed an academic program assessment and	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.



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Policies, Resolutions and Statements of Belief Manual

October 2022

**By Procedure Adopted Unanimously at Delegate Assembly,
November 4, 2006**

**And Following Action of the
January 23, 2021 Delegate Assembly**

Overview of Action Taken at the 2006 Delegate Assembly

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas NHSBA takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions; and

Whereas these issues deserve special recognition for their continued importance as long-standing positions;

Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the NHSBA Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
I	School Choice	4
II	Education Funding	4
III	Health Care Funding	7
IV	Charter Schools	7
V	Local Control/School District Autonomy	7
VI	School Safety	10
VII	Accountability	11
VIII	State Board of Education	11
IX	Federal Legislation	13
X	Public Pension System	15

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

- I:A• NHSBA** supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)
- I:B• NHSBA** urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

II - Education Funding

- II:A• NHSBA** proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
- II:B• NHSBA** supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
- II:C• NHSBA** supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. *(First Adopted in 2000 – Revised in 2014)*
- II:D• NHSBA** supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, transportation and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. *(First Adopted in 2000 – Revised in 2014 – Revised in 2020)*

II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

II:F• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

NHSBA opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:G• *Replaced by Resolution II:D in 2014.*

II:H• NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

II:I• *Replaced by Resolution II:N in 2014.*

II:J• NHSBA opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court's ruling and present interpretation of the New Hampshire Constitution. (2008)

II:K• NHSBA opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

II:L• *Replaced by Resolution II:C in 2014.*

II:M• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

- II:N• NHSBA** opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)
- II:O•** Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. This resolution should not be interpreted to obligate the NHSBA to challenge the renewal or re-authorization of mandates that uphold existing rights for students receiving special education services. (*First Adopted in 2009 – Revised in 2020*)
- II:P• NHSBA** supports amending New Hampshire’s special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law to exceed federal law. (2010)
- II:Q• NHSBA** supports fully funding the School Building Aid program pursuant to RSA 198:15-a. Furthermore, NHSBA believes that an adequate school building is a component of the requirement to provide an adequate education and therefore the state is obligated to provide funding for adequate school facilities. The state has failed to meet this obligation since 2009. (2017)
- II:R• NHSBA** supports modifying RSA 198:38 to provide state funding for the cost of full day kindergarten for school districts that have chosen to provide kindergarten for the entire school day. (2017)
- II:S• NHSBA** supports the study of the establishment of additional state adequacy aid for public pre-kindergarten. (2017)
- II:T• NHSBA** supports the state seeking to provide viable financial solutions and funding models to assist municipalities in completing the true “last-mile” broadband Internet networks throughout their towns or cities or establish a regulatory framework that requires providers to complete the networks, so that broadband Internet access is available along every public way in the state. (January 2021)

III - Health Care Funding

III:A• NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

IV – Charter Schools

IV:A• NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B• NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state’s charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

V:A• NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B• NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C• Deleted in 2014.

V:D• NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E• NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F• The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

- V:G• NHSBA** opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. *(First adopted in 2009 – Revised in 2014)*
- V:H• NHSBA** opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)
- V:I• NHSBA** supports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. *(First adopted in 2009 – Revised in 2014)*
- V:J• NHSBA** supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
- V:K• NHSBA** opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state’s rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
- V:L• NHSBA** supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)
- V:M• NHSBA** supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)
- V:N• NHSBA** supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system’s mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)

V:O• NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)

V:P• NHSBA supports New Hampshire’s adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities. (2016)

V:Q• NHSBA supports language in legislation that provides parents’ rights to opt-out of content and programs that they feel are not appropriate for their child(ren). However, NHSBA opposes language requiring parents to opt-in to content and programs for their child(ren). Opt-in language creates an undue burden on the school district to account for every student who would participate, versus the few who choose not to participate. (2017)

V:R• NHSBA supports modifying RSA 193:12 to add the following: Any person who provides false information for establishing residency for school attendance purposes, or any person who assists in doing so, may be required to remit full restitution to the school district or districts that have financial or fiscal liability as a result of the false information. (2018)

V:S• NHSBA supports amending pertinent electioneering statutes to clarify: (1) the definition of “election” official”; (2) that electioneering by election officials may not occur at the polling place; and (3) that a public body may affirmatively promote positions established by formal actions of that body. (2018)

V:T• The NHSBA supports modifying RSA 193:3, I, to require the New Hampshire State Board of Education to restore support for local decision in Change of School Assignments and Manifest Educational Hardship requests by requiring the State of New Hampshire to fully fund any change in school assignment made under RSA 193:3,1 so that the local school district will not be held financially responsible for any school assignment change prescribed by the State Board of Education which conflicts with the local school board decision. (2019)

VI - School Safety

- VI:A• NHSBA** supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)
- VI:B• NHSBA** supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)
- VI:C• NHSBA** supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)
- VI:D• NHSBA** supports legislative action that allows criminal background checks to be shared with their Human Resources Department and that the specific charge be shared with the Superintendent so he/she can make an informed judgment related to their employment. (2017)
- VI:E• NHSBA** calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)
- VI:F• NHSBA** supports equity and inclusion in all aspects of education. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)

VII - Accountability

- VII:A• NHSBA** believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for measuring student performance. If NH does not adopt gains-score or value-added measures as the principal means for measuring student performance, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. *(First adopted in 1998 – Revised in 2016)*
- VII:B• NHSBA** supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated to measure student performance. *(First adopted in 2005 – Revised in 2016)*
- VII:C• NHSBA** supports a review of NH’s accountability and performance measures as well as standards established for the NH state assessment program. (2009)
- VII:D• NHSBA** supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education students be tested at their grade level ability rather than their placement of their current school grade. (2013)
- VII:E• NHSBA** supports the development of curriculum for use by trained teachers in grades K-12 to educate students in the prevention of sexual abuse, with such curriculum to be developed locally using either a model developed by the New Hampshire Department of Education or by one of the 13 state agencies that already use evidence-based sexual abuse prevention education. (2016)

VIII - State Board of Education

- VIII:A• NHSBA** calls on the State Board of Education to continuously monitor all teacher training programs at New Hampshire colleges and universities to assure that such institutions are offering quality and relevant training programs preparing individuals for careers as teachers and/or administrators in New Hampshire’s public schools. *(First adopted in 1998 – Revised in 2014)*

VIII:B• NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

VIII:C• NHSBA urges the State Board of Education to conduct a statewide study of the “traditional” school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)

VIII:D• NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)

VIII:E• *Replaced by Resolution II:H in 2014.*

VIII:F• NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)

VIII:G• NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

VIII:H• NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that **NHSBA** can support. (2005)

VIII:I• NHSBA supports a compulsory attendance age of eighteen (18); along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)

VIII:J• NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities’ relationship to the funding formula. (2009)

VIII:K• **NHSBA** supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)

VIII:L• **NHSBA** supports modifying RSA 193-C:6 to require that the State Department of Education publish the results of the statewide assessment within 30 days of receipt of the assessment results. The **NHSBA** supports modifying RSA 193-C:6 to prohibit embargos of assessment results by the State Department of Education, local school districts, or other agencies. (2017)

IX - Federal Legislation

Individual with Disabilities Education Act:

IX:A• **NHSBA** urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

IX:B• Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. **NHSBA** supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, **NHSBA** believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. **NHSBA** believes that for special education to achieve its potential in today's environment, several areas should receive attention. **NHSBA** proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;
- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation

- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

IX:BA• NHSBA opposes changes in the IDEA allocation calculations resulting in funds being disbursed directly to the school/district in which the child is registered (in towns which do not have high schools) and not to the student’s residence. NHSBA calls for the immediate return of prior method of calculations for IDEA federal and state funds, as well as maintaining this commitment in the future to keep any and all funds distributed to the student’s town of residence. (January 2021)

Every Student Succeeds Act:

IX:C• NHSBA urges the New Hampshire Legislature and New Hampshire Department of Education, consistent with the language and intent of the Every Student Succeeds Act (ESSA), to maximize local governance and community leadership through enhanced local school board flexibility in addressing key areas such as standards, testing, and accountability; and further to pro-actively engage and collaborate with NHSBA in all legislative and administrative discussions and decisions concerning the implementation of ESSA. (*First adopted in 2003 – Revised in 2009 – Revised in 2016*)

National School Boards Association:

IX:D• NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)

X – Public Pension System

X:A • *Deleted in 2019. Replaced with Perennial Resolution X:B (2019).*

X:B • **NHSBA** supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally stable. To achieve this goal, NHSBA supports legislation that will return state contributions to NHRS. (2019)

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
June 21, 2023 - First Read

Title	Code
Policies for First Read	
Approval of Handbooks and Directives	CHCA
Administration in Policy Absence	CHD
Annual Report	CM
Policies for Second Read/Adoption - Unanimous Consent	
Policies for Deletion/Replacement	
Policies in Process	
Discipline Polices to be reviewed	JIDD
Website Accessibility and Grievance	KEE

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: CHCA
Draft to Policy Committee: June 11, 2013 School Board First Read: June 19, 2013 School Board Second Read/Adoption: July 17, 2013 Policy Committee: September 13, 2017 School Board First Read: October 4, 2017 School Board Second Read/Adoption: October 18, 2017 Policy Committee Review: June 8, 2023 School Board First Read: June 21, 2023	Page 1 of 1 Category: Recommended

APPROVAL OF HANDBOOKS AND DIRECTIVES

The Oyster River Cooperative School principal(s) and directors, as applicable, are responsible for the development of student handbooks. ~~per administrative handbooks.~~

The contents of all handbooks must conform with District-wide policies, regulations as well as State and Federal Laws. The Board, through the ~~superintendent~~ [Superintendent](#), will be updated ~~annually each year prior to publishing~~ with a summary of any changes. ~~made in the handbooks. The Board will receive copies of the completed handbooks.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: CHD
Date of Adoption: June 15, 1988 Date of Revision: May 5, 1999 Review First Read School Board: November 7, 2012 School Board Second Read/Adoption: November 14, 2012 Policy Committee Review: September 12, 2018 Policy Committee Review: June 8, 2023 School Board First Read: June 21, 2023	Page 1 of 1 Category: Recommended

ADMINISTRATION IN POLICY ABSENCE

In the absence of established Oyster River Cooperative Board policy or Board direction, the Superintendent shall assume responsibility making necessary decisions. In such instances, Principals or other administrative or instructional personnel shall gain the approval of the Superintendent before taking any action.

In the situations which arise within the Schools where the Board has provided no guides for administrative action, the Superintendent shall have power to act but ~~his/her~~ decisions shall be subject to review and ratification by action of the Board at a regular meeting if applicable. ~~It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.~~

Cross Reference:

Policy DJ & R- Purchasing and Bidding Requirements

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: CM
Date of Adoption: June 15, 1988 Date of Revision: May 5, 1999 School Board First Read: August 14, 2013 School Board Second Read Adoption: November 6, 2013 Policy Committee Review: September 12, 2018 – No Change Policy Committee Review: June 8, 2023 School Board First Read: June 21, 2023	Page 1 of 1

ANNUAL REPORT

The Oyster River Cooperative School District Annual Report covering the diversified activities of the school system, ~~and the administration's recommendations for their improvement~~ shall be prepared by the ~~superintendent~~ Superintendent and presented to the Board annually on a timely basis. Between the deliberative session and the ballot vote, the report shall be made available to the public and used as one means for informing parents and citizens, the state education agency, and other school districts in the area of the programs and conditions of the schools.