

**Oyster River Cooperative School District  
REGULAR MEETING**

**July 18, 2018**

**OR High School - Library**

**7:00 PM**

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

**I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING**

**II. APPROVAL OF AGENDA**

**III. PUBLIC COMMENTS**

**IV. APPROVAL OF MINUTES**

- Motion to approve 06/20/18 regular and nonpublic meeting minutes.

**V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**

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

**VI. DISTRICT REPORTS**

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

- Update on testing results for NHSAS

**B. Superintendent's Report**

- Doris Demers, School Nutrition Director recognized for President's Award of Achievement in Las Vegas
- Transportation Driver Update
- Enrollment Update for 2018-19

**C. Business Administrator**

**D. Student Senate Report**

**E. Other:**

**VII. DISCUSSION ITEM**

- FY19 General Assurances
- MS Facility Report
- Revised Use Agreement
- 2018-19 School Board Goals

**VIII. ACTIONS**

**A. Superintendent Actions**

**B. Board Action Item**

- Motion to authorize the signing of the FY19 General Assurances.
- Motion to approve the revised ORCSD Facility Use Agreement.
- Motion to approve the 2018-19 School Board Goals.
- Motion to approve Sustainability Nominations
- Motion to approve List of Policies for first read: KCDA – Memorials, Dedications and Recognitions. Second read/adoption: BBBE – Unexpired Term Fulfillment, BBBF – Student Representative to the School Board, BCA – School Board Member Ethics

**IX. SCHOOL BOARD COMMITTEE UPDATES**

**X. PUBLIC COMMENTS**

**XI. CLOSING ACTIONS**

- A. Future meeting dates:** 08/01/18 – Manifest Meeting – SAU Conference Room - 3:30 PM  
08/15/18 – Regular Meeting – ORHS – Library - 7:00 PM  
08/29/18 – Regular Meeting – ORHS – Library – 7:00 PM

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

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

**XIII. ADJOURNMENT:**

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

Respectfully submitted,  
Superintendent

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

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

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

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

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

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

**Oyster River Cooperative School District Members:**

• Brian Cisneros	Term on Board: 2018 –2021
• Thomas Newkirk	Term on Board: 2016 - 2019
• Kenneth Rotner	Term on Board: 2016 - 2019
• Denise Day	Term on Board: 2017 - 2020
• Michael Williams	Term on Board: 2017 - 2020
• Allan Howland	Term on Board: 2018 - 2021
• Daniel Klein	Term on Board: 2018 - 2021

**Information Regarding Nonpublic Session**

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

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

**Oyster River Cooperative School District  
Regular Meeting**

**June 20, 2018**

**Oyster River High School**

**7:00 p.m.**

**SCHOOL BOARD: Denise Day, Brian Cisneros, Tom Newkirk, Kenny Rotner, Dan Klein, Al Howland, and Michael Williams  
Not Present: Student Representative: Patty Andersen**

**ADMINISTRATORS: Superintendent Morse, Todd Allen, Suzanne Filippone, Sue Caswell, Carrie Vaich Roy, David Goldsmith, and Jay Richard**

There was 1 member of the public present.

**I. CALL TO ORDER:**

**APPROVAL OF MANIFESTS:**

**Payroll Manifest: #25: \$1,098,401.24**

**Vendor Manifest: #27: 194,226.40**

**II. APPROVAL OF AGENDA:**

**Tom Newkirk recommended that additional items be added to the agenda: four nominations, non-public session at the end of the meeting, transportation lease, and approval of minutes as is until Laura arrives.**

**Denise Day moved to approve the agenda with the above revisions, 2<sup>nd</sup> by Dan Klein.**

**Motion approved 7-0.**

**III. PUBLIC COMMENT: None**

**IV. APPROVAL OF MINUTES:**

**Denise Day moved to approve the regular meeting minutes of June 6, 2<sup>nd</sup> by Brian Cisneros.**

**Revisions:**

**Page 1 - add after the nonpublic session: The Board re-entered public session at 7:20p.m.**

**Page 2 - paragraph 8 remove "A" before mouth.**

**Page 4 - last paragraph line 6 replace "definitive" with "informative"**

**Page 5 Paragraph 2 - Michael Williams motion replace “addendum” with “procedure addendum”**

**Page 8 2nd paragraph line 8 replace “faculties” with “facilities”**

**Page 8 paragraph “5-1-0” with “5-0-1”.**

**Page 9 paragraph 1 line 5 replace “I” with “He”**

**Page 2 paragraph 2 replace “5-1-0” with “5-0-1”**

**Page 11 last line replace “subdivide” with “survey”**

**The motion to approve the minutes with the above revisions passed 6-0-1 with Al Howland abstaining.**

**Denise Day moved to approve the June 6 nonpublic meeting minutes, 2nd by Brian Cisneros. Motion passed 6-0-1 with Al Howland abstaining.**

#### **V. ANNOUNCEMENTS, COMMENDATIONS and COMMENTS:**

**A. District:** None

#### **B. Board:**

Denise Day commented that the painting done by the high school students at the Durham Police Department was awesome. She also commented on the beautiful plantings around the high school.

Brian Cisneros attended the Edie’s Award banquet that the Superintendent was honored as the Superintendent of the Year and that Felicia Sperry was honored as Psychologist of the Year. It was a nice banquet and it was enjoyed by all that attended to represent the ORSCD.

Tom Newkirk spoke about an article he read in the NY Times related to the difference in gender performance in math and language arts in affluent communities compared to the nation.

#### **VI. DISTRICT REPORTS:**

##### **A. Assistant Superintendent/Curriculum and Instruction Report:**

Todd Allen reported that there is a lot of great professional development happening this summer. A two-day team boot camp, summer proposal work, science curriculum work, great work on competencies.



**Wellness Report:**

Tracy Schroeder, Chair of the Wellness Committee reported out on all that they have accomplished this year. Stated that Federal Law requires that the District have a Wellness Committee and that we do a really good job of meeting federal requirements. Each school has their own wellness group, and everyone meets as a committee 4 times a year at the SAU to report out on each individual school activities. Theresa Proia, HR Coordinator organized a district wide initiative for Balance that was great. She does a wonderful job. Regarding Wellness/Mental Health the committee does extremely well. She would recommend more participation from staff for this committee as well as meeting more often.

Denise Day thanked Tracy for her report and for her years of service to the District

**B. Superintendent Report:**

Dr. Morse acknowledged the three employees that will be retiring at the end of the school year and thanked them for their years of service and wished them well.

John Mac Arthur – ORMS Mathematics Teacher – 35 years of service  
Tracy Schroeder – Moharimet School Nurse – 14 years of service  
Sara Heuchling – ORMS Special Education Teacher – 7 years Paraprofessional and 5.5 years as a Teacher

**C. Business Administrator:**

**Budget Update FY18:**

Susan Caswell reported out on the FY18 Budget. She stated that after our commitment to the towns we should have a fund balance of 750K to 800K.

**Transportation Lease:**

Sue stated that we own 5 vans and it is time to replace two of them. We would like to purchase a 14-passenger mini bus instead of a 7-passenger van. Sue handed out her memo of the breakdown of the lease to the Board.

Michael Williams asked what account this would be taken out of. Sue replied the repair account. The first payment would be due this month.

**Al Howland made a motion to authorize the Superintendent or Business Administrator to execute a Master Lease Agreement and Lease Schedule with WCC Leasing, LLC in the amount of \$55,575 for the lease purchase of a 2018 Thomas Minitour with three equal payments of \$18,585, and to authorize the administration to take any other action necessary to acquire this vehicle, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0**

**Desktop Computer Lease:**

Joshua Olstad, IT Director explained that the current computers are on a lease that ends in the 2018-19 school year. The proposed lease will replace all desktop computers in the classroom. He explained that the new computers are an all in one where the entirety of the computer fits within the monitor and will take up less space and limits the number of cables running from the computer. This is a four-year lease with a \$1 buyout in the end.

**Denise Day made a motion to authorize as proposed the lease to purchase desktop computers, 2<sup>nd</sup> by Al Howland. Motion passed 7-0**

**D. Student Senate Report:** None

**E. Other:** None

**VII. DISCUSSION ITEMS:**

**RFP for Architect and Construction Manager for the Middle School Facility:**

They are doing a report in July and will be spending a couple of meetings discussing it. They are looking for a decision from the Board in September or October. The original plan was to go to the voters in March of 2021, but they are now looking at the possibility of going a year earlier. Superintendent Morse would like to have a 3D rendering of the school to show what it would look like. He is thinking that they will be spending about \$100K in the next year to cover their costs related to a new school.

**Al Howland moved to approve the RFP for architect and construction manager, 2<sup>nd</sup> by Michael Williams. Motion passed 7-0.**

**China Trip Request for April 2019:**

This ORHS overnight field trip request is for ORHS Studio Orchestra and students studying Chinese. They will be departing on 4/18/19 and returning on 4/28/19. David Ervin has requested approval for between 20 – 40 students. The last trip was amazing experience for our students.

**Denise Day moved to approve the field trip request to China in April 2019, 2<sup>nd</sup> by Dan Klein. Motion passed 7-0.**

**Revised Use Agreement:** Superintendent Morse reported to the Board that our current agreement leaves the District vulnerable by the users. He has made some changes in the agreement that even though a nonprofit does not come under the same ADA requirements, we will insist that they agree in writing to the same standards that we must use. Another change is that if the District incurs any costs regarding this compliance, the user will need to repay the district any fees including legal expenses. In the past we have been incredibly generous to the public and until this year, it has worked well. But when the non-profit violated ADA rules, the parents in that situation went after the District and the District was accountable. Superintendent Morse will discuss this further in non-public about what further steps they can take. Tom Newkirk discussed the \$1,000,000 liability that will be required by the users to rent the facilities and asked how that may be prohibitive for small groups that use the buildings. Brian Cisneros noted that this \$1,000,000 is a standard amount that organizations have. This new agreement formalizes and eliminates any preferential treatment with the relationship with the users. Dan Klein asked if there is a need for a different process of non-profits to use the facilities. Sue Caswell replied that there is a process in place currently. Superintendent Morse noted that the place where we have the most conflict is in the auditorium and the fields. Denise Day wants to know about groups that currently use the facilities that we haven't given thought to such as the Boy Scouts and how this would affect them. This will be further discussed at the July 18<sup>th</sup> Board meeting.

**2018-19 Board Goals:**

Superintendent Morse presented proposed goals to the Board:

1. A new Middle School – the next steps.

The number one goal will be to choose an architect and construction manager. Knowing who will design and who will build a new middle school will provide us the answers to the questions that follow. We should put out a request for qualifications this summer. Once an architect and construction manager are chosen we should have the answers to the following questions by the Deliberative Session in February 2019.

What would the cost be to renovate ORMS to meet needs?

If a new site for the middle school was chosen, what is the estimated acquisition and development cost of a new location? Also, what are the implications for transportation?

If the current ORMS site is used what are the estimated costs associated with that site?

Other than land acquisition and development, is the estimated cost of new construction, whether on Coe Drive or another facility the same?

### **Board Goal #2: The Adoption of the 2019-2024 Strategic Plan**

In order to seamlessly transition to a newly adopted 2019-2024 Strategic Plan, the Board needs to have a draft before them by Thanksgiving 2018. The Board will then have December 2018 – April 2019 to work with the proposed draft for the goal of adoption at the first meeting of May 2019.

### **Board Goal #3 Reports on Various Initiatives Underway:**

Report of the Start Time Student Survey at the August 29<sup>th</sup> meeting.

Report on Diversity Plan at the September 26<sup>th</sup> meeting.

Report on Mental Health/SHAPE Results at the October 10<sup>th</sup> meeting.

Report on Influence of Technology on the Academic Program by Technology Integrators at the October 24<sup>th</sup> meeting.

Report on Mast Way Construction at the November 7<sup>th</sup> meeting.

Report of the One to One Middle School Plan and Implementation at the November 7<sup>th</sup> meeting.

Report on ORHS Competency Based Learning at the November 14<sup>th</sup> meeting.

Report on ORMS Competency based Learning and the impact of adding “exemplary” to the rating system, student led conferences, and the revised narrative at the November 14<sup>th</sup> meeting.

Reserve January and February for Strategic Plan:

Progress Report of NEXT GEN Science at either the February 6 or 20 meeting.  
Literacy Report at the March 6 meeting.

Update on High School Plan at the April 17 meeting.

Report from the World Language Staff related to impact of adding Grade 6 at May 1 meeting.

Report on ORHS Master Schedule and its impact on homework at the May 15 meeting.

Report on ORMS Competency Based Learning and the impact of adding “exemplary” to the rating system, student led conferences, and the revised narrative at the June 5 meeting.

Report from ORMS regarding the impact of the new cell phone policy at the June 5 meeting.

How are our mental health programs being refined and implemented was brought up as a future discussion item as well as communication and support with the plan to develop the middle school.

#### **VIII. ACTIONS:**

**A. Superintendent Action Items:** None

**B. Board Action Items:**

**Motion to authorize the Superintendent to offer contracts to qualified teachers and staff during the summer months: Denise Day moved to authorize the Superintendent to offer contracts to qualified teachers and staff during the summer months, 2<sup>nd</sup> by Dan Klein. Motion passed 7-0.**

**High School Special Education resignation. Al Howland moved to accept a high school Special Education resignation, 2<sup>nd</sup> by Denise Day. Motion passed 7-0.**

**Denise Day moved to approve 4 teaching positions, a biology teacher, and three special education teachers, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0.**

**Motion to approve Policies for a First Reading:**

**Denise Day moved to approve Policy IMGA Service Animals Policy, 2<sup>nd</sup> by Al Howland. Motion passed 7-0.**



**Denise Day moved to approve the following policies for a first read, 2<sup>nd</sup> by Brian Cisneros.**

**Policy BBBE -Unexpired Term Fulfillment**

**Policy BBBF - Student Representative to the School Board**

**Policy BCA - School Board Member Ethics**

**Motion passed 7-0**

**Denise Day moved to approve the Racism Policy ACA for Second Reading/Adoption, 2<sup>nd</sup> by Al Howland. Motion passed 7-0.**

Superintendent Morse informed the Board that because of the time sensitivity of Policy IMGA, it also needed to be approved for a second reading tonight as well.

**Denise Day moved to approve for a second read, IMGA -Service Animals Policy, 2<sup>nd</sup> by Al Howland. Motion passed 6-1 with Michael Williams voting against the motion.**

Michael Williams noted that the Procedure document IMGA-R was not included in the original motion.

The Board decided that they would make a separate motion for the Procedure IMGA-R for both a first and second read.

**Denise Day moved to approve for a first read, IMGA-R -Service Animals Procedure, 2<sup>nd</sup> by Al Howland with the understanding that the references at the bottom of the R document will be checked and reported back to the Board that the corrections were made. Motion passed 7-0.**

**Denise Day moved to approve for a second read, IMGA-R -Service Animals Procedure, 2<sup>nd</sup> by Brian Cisneros with the understanding that the references at the bottom of the R document will be checked and reported back to the Board that the corrections were made. Motion passed 7-0.**

#### **IX. SCHOOL BOARD COMMITTEE REPORTS:**

Al Howland reported that the Technology Committee met, and they discussed the timeline for when the computers were going to be delivered. They also



discussed the training for the professional development boot camp for the Microsoft office 360.

Brian Cisneros stated that he attended the fall sports meeting and there were approximately 13, 1<sup>st</sup> year students that are interested in football from Oyster River.

Tom Newkirk reported that the Middle School Report Writing Committee met, and they are very close to being done with the report now and will have that well before the meeting on the 18<sup>th</sup>.

**X. PUBLIC COMMENTS:** Dean Rubine told the Board that the silent movie that the band performed with was great.

**XI. CLOSING ACTIONS:**

**A. Future Meeting Dates:**

6/27/18 Manifest Meeting SAU Conference Room 3:30 p.m.  
7/11/18 Manifest Review Meeting SAU Conference Room 3:30 p.m.  
7/18/18 Regular Meeting ORHS Library 7:00 p.m.

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

**- Personnel Issue**

**Kenny Rotner moved to enter into nonpublic session under RSA 91-A:3 II (c) Personnel Issue at 9:04 p.m., 2<sup>nd</sup> by Michael Williams. Upon roll call vote, the motion passed 7-0.**

**XIII. ADJOURNMENT:**

**Denise Day made a motion to adjourn at 9:45 PM, 2<sup>nd</sup> by Al Howland. Motion passed 6-0.**

Respectfully,  
Laura Grasso Dobson  
Recording Secretary

Oyster River Cooperative School Board

June 20, 2018 ORHS C-120

NON-PUBLIC MEETING  
MINUTES

**Kenny Rotner moved to enter into nonpublic session at 9:04 p.m. in accordance with RSA 91-A:3 II (C) – Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting, 2<sup>nd</sup> by Michael Williams. Upon roll call vote, the motion passed 6-0.**

School Board Attendees:

Tom Newkirk  
Denise Day  
Michael Williams  
Dan Klein  
Allan Howland  
Brian Cisneros  
Kenny Rotner

Administrators Present:

Dr. James Morse

The Superintendent shared a communication from the attorney related to district accountability to entities who regularly use district facilities.

The School Board returned to public session at 9:14 p.m.

Respectfully Submitted,  
Dr. James Morse  
Superintendent

Oyster River Cooperative School Board

June 20, 2018.1 ORHS C-120

NON-PUBLIC MEETING  
MINUTES

**Denise Day moved to enter into nonpublic session at 9:15 p.m. in accordance with RSA 91-A:3 II (C) – Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting, 2<sup>nd</sup> by Brian Cisneros. Upon roll call vote, the motion passed 6-0-1.**

School Board Attendees:

Tom Newkirk  
Denise Day  
Michael Williams  
Dan Klein  
Allan Howland  
Brian Cisneros

Administrators Present:

Superintendent Morse

Kenny Rotner – Recused Himself

Dr. Morse updated the Board pertaining to a discussion related to extension of contract language to those retiring. Upon review, the contract was specific and limiting, therefore could not be extended to all retirees.

The School Board returned to public session at 9:44 pm.

**Denise Day made a motion to adjourn at 9:45 p.m., 2<sup>nd</sup> by Al Howland. The motion passed 6-0.**

Respectfully Submitted,  
Dr. James Morse  
Superintendent

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

INTEROFFICE MEMORANDUM

TO: School Board  
FROM: Todd Allen *TAA*  
DATE: July 18, 2018  
RE: SBAC/NHSAS/SAT Testing Results

In 2018 the State of NH switched from SBAC to NHSAS for statewide assessment testing. Both tests are based on Common Core standards but are unique assessments. School and individual scores were made available in June, but comparative data will not be available until the fall. NHSAS also contains a science assessment for grades 5, 8 and 11, but scores will not be available until September. SAT Scores for 11<sup>th</sup> graders have been reported to individuals, but school and comparative data will not be available until fall. All families received an electronic copy of their child's individual score reports in June.

ELA Results 2014/15 - 2017/18 Reflect % of Proficient Students in Category				
GRADE	2014 - 2015 SBAC Only	2015 - 2016 SBAC Gr. 3-8 SAT Gr. 11	2016 - 2017 SBAC Gr. 3-8 SAT Gr. 11	2017 - 2018 NHSAS Gr. 3-8 SAT Gr. 11
3	74	86	83	84
4	70	79	84	71
5	81	80	75	79
6	81	82	66	80
7	81	85	82	69
8	73	78	80	85
11	72	84	87	
Overall	76	82	80	

MATH Results 2014/15 - 2017/18 Reflect % of Proficient Students in Category				
GRADE	2014 - 2015 SBAC Only	2015 - 2016 SBAC Gr. 3-8 SAT Gr. 11	2016 - 2017 SBAC Gr. 3-8 SAT Gr. 11	2017 - 2018 NHSAS Gr. 3-8 SAT Gr. 11
3	70	85	83	84
4	72	67	74	80
5	67	64	64	62
6	62	77	71	71
7	70	80	72	65
8	63	67	69	63
11	51	71	67	
Overall	65	73	72	



## Mast Way School 2018-19 Enrollment Projections

as of 7/9/18

Current 2018-19 Enrollments						
	K	1	2	3	4	
<b>6-20-2018 End of Year</b>	71	72	75	63	72	<b>353</b>
Summer Withdrawals 2018			4	1	1	<b>6</b>
New 2018-19 Registrations	51	7	8	3	1	<b>70</b>
October 1, 2018 Enrollment						<b>0</b>
Enrollments 2018-19						<b>0</b>
Withdrawals 2018-19						<b>0</b>
<b>Current 2018-19 Enrollment</b>	<b>51</b>	<b>78</b>	<b>76</b>	<b>77</b>	<b>63</b>	<b>345</b>

Anticipated 2018-19 Enrollment							
Teacher	Grade	K	1	2	3	4	Avg
Kennedy	K	15					15
McCormick	K	15					
Webb	K	15					
<b>To be Placed</b>	K	6					<b>17</b>
<b>To Withdraw</b>	K	0					
Biggwither	1		19				19.25
Burke	1		19				
Desrochers	1		19				
Handwork	1		20				
<b>To be Placed</b>	1		1				
<b>To Withdraw</b>	1		0				
Darois	2			17			17.5
Moulton	2			19			
Stacy	2			17			
Zimar	2			17			
<b>To be Placed</b>	2			8			
<b>To Withdraw</b>	2			-2			
Drew	3				18		18.25
Laliberte	3				18		
Paquette	3				18		
Ray	3				19		
<b>To be Placed</b>	3				4		
<b>To Withdraw</b>	3				0		
Bowden-Gerard	4					20	21
Buswell	4					21	
George	4					22	
<b>To be Placed</b>	4					1	
<b>To Withdraw</b>	4					-1	
<b>TOTAL</b>		<b>51</b>	<b>78</b>	<b>76</b>	<b>77</b>	<b>63</b>	<b>345</b>
'18-'19 MOH Students attending MW		<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>

## Moharimet School 2018-19 Enrollment Projections

Current 2017-18 Enrollments						
	K	1	2	3	4	Total
<b>End of Year 6-23-2017</b>	52	66	83	76	100	<b>377</b>
Summer Withdrawals - 2017	0	1	3	0	3	<b>7</b>
New Registrations 2017-2018	49	2	2	2	1	<b>56</b>
October 1, 2017 Enrollment	49	63	64	87	81	<b>344</b>
Enrollments 2017 - 2018	2	2	1	2	2	<b>9</b>
Withdrawals 2017 - 2018	0	2	2	0	2	<b>6</b>
<b>Current 2017-18 Enrollment</b>	50	64	68	89	81	<b>352</b>

Anticipated 2018-19 Enrollment 16 classes							
Teacher	Grade	K	1	2	3	4	Avg
Chartrand	K	14					13.33
Lapierre	K	13					
Raspa	K	13					
To be Placed		0					13.33
To Withdraw		0					
Bradley	1		16				16.00
Dolcino	1		16				
Torr	1		16				
To be Placed			2				16.00
To Withdraw			2				
Hoff	2			22			21.67
Jones	2			21			
Nedeau	2			22			
To be Placed				0			21.67
To Withdraw				0			
Hall	3				22		22.33
Larson-Dennen	3				23		
Schmitt	3				22		
To be Placed					0		22.33
To Withdraw					0		
Fitzhenry	4					22	22.00
Lee	4					22	
Swift	4					22	
VanLedtje	4					22	22.00
To be Placed						0	
To Withdraw						0	
<b>TOTAL</b>		<b>40</b>	<b>48</b>	<b>65</b>	<b>67</b>	<b>88</b>	<b>308</b>

8-'19 MOH Students going to MastWa	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>
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**MIDDLE AND HIGH SCHOOL ENROLLMENT BY GRADE**

Updated: July 11, 2018

MIDDLE SCHOOL

Grade 5	153
Grade 6	171
Grade 7	163
Grade 8	<u>169</u>
<b>TOTAL</b>	<b>656</b>

HIGH SCHOOL

Grade 9	219
Grade 10	211
Grade 11	207
Grade 12	<u>186</u>
<b>TOTAL</b>	<b>823</b>

# General Assurances, Terms, and Requirements for Participation in Federal Programs

COPY

## 1.0 General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will comply with the Stevens Amendment as explained on page 13.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that recipient under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General and the NHDOE for the purpose of program and fiscal auditing and monitoring.
- The recipient will submit such reports to the NHDOE and to U.S. governmental agencies as may reasonably be required to enable the NHDOE and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the General Assurances, Terms and Requirements for Participation in Federal Programs, I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.”
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind

the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. “By signing the General Assurances, Terms, and Conditions for Participation in Federal Programs, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.”

- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- The recipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to, Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by any award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will submit a fully executed and accurate Certificate of Federal Expenditure worksheet to the NHDOE not later than **March 31, 2019**. The worksheet will be provided to each recipient by the NHDOE.
- The recipient will cause to be performed the required financial and compliance audits in

accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200, Subpart F, "Audit Requirements," as applicable.

- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient shall comply with the restrictions of New Hampshire RSA 15:5 as explained on page 10.
- The recipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Nonprocurement).
- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.
- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all federal requirements, as applicable, for internal controls to ensure compliance with federal statutes, regulations, and terms and conditions of the award.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- The recipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)

## 2.0 Terms

**Applicant** – A school district, SAU or other entity seeking a project award from the NHDOE.

**Budget** - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found in the budget narrative and on other budget documents required by the NHDOE.



**Budget Period** - The interval of time into which a project period is divided for budgetary purposes.

**Capital Outlay** - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature.

**Conflict of Interest** – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

**Disbursement** - Payment made in cash, by check, or via other electronic means.

**Mandatory Disclosure** – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

**Monitoring** – Actions, activities, and practices used by the NHDOE to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

**More Restrictive Conditions** - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the NHDOE.

**Obligations** - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

**Private, Non-profit Organization** - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

**Private, For-Profit Organization** - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

**Project** - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

**Project Application** - An entity's request for a project award under state or federal education programs administered by the NHDOE.

**Project Award** - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the NHDOE.

**Project Period** - The length of time for which a project has been authorized/awarded.

**Project Recipient** - The school district, a local education agency (LEA), colleges, universities, public agency, or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the NHDOE.

### **3.0 Explanation of Grants Management Requirements**

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

### **Accounts and Records**

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.333.

### **Allowable Costs**

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

### **Audits**

This part is applicable for all non-Federal entities as defined in 2 CFR 200, Subpart F.

1. In the event that the recipient expends \$750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the NHDOE. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
3. If the recipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the recipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

### **Reports to be Submitted**

#### Audits/Management Letters

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting



package described in 200.512(c) to FAC at:  
[https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- New Hampshire Department of Education  
Bureau of Federal Compliance  
101 Pleasant Street  
Concord, NH 03301
- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management letters, or other information required to be submitted to the NHDOE pursuant to this agreement shall be submitted in a timely manner.

#### Certificate of Federal Expenditures

An executed and accurate Certificate of Federal Expenditure worksheet shall be submitted to the NHDOE not later than **March 31, 2019**. A copy of the worksheet will be provided to each LEA by the NHDOE in September of 2018.

#### **Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or

contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **Drug-Free Workplace (Grantees Other Than Individual)**

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
  - The dangers of drug abuse in the workplace.
  - The recipient's policy of maintaining a drug-free workplace.
  - Any available drug counseling, rehabilitation, and employee assistance programs.
  - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
  - Abide by the terms of the statement.
  - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service  
U.S. Department of Education  
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]  
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
  - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
  - Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

### **EDGAR - Education Department General Administrative Regulations**

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

### **General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHDOE must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

NHDOE program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

### **Gun Possession**

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrating officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHDOE in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- (1) The name of the school concerned;
- (2) The grade of the student disciplined;
- (3) The type of firearm involved;
- (4) Whether or not the expulsion was modified, and
- (5) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- (a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- (b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.

- (c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
- (1) Whether a firearm is legally licensed under RSA 159; or
  - (2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- (d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
- (1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
  - (2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 103:13, III and therefore is subject to expulsion.

### **Lobbying**

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- The recipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

### **New Hampshire RSA 15:5 Prohibited Activities.**

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state



funds from other moneys shall not be sufficient.

### **Monitoring**

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, monitoring procedures may include, but not be limited to, on-site visits by NHDOE staff, limited scope audits, and/or other procedures. By signing this document, the project recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHDOE. In the event the NHDOE determines that a limited scope audit of the project recipient is appropriate, the project recipient agrees to comply with any additional instructions provided by NHDOE staff to the project recipient regarding such audit.

### **More Restrictive Conditions**

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHDOE.

### **Obligations by Project Recipients**

Obligations will be considered to have been incurred by project recipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

### **Participation of Private School Students and Staff in Federal Grants**

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute, regulations, and guidance documents.

### **Personnel Costs – Time Distribution**

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the LEA and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:



- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

### **Project Effective Dates**

For federal programs, funds shall be obligated no earlier than the date the project application was received by the NHDOE and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

### **Protected Prayer in Public Elementary and Secondary Schools**

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

### **Purchasing**

All project recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR 200.317 – 200.326.

### **Retention and Access to Records**

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the recipient and subrecipients and the expiration of the right of access is found at 2 CFR 200.336 (a) (c), which states:

- (a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHDOE] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right

also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

(c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

### **Supplement, Not Supplant**

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

### **The Stevens Amendment**

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

### **Assurance on Transfer of Disciplinary Records**

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

**Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.

**193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

END OF DOCUMENT -

**CERTIFICATION PAGE**

**Instructions:** The Superintendent, or other Qualifying Administrator, if the School District does not have a Superintendent, (See RSA 194-C:5, II) must consult with the School Board for the School District by informing said School Board about the District's participation in Federal Programs and the terms and conditions of the General Assurances, Terms, and Requirements for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board must sign the certification page as described below and return it to the NHDOE. No payment for project/grant awards will be made by the NHDOE without a current signed Certification Page on file. For further information, contact the NHDOE Bureau of Federal Compliance at (603) 271-2634.

---

**Superintendent or other Qualifying Administrator Certification:**

I, the undersigned official legally authorized to bind the named School District hereby apply for participation in federally funded education programs on behalf of the School District named below. I certify, to the best of my knowledge, that the below School District will adhere to and comply with these General Assurances, Terms, and Requirements for Participation in Federal Programs (pages 1 through 13 inclusive). I further certify that I have informed all members of the School Board of the federal funds the District will be receiving and of these General Assurances, Terms, and Requirements for the District's participation in said programs.

SAU Number \_\_\_\_\_  
School Administrative Unit

\_\_\_\_\_  
Name of School District

COPY

\_\_\_\_\_  
Typed Name of Superintendent  
Or other Qualifying Administrator

\_\_\_\_\_  
Signature  
(Blue ink please)

\_\_\_\_\_  
Date

**School Board Certification:**

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Terms, and Requirements for the District's Participation in said programs.

\_\_\_\_\_  
Name of School District

COPY

\_\_\_\_\_  
Typed Name of School Board  
Chairperson (on behalf of the School Board)

\_\_\_\_\_  
Signature  
(Blue ink please)

\_\_\_\_\_  
Date

## MIDDLE SCHOOL FACILITY FINAL REPORT

JUNE 15, 2018

### MS Facility Committee Members

Julie Reece	Lee Resident – Educator
Dawn Genes	Lee Resident – Parent, NH Audubon
Martha Gooze	Durham Resident – Former ORCSD Board member
Arthur Guadano	Durham Resident - Architect
Rob McEwan	Madbury Resident, Member ORCSD Long Range Planning Committee
Dave Garvey	Madbury Resident – Land Developer
Douglas Bencks	Durham/UNH Facilities Manager
Scott Bugbee	Lee Resident - Select Board Member
Jay Moriarty	Madbury Resident - Select Board Member
Jim Morse	Madbury Resident - Superintendent
Todd Allen	Lee Resident - Assistant Superintendent
Jay Richard	ORMS - School Principal
Sue Caswell	Durham Resident - Business Administrator
Jim Rozycki	ORCSD - Facilities Director
Tom Newkirk	Durham Resident – Chair ORCSD Board, Ex-officio
Dan Klein	Madbury Resident - Board Member
Michael Williams	Madbury Resident - Board Member - Engineer
Kenny Rotner	Durham Resident - Town Council - Board Member



## Introduction

In July 2017, the Oyster River Cooperative School District School Board authorized the Superintendent to convene a Facilities Committee charged with the responsibility of studying the condition of the current middle school building and options for addressing its shortcomings as an educational environment. The Committee was instructed "to explore all possible on-site renovations or new construction, or relocation and new construction, and to explore grade level reconfiguration."

This review was initiated in response to concerns expressed by middle school teachers and to a 2015 study of the middle school (Appendix 1) in which architect Stephen Blatt identified the following significant deficiencies:

- Recommended classroom size (900 square feet, s.f.) is met by only 55% of the current classroom inventory (23 of 43). Of the 20 small classrooms, 7 measure under 700 s.f., roughly 25% smaller than recommended.
- Music space (both band and chorus) occupies approximately 2800 s.f., significantly less than newer middle schools of similar enrollment (4,150, 4800 s.f.). Of particular note is the chronic lack of instrument storage space and practice rooms, causing corridors to be used for both functions, with acoustic interruption throughout the school when practice occurs.
- The gymnasium, at 6230 s.f., cannot practically accommodate two simultaneous P.E. classes, requiring the use of the multi-purpose room to facilitate scheduling of all students for P.E. The use of the multi-purpose room for P.E. conflicts with the use of the adjacent stage for music instruction. Other middle school facilities of similar enrollment provide 20-30% more space in one location, at the same time affording more versatile use of the space for large gatherings.
- Art classrooms, at 737 and 750 s.f. respectively, should be 1100-1200 s.f. each. Lack of storage space severely impacts teaching in the two classrooms.
- Special Education spaces are mostly makeshift, frequently undersized, some having no daylight. There are approximately half the number of resource rooms as we typically recommend for this population. Small group rooms and testing rooms are virtually nonexistent. Students travel long distances to receive services, which decreases actual face-to-face time with staff.
- Tech Ed space is obsolete, STEM (Science/Technology/Engineering/Math) space is makeshift, and both are significantly undersized, making program delivery challenging. As STEM programming becomes more and better integrated within the middle school curriculum, specifically designed space is and will become even more important.
- Middle school programming should include informal gathering spaces scattered throughout the facility, where students can meet elsewhere than in a corridor, where staff can gently pull out a student for either planned or spontaneous counseling. Providing such space within team or grade areas reinforces the identity of the smaller group within the larger student body.
- Conversely, toileting facilities at ORMS occupy more space than at other newer facilities. Roughly 3200 s.f. of "gang" toilet rooms are provided, roughly 20-30% more than at similar middle school facilities. These newer schools typically feature single-user toilet rooms which are found to discourage vandalism, intimidation, gender issues and long, socializing bathroom breaks.



- There is chronic lack of staff support space at ORMS, which currently provides one staff workroom and two staff toilets for a staff of approximately 100 persons. Comparably-sized facilities provide 1300-1800 s.f. of such space, distributed throughout the facility in order to accommodate easier/quicker access for staff.
- The configuration of the site is dictated by severe geographical constraints and the proliferation of additions over past decades. Past and potential conflicts between students, buses, staff and delivery vehicles are well documented, but it should also be noted that many classrooms adjacent to the paved playground suffer from significant noise interruption during recess and when buses are operating. The administrative staff has implemented excellent surveillance and security measures. However, of the several approaches to the school, none are immediately visible from the administrative area, making it difficult to monitor and assure safety where students, visitors and vehicles approach and leave the facility.

Blatt's report also noted other deficiencies created by the building configuration, which currently has a "footprint" equivalent to three football fields:

... the configuration of the building has evolved to the point where it has become sprawling (1500 ft. of corridor, 60,000 s.f. of roof) and not supportive of general accepted middle school concepts such as team/grade identity, smaller "neighborhoods" within the larger school, student services delivery, and integration of IT into the curriculum.

The report concludes: "From programmatic, physical plant, and site configuration perspectives, we feel that the existing building should not be further expanded or modified in a piecemeal fashion."

## **Background**

Originally constructed in 1935, the Oyster River Middle School building is the oldest educational facility in the Oyster River School District's facility inventory. Over a span of nearly 70 years, numerous additions to the building have created an educational structure that no longer conforms to modern educational standards.

In 2014, a Middle School Committee comprised of teachers, support staff and administrators engaged in a series of extensive discussions to assess the status of the current middle school building as an educational environment and its role in supporting the delivery of the District's academic programs. The Committee concluded that the school building, in its current condition, lags far behind current educational standards and has become increasingly costly and inefficient to operate and maintain.

Late in 2014 the District commissioned Stephen Blatt Architects to offer a third party perspective on the middle school building's impact on the delivery of the District's academic programs. After careful consideration of the Middle School Committee's work and their own extensive study of the facility, Stephen Blatt Architects issued a report to the District in May 2015. The report details numerous features of the current school building that result in it being fundamentally obsolete with regard to modern educational standards and very costly to maintain.

In 2016 Stephen Blatt Architects issued a second report on viable options for improving the middle school's impact on the delivery of the District's academic programs (Appendix 2). For a variety of

reasons detailed in the report, they concluded that renovating and expanding the existing structure would be “logistically difficult, expensive and certainly disruptive”.

The District also commissioned Siemens to study and report on the estimated costs associated with modernizing the HVAC/Mechanical Systems at the middle school building. Tom Seekins from Siemens met with the Committee and reported that the cost simply to upgrade these systems would be approximately \$6 million, and he recommended against this expenditure in such an aging and outdated building.

### **Process**

The Facilities Committee began its work with an extensive tour of the middle school building and a review of the building’s history. Committee members reviewed and discussed the reports issued by Stephen Blatt Architects and Siemens. The Committee also discussed the findings of the Middle School Committee.

The Committee then turned its attention to identifying a wide array of possible options for the School Board to consider. A great deal of time and attention was given to identifying the best process for evaluating each option, based upon the same criteria.

### **Options**

The Committee identified 13 options for consideration:

- Option 1**      **Build new middle school at present site for grades 5,6,7,8. Remove current building.**
- Option 2**      **Build new middle school at present site for grades 6,7,8. 5<sup>th</sup> grade at elementary levels. Remove current building.**
- Option 3.**      **Build new middle school at new site for grades 5,6,7,8. Sell current lot.**
- Option 4**      **Build new middle school on new site for grades 6,7,8. 5<sup>th</sup> grade at elementary level. Sell current lot.**
- Option 5**      **Build new high school. Move middle school into existing high school.**
- Option 6**      **Build middle school wing onto high school for grades 6,7,8. 5<sup>th</sup> grade at elementary level.**
- Option 7.**      **Renovate existing middle school for grades 5,6,7,8.**
- Option 8**      **Renovate existing middle school for grades 6,7,8. 5<sup>th</sup> grade at elementary level.**
- Option 9**      **Build a new K-8 school on a new site, close and sell Moharimet and Mast Way.**
- Option 10**     **Expand Mast Way for all K-4 and Moharimet for all 5-8. Sell the land where the middle school is.**
- Option 11**     **Renovate a portion of the existing middle school and tear down a portion and replace with new.**

- Option 12** Explore regional high school and use existing high school for a middle school. Sell current lot.
- Option 13** Elementary grades in each town up to the 5<sup>th</sup> or 6<sup>th</sup>. Construct new middle school on current site for 7<sup>th</sup> and 8<sup>th</sup> grade.

### Evaluation of Options

**Rating Subcommittee:** The Committee formed a Rating Subcommittee to develop a matrix of rating measures for use in evaluating each option (Appendix 3). The consensus among members of the Committee was that each option should be evaluated on a standardized set of criteria. The Rating Subcommittee was charged with the responsibility of developing a matrix of rating criteria for use in evaluating each option. The Rating Subcommittee then presented its rating matrix to the Facilities Committee for refinement and adoption.

Among the measures included in the rating matrix were:

- Construction costs
- Need for increased staffing and/or staffing inequities
- Administrative costs
- Construction disruption
- Long-range enrollment projections
- Transportation costs
- Code compliance
- Operation and maintenance
- Revenue from the sale of the current building
- Demolition costs

**Off-Site Subcommittee:** Some options identified by the Facilities Committee require a new site for construction. In order to identify viable sites for consideration, an Off-Site Subcommittee was formed. This subcommittee met to identify and discuss numerous sites within the District that may be viable options to consider for any new construction. This committee developed its own matrix of rating measures for use in evaluating each site option (Appendix 4). The Off-Site Subcommittee then presented its rating matrix to the Facilities Committee for refinement and adoption.

The six sites considered were:

1. Coe's Corner: This site currently has multiple owners. All together the site represents 13 acres of land directly across Coe Drive from ORHS next to the tennis courts extending to Route 108.
2. Stone Quarry Drive: This site is made up of 22 acres across from the Durham Public Works building on Stone Quarry Drive. It is currently owned by a developer.
3. Beach Hill Property owned by UNH: This site is currently owned by UNH and is used for agricultural research. The site is 20+ acres off of Route 4 on the Durham/Madbury town line.

4. Goss Property: This site is a 60+ acre site that is at the end of Technology Drive in Durham.
5. Woodward Property: This 40+ acre property is privately owned by the Woodward Family. The family is not interested in selling.
6. Madbury Town Property: This site is the former site of the Eliot Rose Greenhouses and is currently owned by the town of Madbury. The site is 12 acres next to the Madbury Safety Complex.

Among the measures included in the rating matrix were:

- Land acquisition costs
- Availability of utilities
- Location within the District
- Impact on transportation
- Environmental concerns

In the process of reviewing these properties, the Committee learned that options 3 and 5 were not available for purchase and they were removed from consideration.

**Ranking of options:** Members of the Facilities Committee participated in two rounds of voting. In the first round, each member of the Committee rated the 13 options based on criteria in the rating matrix developed by the Rating Subcommittee. In the second round of voting, members of the Committee rated each off-site option identified by the Off-Site Subcommittee.

### **Analysis**

The Committee established a goal of identifying the top three options that were most preferred among members of the Committee. Ranked choice voting was utilized to progressively eliminate the least popular options and add the ranked scores.

Utilizing a number of different analysis perspectives the same preferred options consistently emerged. Those perspectives included:

- Simple tally of ranks
- Adding rank scores
- Ranked-choice prioritization
- Bottom-up analysis
- Top-down analysis

### **Conclusion**

The Committee concluded that the existing MS facility is inadequate and significant facility upgrades or replacement are needed. After evaluating the many options, the Committee concluded that there were two viable options.

1. Build a new 5-8 middle school at the current site and remove the existing building (this option was strongly favored by the Committee).

2. Build a new 5-8 middle school on the site identified as "Goss property" and sell the existing building/property.

There was no support for renovation, changing grade configurations, or expansion of other school sites. The Committee's conclusion is consistent with the recommendation of Stephen Blatt in his second study for the Board (Appendix 2). It should also be noted that support for building on the current site was the near unanimous choice of Committee members affiliated with the school district. Among non-affiliated members, there was a nearly even split.

### **Recommendation for further study**

The Facility Committee recommends that the School Board study the following:

- If the Board wishes to pursue the on-site option, it should study the historical nature of the original 1935 section of the middle school building to determine whether it's salvageable and at what cost.
- The Board should confirm in greater detail renovation costs.
- If the Board wishes to pursue the off-site option, explore the viability of purchasing a site given that the Committee did not fully explore whether sites are viable or the cost to acquire property.
- The Board should secure a rough estimate for new construction.
- As a related matter, the Board may want to consider purchasing property even if not used for a new school in order to accommodate future growth.



# APPENDIX 1

# OYSTER RIVER MIDDLE SCHOOL

## A FACILITY EVALUATION

### REGARDING ACADEMIC PROGRAMMING

May 2015

Over the past six months, Stephen Blatt Architects has engaged in a study of the ORMS in order to evaluate the facility's impact on the delivery of the academic program to its 680 students in grades 5-8. Members of the Middle School Committee, including administrative, teaching and support staff have participated in extensive discussion through a series of meetings, interviews, field investigation and observation. We were fortunate to have as resources the archive of construction documents regarding ORMS as it has evolved over many decades, and the ORCSD Facilities and Program Analysis prepared by Davis Goudreau Architects (DGA) in December 2011. This report summarizes our findings; it should be considered as one of a series of ongoing studies necessary to determine the status of the existing facility as an effective, efficient vehicle for the delivery of SAU 5's middle school program, along with other options which may become available to the citizens of the District.

As Architect for the recent addition to Moharimet Elementary School, our firm has had the opportunity to become familiar with each of the District's several facilities, the geography of the Durham area, the Administrative Staff and its resources, and the process by which your facilities gain funding for both maintenance and construction. It has become clear to us that of the District's facilities, the Middle School is in the aggregate the oldest, most added-on-to, and most tired of your inventory. Thorough studies (DGA) have indicated the scope and projected cost of repairs and/or replacements to systems; the building envelope, including doors, windows, insulation and roofing are all obsolete and inefficient; and the configuration of the building has evolved to the point where it has become sprawling (1500 l.f. of corridor, 60,000 s.f. of roof) and not supportive of general accepted middle school concepts such as team/grade identity, smaller "neighborhoods" within the larger school, student services delivery, and integration of IT into the curriculum. From programmatic, physical plant, and site configuration perspectives, we feel that the existing building should not be further expanded nor modified in a piecemeal manner.

Very early in our study, we were asked to evaluate several parcels of land for future use by the District. The Middle School site, at 11.5 acres, is considerably smaller than the recommended site size (10 acres + 1 acre per 100 students, or 16- 17 acres). One of the objectives of that initial evaluation was to see if other available sites might accommodate a new middle school facility. Site evaluation will be further considered in a subsequent phase of this study. Although the current Middle School site is smaller than recommended, it does have the distinct advantages of full utility services, proximity to the High School, and its established address as part of the District's and the town's history. This proximity to the town center and the UNH campus makes the real estate itself quite valuable, and may constitute a reason to consider another site for a new middle school facility. That issue will be a subject of future study.

We have calculated the net size of current program space at 74,770 s.f., which for 680 students (current enrollment 5-8) yields 110 s.f. per student. Our extensive experience designing middle school facilities has led us to understand that 150 s.f. per student is an appropriate middle school standard, which in this case would translate to program space of 102,000 s.f., approximately 33% more than currently provided. Acknowledging the forecasted decrease in enrollment in coming years, the existing facility would still be significantly smaller than the norm. The number of classrooms would remain the same, and core spaces such as the gymnasium, library, cafeteria/kitchen, music and art spaces would not significantly decrease in size.

Among the more prominent deficiencies at ORMS are:

- Recommended classroom size (900 s.f.) is met by only 55% of the current classroom inventory (23 of 43). Of the 20 small classrooms, 7 measure under 700 s.f., roughly 25% smaller than recommended.
- Music space (both band and chorus) occupies approximately 2800 s.f., significantly less than newer middle schools of similar enrollment (4150, 4800 s.f.). Of particular note is the chronic lack of instrument storage space and practice rooms, causing corridors to be used for both functions, with acoustic interruption throughout the school when practice occurs.
- The gymnasium, at 6230 s.f., cannot practically accommodate two simultaneous P.E. classes, requiring the use of the multi-purpose room to facilitate scheduling of all students for P.E. The use of the multi-purpose room for P.E. conflicts with the use of the adjacent stage for music instruction. Other middle school facilities of similar enrollment provide 20-30% more space in one location, at the same time affording more versatile use of the space for large gatherings.
- Art classrooms, at 735 and 750 s.f. respectively, should be 1100-1200 s.f. each. Lack of storage space severely impacts teaching in the two classrooms.
- Special Education spaces are mostly makeshift, frequently undersized, some having no daylight. There are approximately half the number of resource rooms as we typically recommend for this population. Small group rooms and testing rooms are virtually nonexistent. Students travel long distances to receive services, which decreases actual face-to-face time with staff.
- Tech Ed space is obsolete, STEM (ScienceTechnologyEngineeringMath) space is makeshift, and both are significantly undersized, making program delivery challenging. As STEM programming becomes more and better integrated within the middle school curriculum, specifically designed space is and will become even more important.

- Middle school programming should include informal gathering spaces scattered throughout the facility, where students can meet elsewhere than in the corridor, where staff can gently pull out a student for either planned or spontaneous counselling. Providing such space within team or grade areas reinforces the identity of the smaller group within the larger student body.
- Conversely, toileting facilities at ORMS occupy more space than at other newer facilities. Roughly 3200 s.f. of "gang" toilet rooms are provided, roughly 20-30% more than at similar middle school facilities which feature single-user toilet rooms scattered throughout classroom areas. These single-user toilet rooms are found to discourage vandalism, intimidation, gender issues and long, socializing bathroom breaks.
- There is a chronic lack of staff support space at ORMS, which currently provides one staff workroom and two staff toilets for a staff of approximately 100 persons. Comparably- sized facilities provide 1300-1800 s.f. of such space, distributed throughout the facility in order to accommodate easier/quicker access for staff.
- The configuration of the site is dictated by severe geographical constraints and the proliferation of additions over past decades. Past and potential conflicts between students, busses, staff and delivery vehicles are well documented, but it should also be noted that many classrooms adjacent to the paved playground suffer from significant noise interruption during recess and when busses are operating. The administrative staff has implemented excellent surveillance and security measures. However, of the several approaches to the school, none are immediately visible from the administrative area, making it difficult to monitor and assure safety where students, visitors and vehicles approach and leave the facility.

In order to provide an effective, efficient and current middle school program, the facility itself must exhibit those same qualities. In order to provide more program minutes each day, bottlenecks caused by inappropriate spaces (such as the cafeteria), inordinately long travel time between classes and activities, and far less than acceptable acoustic separation between activity spaces should be mitigated.

The next step in this phase of our study will involve documentation of operating and maintenance costs for ORMS over recent years, and further investigation of imminent facility improvements including the impact of costs and scheduling. As mentioned, we do not recommend further expansion of this facility, as that would further strain the site and compound the already inefficient, rambling and interruptive configuration of the facility.

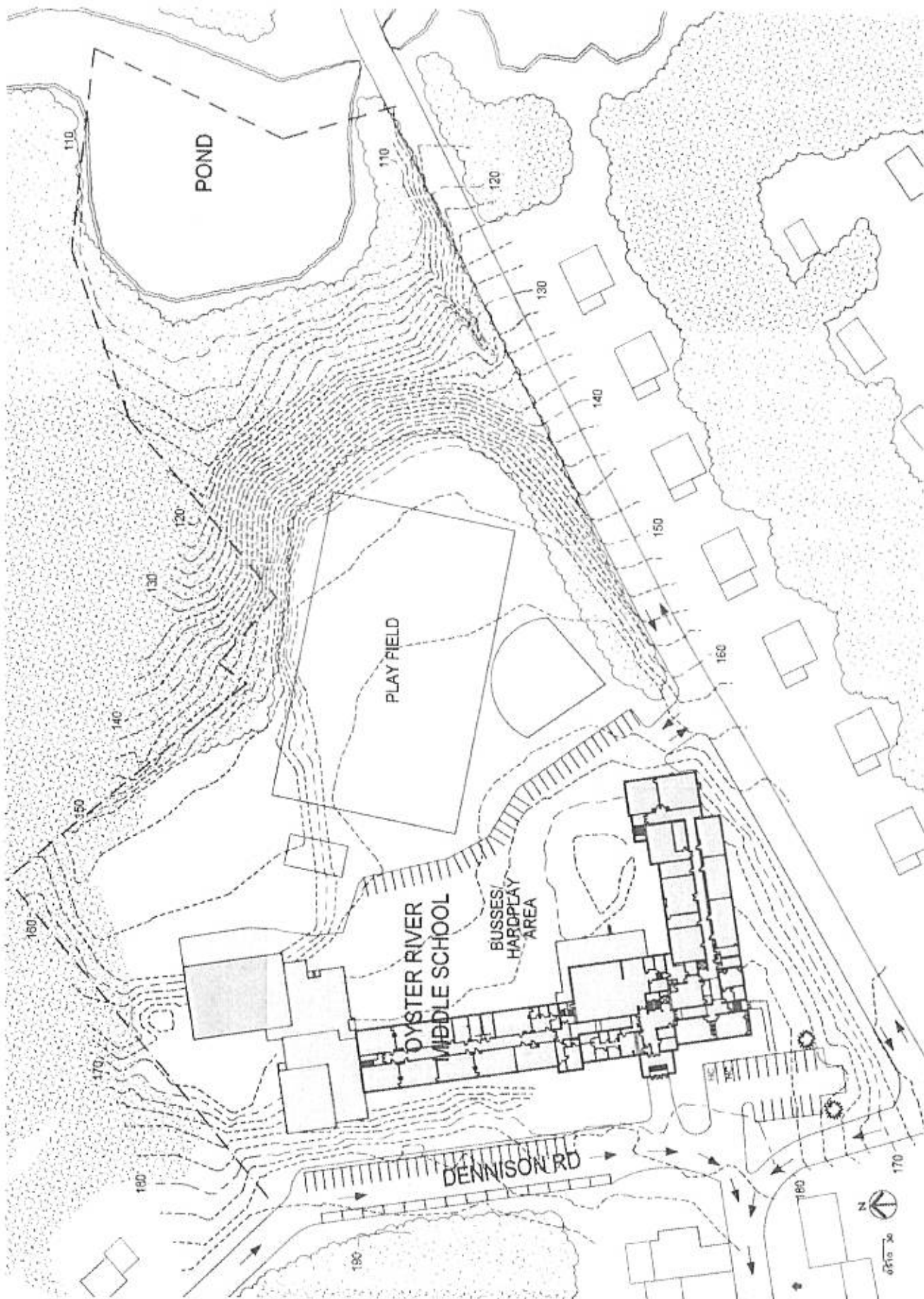
We look forward to continuing our work with the District as we consider all viable options for improving the programmatic offerings and efficiencies at ORMS via significantly better site and building configuration.

**BUILDING/SITE ISSUES THAT AFFECT ACADEMIC PROGRAMMING AND ABILITY TO TEACH:  
PRELIMINARY FINDINGS**

- 1. Building is obsolete**
  - a. Numerous ad hoc additions have resulted in an inefficient layout
  - b. Building infrastructure, systems and envelope are in poor condition
  - c. Excessive mechanical system noise throughout
  - d. Serious lack of storage
  - e. Not designed for handicapped accessibility
- 2. Poor site circulation, layout**
  - a. Parent drop-off chaotic and unsafe
  - b. Bus loop not separate from hard play area
  - c. Outdoor recess noise impacts first floor classrooms facing hard play areas
- 3. Inefficient building circulation**
  - a. Excessive travel time cuts into teaching time
  - b. High corridor traffic distracting to adjacent classrooms
  - c. Difficult to move large equipment & carts due to multiple level changes
- 4. Physical separation of teams within a grade**
  - a. Makes teacher collaboration more difficult
  - b. Dilutes student identity as "grade"
- 5. Cafeteria size & configuration**
  - a. Small cafeteria requires four separate lunch shifts
  - b. Configuration prohibits use as large multi-purpose space
  - c. Poor sightlines make it difficult for staff to monitor
  - d. Inefficient kitchen layout
  - e. Very noisy, poor acoustics
- 6. Lack of multi-purpose room & stage for school-wide assemblies**
- 7. Gymnasium under-sized**
  - a. Cannot simultaneously teach two P.E. classes safely
- 8. Inadequate music facilities**
  - a. Undersized teaching/performance spaces
  - b. Located poorly within building, lack of acoustic separation from other spaces
  - c. Lack of music/instrument storage and practice rooms
- 9. Lack of small meeting spaces, resource rooms**
- 10. Lack of teacher prep/work/staff rooms/toilets**
  - a. Makes teacher collaboration and interaction more difficult







POND

PLAYFIELD

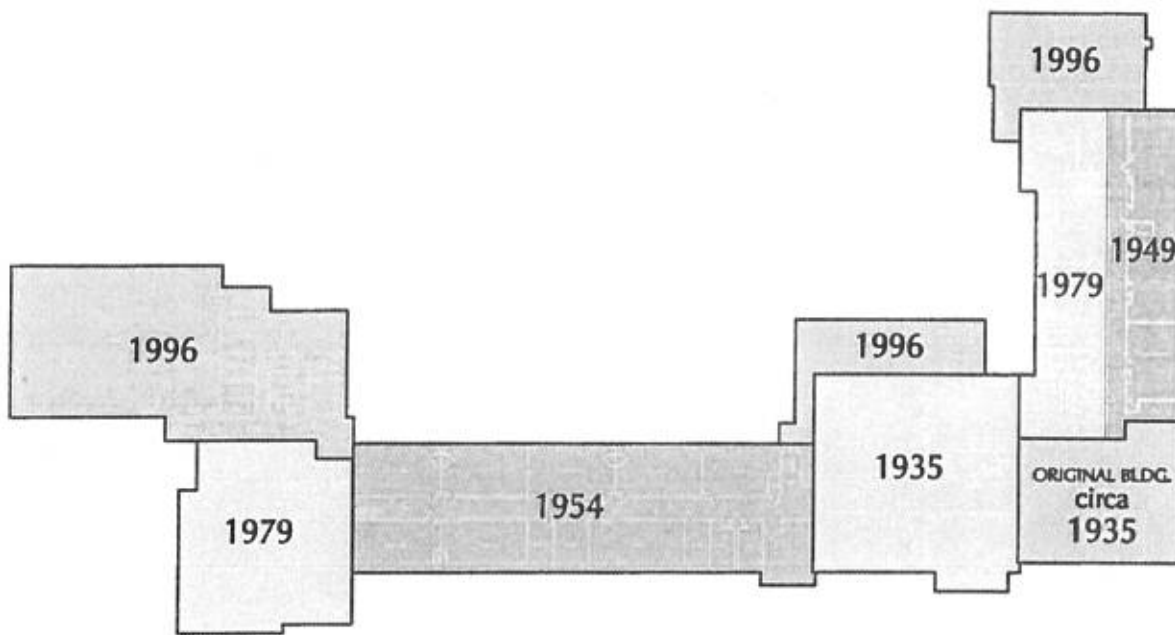
OYSTER RIVER  
MIDDLE SCHOOL

BUSSES/  
HARDPLAY  
AREA

DENNISON RD



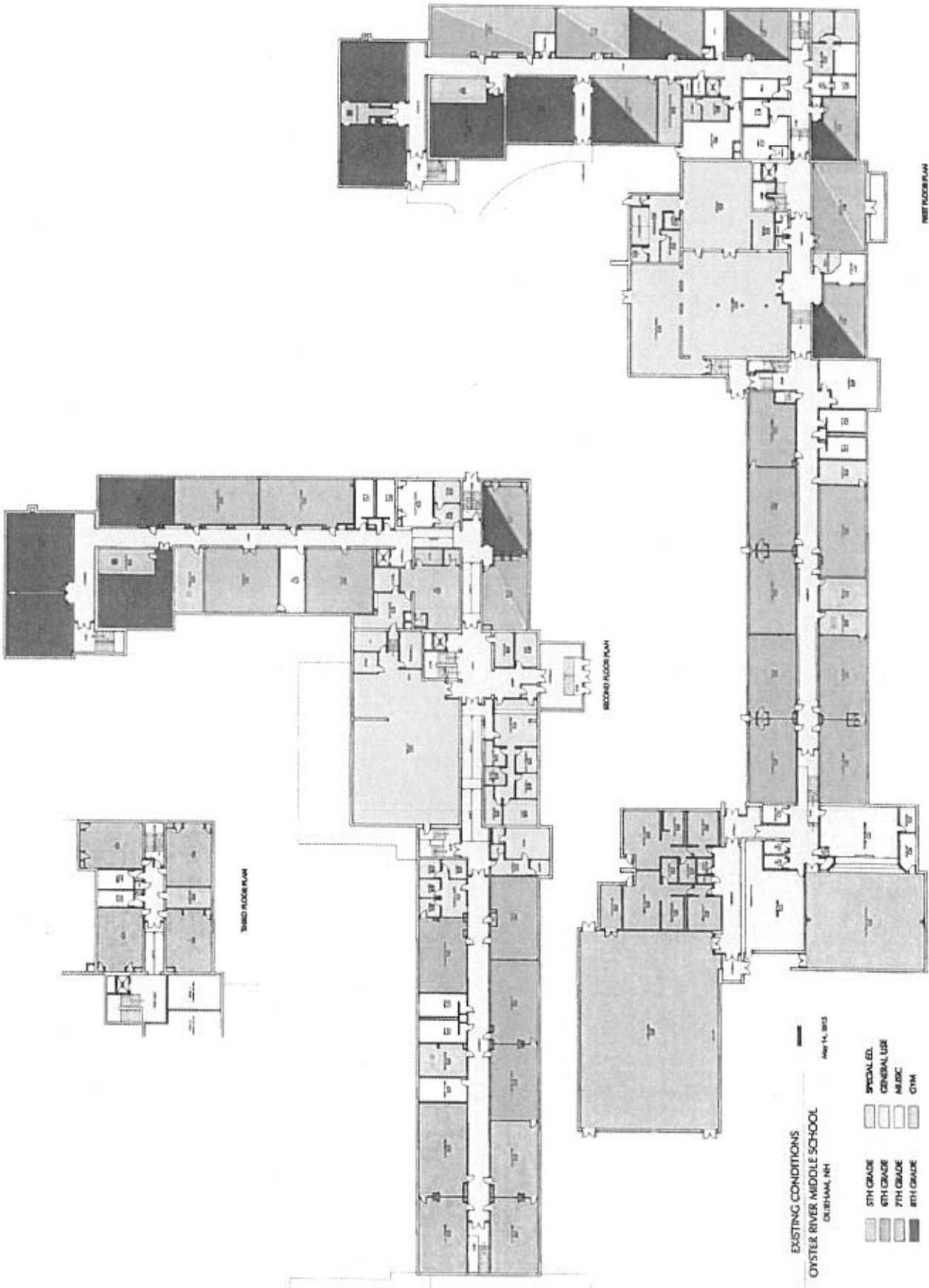
0.51" = 100'



— CONSTRUCTION TIMELINE  
 OYSTER RIVER MIDDLE SCHOOL  
 OYSTER RIVER, NH



0 15'



EXISTING CONDITIONS  
 OYSTER RIVER MIDDLE SCHOOL  
 DUBLIN, NH

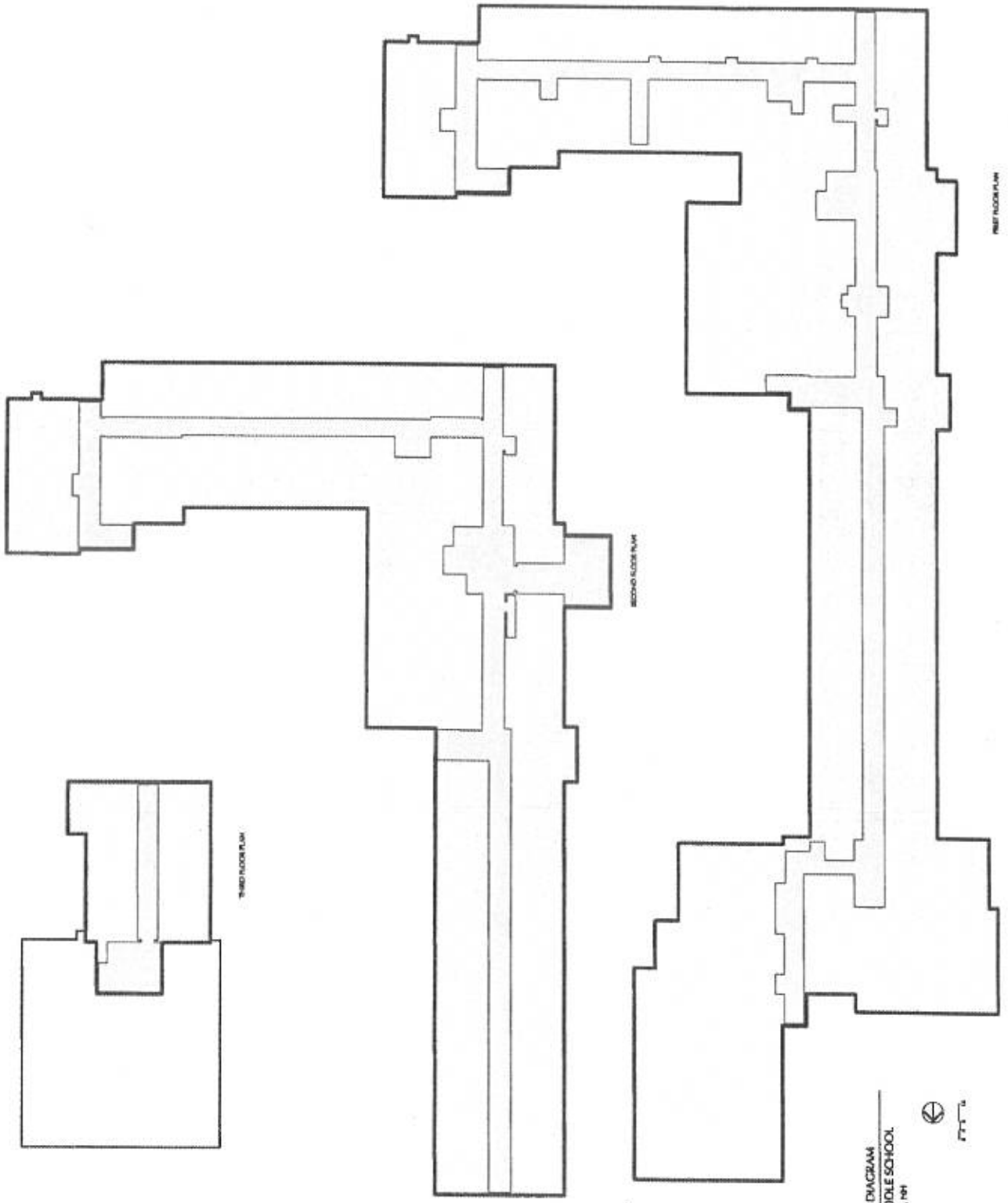
April 14, 2015

- 5TH GRADE
- 6TH GRADE
- 7TH GRADE
- 8TH GRADE
- SPECIAL ED.
- GENERAL USE
- ART/DC
- GYM

THIRD FLOOR PLAN

SECOND FLOOR PLAN

THIRD FLOOR PLAN



CIRCULATION DIAGRAM  
OYSTER RIVER MIDDLE SCHOOL  
DUBLIN, NH



DATE  
APR 11, 2013



# APPENDIX 2



# OYSTER RIVER MIDDLE SCHOOL

## OPTIONS FOR AN IMPROVED FACILITY

July 2016

Since presenting our initial report just over one year ago (A Facility Evaluation Regarding Academic Programming, May 2015), Stephen Blatt Architects has continued its effort to assist SAU #5 in its attempt to improve the physical accommodation of the Middle School program. That initial study of ORMS sought to evaluate the facility's impact on the delivery of the academic program to its 680 students in grades 5-8. This second phase of our study addresses the options available for such improvement, ranging from reconfiguration and further renovation of the existing facility to construction of a new facility on a new site, and the various options between.

As Architect for the recent addition to Moharimet Elementary School, and conceptual designs for various modifications at both Mast Way Elementary School and ORHS, our firm has become familiar with each of the District's several facilities, the geography of the Durham area, the Administrative Staff and its resources, and the process by which your facilities gain funding for both maintenance and construction. Of the District's several facilities, the Middle School is in the aggregate the oldest, most added-on-to, and most tired of your facility inventory. Several studies have attested to the scope and projected cost of repairs to and/or replacements of its systems. The building envelope, including doors, windows, insulation and roofing are all obsolete and inefficient. Most important, the configuration of the building has evolved to the point where it has become sprawling (1500 l.f. of corridor, 60,000 s.f. of roof) and not supportive of generally accepted middle school concepts such as team/grade identity, smaller "neighborhoods" within the larger school, student services delivery, and integration of IT into the curriculum. From programmatic, physical condition, and site configuration perspectives, we feel that the existing building should not be further expanded nor modified in a piecemeal manner. However, we have not eliminated this option from consideration.

Early in our study, we were asked to evaluate several parcels of land for future use by the District. The Middle School site, at 11.5 acres, is considerably smaller than the recommended site size (10 acres + 1 acre per 100 students, or 16-17 acres). Nevertheless, it does have the distinct advantages of full utility services, proximity to the High School, and its established identity as part of the District's and the town's history. Conversely, this proximity to the town center and the UNH campus makes the real estate itself quite valuable, and may constitute a reason to consider another site for a new middle school facility.

One of the objectives of that initial evaluation was to consider if other available sites might accommodate a new middle school facility. Within the bounds of SAU #5, there is very limited acreage served by municipal infrastructural services (public water, sanitary sewer, natural gas, three-phase power), and such parcels are either too small to accommodate both a new building and its attendant site amenities (vehicle circulation/parking, playfields, etc.), or they are considered too valuable to be affordable for such use. We did evaluate a certain site which the SAU controls; although it has sufficient size, its topography, the constraints of wetlands, and its distance from infrastructural services (utilities) render this particular site impractical for further consideration.

We have considered each of the other existing facilities for potential reconfiguration/addition potential. At the 10-acre Mast Way campus, the limited size along with the lack of substantial municipal infrastructure would impact the feasibility of adding a new 500-600 student middle school facility to the existing 250-300 student elementary school.

The 24-acre Moharimet campus provides limited and quite difficult expansion opportunities due to its fairly extreme topography and substantial wetland presence. Whereas the Mast Way site is considerably smaller, it is virtually flat and thus easier to develop. The Moharimet campus, more than twice as large, provides even less practically developable land, and along with its similar lack of municipal infrastructure, is not a feasible site to consider.

Beyond the site limitations of each elementary school campus, the size and scale of program spaces at each school would not accommodate the current middle school student body, and thus we feel there would be little if any beneficial sharing of space. Food service, library, and gym/auditorium spaces at either school would not adequately serve such a significantly larger enrollment; we would virtually be building a complete new middle school facility on what are already challenging if not inappropriate sites.

We briefly considered the option of adding a middle school wing to the High School, which would involve reconfiguration of existing space in addition to new construction. Unlike the situation at the two elementary facilities, the size, scale and appropriateness of spaces at the High School would be more compatible, if not ideally suited to the needs of the middle school students. However, in light of the new sports fields project, there is precious little space on campus for adjacent facility expansion. Were such an option to be further considered, it may be prudent to also consider sending fifth-grade students to the respective elementary facilities, both to lessen the amount of new required space and to keep the youngest of the middle school students in a "smaller" community. Such a strategy would likely trigger the need to provide additional classroom space at both elementary facilities, but such additions would be limited to literal classrooms only. The disadvantages of this proposed 6-12 grade configuration include the introduction of quite young students into a larger, very different, and more competitive social environment; the need to both include and segregate those younger students from the 9-12 student body; and scheduling pressures on existing large-group spaces (cafeteria, gym, library, playfields).

The existing ORMS campus remains an option, and we have studied both the existing facility and the campus as a whole with regard to considering a new facility on that site. There are clear advantages to maintaining the current address, some objective, tangible and economic (full municipal utility services, proximity to the High School) and others more subjective, a matter of "perception" (established historic identity).

In order to establish the projected size of an appropriate, modern middle school facility, we developed a document titled "Preliminary Program of Spaces" (attached). This process involved extensive discussion with the Facilities Committee, administrators, faculty, and support staff, and yielded a projected building size of 91,500 s.f. net program space, and 122,000 gross s.f. Simultaneously, we calculated the net size of current ORMS program space at 74,770 s.f., which for 680 students (current enrollment 5-8) yields 110 s.f. per student. Our extensive experience designing middle school facilities has led us to understand that 135 s.f. per student is an appropriate middle school standard, which in this case would translate to program space of 91,800 s.f., approximately 17,000 s.f. (20%) more than currently provided. Our Program of Spaces attests to the accuracy of our s.f./student historic data. The sprawling configuration of the current facility, mentioned earlier in this report, yields approximately 30% of the building dedicated to non-program uses (structure, circulation, mechanical, etc), while recently built facilities target no more than 25% of gross space for such use.

Acknowledging the forecasted decrease in enrollment in coming years, the existing facility would still be significantly smaller than the norm. The number of required classrooms would remain the same, and core spaces such as the gymnasium, library, cafeteria/kitchen, music and art spaces would not significantly decrease in size. Were the 5<sup>th</sup> grade to be moved to the elementary schools, eight classrooms would be eliminated (approximately 8,000 s.f) but the above-noted core spaces would again not decrease in size, and the resultant savings in middle school construction cost would be more than offset by the need to build six to eight additional classrooms at the elementary schools.

If we were to pursue a comprehensive renovation of the existing facility, we would be faced with the probability of adding 15,000-20,000 s.f. of new program space. Deciding where to place such additional space without further compounding the existing sprawl would be challenging. As an illustrative example, the current two-story classroom wing connecting the library to the gym provides approximately 10,000 s.f. of program space per floor. Adding a floor over that wing would provide much but perhaps not all of required additional space. This concept of adding a floor over an existing floor responds effectively to the existing rather crowded site, and it does not further compound the sprawl factor, as vertical circulation via stairwells is far more efficient than extending corridors. However, adding square footage in this manner would necessitate relocating all program spaces and activities in this wing during construction. Such temporary relocation of a significant amount of program space may be logistically difficult, expensive, and certainly disruptive.

This disruption/relocation of program spaces and activities during construction may be a compelling reason to consider another approach. In projects involving extensive renovations, project cost and schedule are far more difficult to prognosticate. Ultimately, a less efficient product both in terms of energy use and net-to-gross space ratios may result.

As a culmination of this phase of our study, we used the well-edited Program of Spaces to generate a conceptual site plan and floor plan for a new 122,000 s.f. three-story, 5-8 middle school located on the existing Middle School site. By placing the proposed building on the eastern edge of the site, and actually building partially on the slope down to the pond, the new facility could be constructed and occupied with minimal disruption to the existing Middle School itself, although bus / staff vehicle circulation and playgrounds may require temporary reconfiguration and the existing playfield would be completely unavailable to students. Upon the completion of construction, the existing building would be demolished except for the following opportunities for reuse: the existing gym could remain for use as a recreation site, and the original 1925 portion of the complex could be repurposed as Central Offices for the SAU. We have presented this conceptual design to the Facilities Committee and to the Middle School faculty and staff, and incorporated their comments, questions and ideas into a series of revisions. We feel that this concept of building anew on the existing site may be the most economical, least disruptive and ultimately most well-received of the options presented. Taking advantage of the existing in-place infrastructure, the cost of site development will be substantially less than on other sites. The historic use of the site will be maintained and enhanced. The new building would be comprehensively, highly efficient in all respects, including energy consumption, maintenance, teaching and learning, safety/security, public and HC accessibility.

We have found this past year's work with the personnel of SAU #5 to be most rewarding, and we are pleased with these conceptual ideas. We expect that the next phase will involve more focused development of one of the several options, and the opportunity to introduce to the community our findings and recommendations.



Among the more prominent deficiencies at ORMS are:

- Recommended classroom size (900 s.f.) is met by only 55% of the current classroom inventory (23 of 43). Of the 20 small classrooms, 7 measure under 700 s.f., roughly 25% smaller than recommended.
- Music space (both band and chorus) occupies approximately 2800 s.f., significantly less than newer middle schools of similar enrollment (4150, 4800 s.f.). Of particular note is the chronic lack of instrument storage space and practice rooms, causing corridors to be used for both functions, with acoustic interruption throughout the school when practice occurs.
- The gymnasium, at 6230 s.f., cannot practically accommodate two simultaneous P.E. classes, requiring the use of the multi-purpose room to facilitate scheduling of all students for P.E. The use of the multi-purpose room for P.E. conflicts with the use of the adjacent stage for music instruction. Other middle school facilities of similar enrollment provide 20-30% more space in one location, at the same time affording more versatile use of the space for large gatherings.
- Art classrooms, at 735 and 750 s.f. respectively, should be 1100-1200 s.f. each. Lack of storage space severely impacts teaching in the two classrooms.
- Special Education spaces are mostly makeshift, frequently undersized, some having no daylight. There are approximately half the number of resource rooms as we typically recommend for this population. Small group rooms and testing rooms are virtually nonexistent. Students travel long distances to receive services, which decreases actual face-to-face time with staff.

facility improvements including the impact of costs and scheduling. As mentioned, we do not recommend further expansion of this facility, as that would further strain the site and compound the already inefficient, rambling and interruptive configuration of the facility.

We look forward to continuing our work with the District as we consider all viable options for improving the programmatic offerings and efficiencies at ORMS via significantly better site and building configuration.

## PRELIMINARY PROGRAM OF SPACES

	AREA (S.F.)
ADMINISTRATION	
MAIN OFFICE / RECEPTION (2 STATIONS)	400
PRINCIPAL'S OFFICE	150
ASSISTANT PRINCIPAL'S OFFICE	130
SPECIAL EDUCATION DIRECTOR'S OFFICE	125
SUBSTITUTE COORDINATOR'S OFFICE	125
CONFERENCE ROOMS	1 @ 150
	1 @ 250
WORK ROOM / SUPPLIES / EQUIP / STORAGE	250
STAFF ALCOVE	60
STAFF TOILET	60
	<hr/>
	1,700

5TH GRADE (2 TEAMS @ 85 EACH = 170 STUDENTS)

CLASSROOMS	6 @ 900	5,400
CLASSROOMS	2 @ 1000	2,000
CONF. / SMALL GROUP ROOM	1 @ 200	200
RESOURCE	2 @ 300	600
TESTING	1 @ 50	50
STAFF ROOM W/ TOILET (SHARE W/ 6TH)	1 @ 400	400
GATHERING SPACE	1 @ 600	600
STUDENT BATHROOMS	8 @ 60	480
STORAGE	1 @ 300	300
MECHANICAL	1 @ 400	<u>400</u>
		10,430

6TH GRADE (2 TEAMS @ 85 EACH = 170 STUDENTS)

CLASSROOMS	6 @ 900	5,400
SCIENCE CLASSROOM	2 @ 1200	2,400
SCIENCE PREP. ROOM	1 @ 100	100
CONF. / SMALL GROUP ROOM	1 @ 200	200
RESOURCE	2 @ 300	600
TESTING	1 @ 50	50
GATHERING SPACE	1 @ 600	600
STUDENT BATHROOMS	8 @ 60	480
CUSTODIAL (SHARE W/ 5TH)	1 @ 100	100
STORAGE	1 @ 300	300
MECHANICAL	1 @ 400	<u>400</u>
		<b>10,630</b>



7TH GRADE (2 TEAMS @ 85 EACH = 170 STUDENTS)

CLASSROOMS	6 @ 900	5,400
SCIENCE CLASSROOM	2 @ 1200	2,400
SCIENCE PREP. ROOM	1 @ 100	100
CONF. / SMALL GROUP ROOM	1 @ 200	200
RESOURCE	2 @ 300	600
TESTING	1 @ 50	50
STAFF ROOM W/ TOILET (SHARE W/ 8TH)	1 @ 400	400
GATHERING SPACE	1 @ 600	600
STUDENT BATHROOMS	8 @ 60	480
STORAGE	1 @ 300	300
MECHANICAL	1 @ 400	<u>400</u>
		10,930

8TH GRADE (2 TEAMS @ 85 EACH = 170 STUDENTS)

CLASSROOMS	6 @ 900	5,400
SCIENCE CLASSROOM	2 @ 1200	2,400
SCIENCE PREP. ROOM	1 @ 100	100
CONF. / SMALL GROUP ROOM	1 @ 200	200
RESOURCE	2 @ 300	600
TESTING	1 @ 50	50
GATHERING SPACE	1 @ 600	600
STUDENT BATHROOMS	8 @ 60	480
CUSTODIAL (SHARE W/ 7TH)	1 @ 100	100
STORAGE	1 @ 300	300
MECHANICAL	1 @ 400	<u>400</u>
		<b>10,630</b>

MULTI-PURPOSE

CAFETORIUM	2 @ 2500	5,000
STAGE W/ STORAGE		1,500
KITCHEN		1,500
FOOD STORAGE		500
KITCHEN OFFICE		100
KITCHEN STAFF AREA W/ TOILET		150
GYMNASIUM		5,500
SEATING AREA (BLEACHERS)		2,500
CHANGING ROOMS W/ TOILETS:	MALE	400
	FEMALE	400
FITNESS ROOM		250
STORAGE		
PHYS ED EQUIP		250
TEAM EQUIP		250
P.E. STAFF	2 @ 100	200
PUBLIC TOILETS		<u>1,500</u>
		20,000

LIBRARY / INFORMATION CENTER

READING ROOM / STACKS	2,000
CIRCULATION	300
MULTI-MEDIA	400
OFFICE / WORK ROOM	300
STORAGE	200
TECHNOLOGY / FILE SERVER / INTEGRATOR	<u>500</u>
	<b>3,700</b>

UNIFIED ARTS / SKILLS

TECH ED / STEM	2 @ 1000	2,000
FAMILY CONSUMER SCIENCE		1,000
ARTS CENTER		
STUDIOS	2 @ 900	1,800
STORAGE		350
KILN		200
MUSIC CENTER		
BAND		1,800
CHORUS		900
OFFICE / MUSIC LIBRARY		150
INSTRUMENT STORAGE		300
PRACTICE ROOMS:	2 @ 50	100
	1 @ 100	100
HEALTH CLASSROOMS	2 @ 900	1,800
WORLD LANGUAGE CLASSROOMS	3 @ 900	<u>2,700</u>
		13,200



STUDENT SERVICES

GUIDANCE

RECEPTION		200
OFFICES	4 @ 100	400
CONFERENCE		150
FILE STORAGE		50
TOILET		60

ESL

400

TUTORIAL

2 @ 200

400

SCHOOL STORE

100

NURSE/CLINIC

RECEPTION		130
CLINIC ROOM W/ TOILET		300
OFFICE		125
STORAGE		50

SPECIAL EDUCATION

RESOURCE ROOMS		(SEE TEAM SHEET)
READING SUITE	4 @ 200	800
THE LEARNING CENTER (TLC)		800
SCHOOL PSYCHOLOGIST		125
EXTENDED RESOURCE ROOM		900
SUPPORT/CALMING		150
OT/PT		400
SPEECH	2 @ 300	600

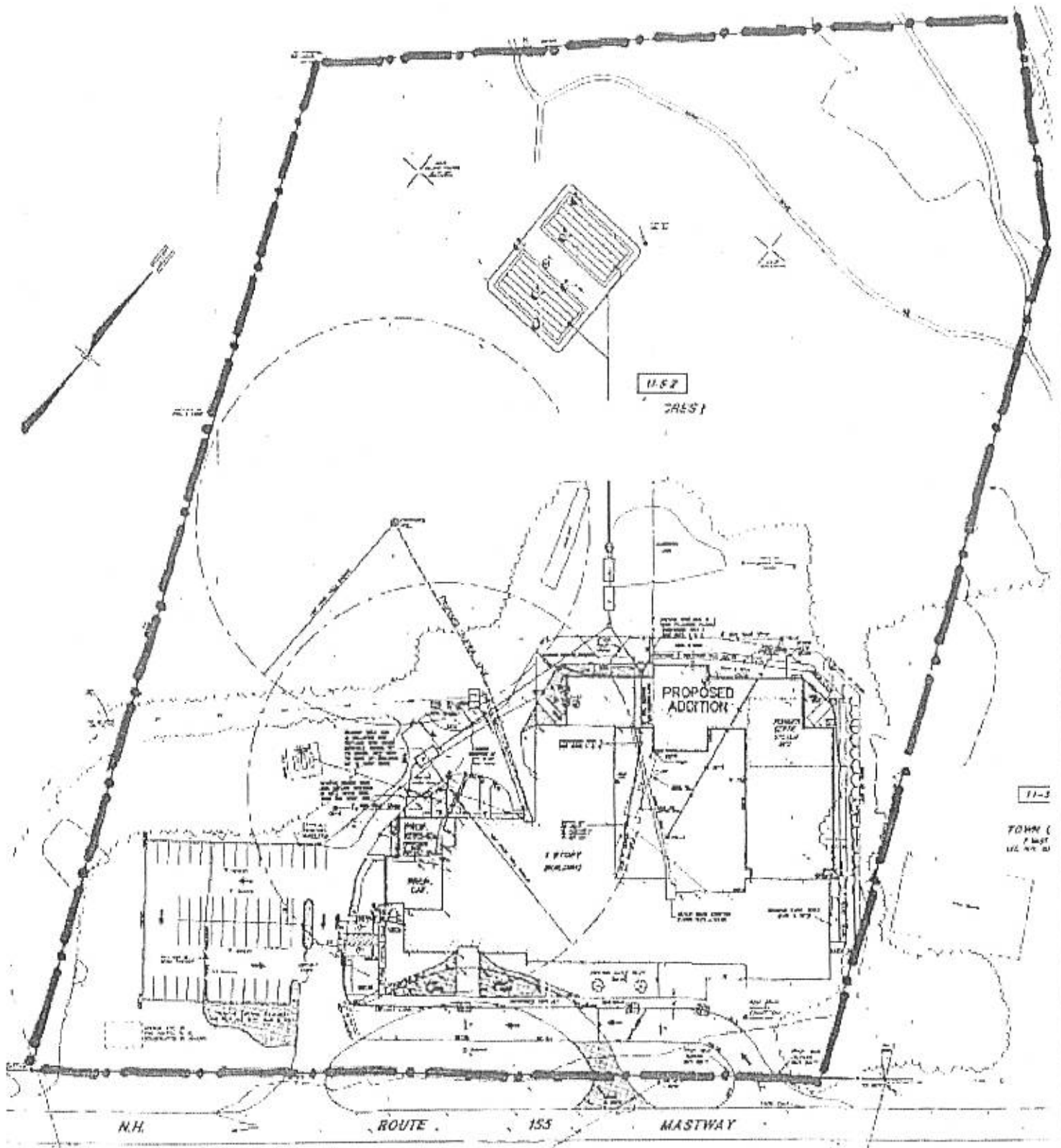
6,140

SUPPORT SPACES

BOILER / ELECTRICAL ROOM		1,200
AIR HANDLING MECH. ROOMS		900
ELEVATOR MACHINE ROOM		100
MAINTENANCE		
OFFICE		100
WORKSHOP		400
CUSTODIAL	3 @ 80	240
STORAGE / SUPPLIES		<u>1,200</u>
		4,140

SUMMARY

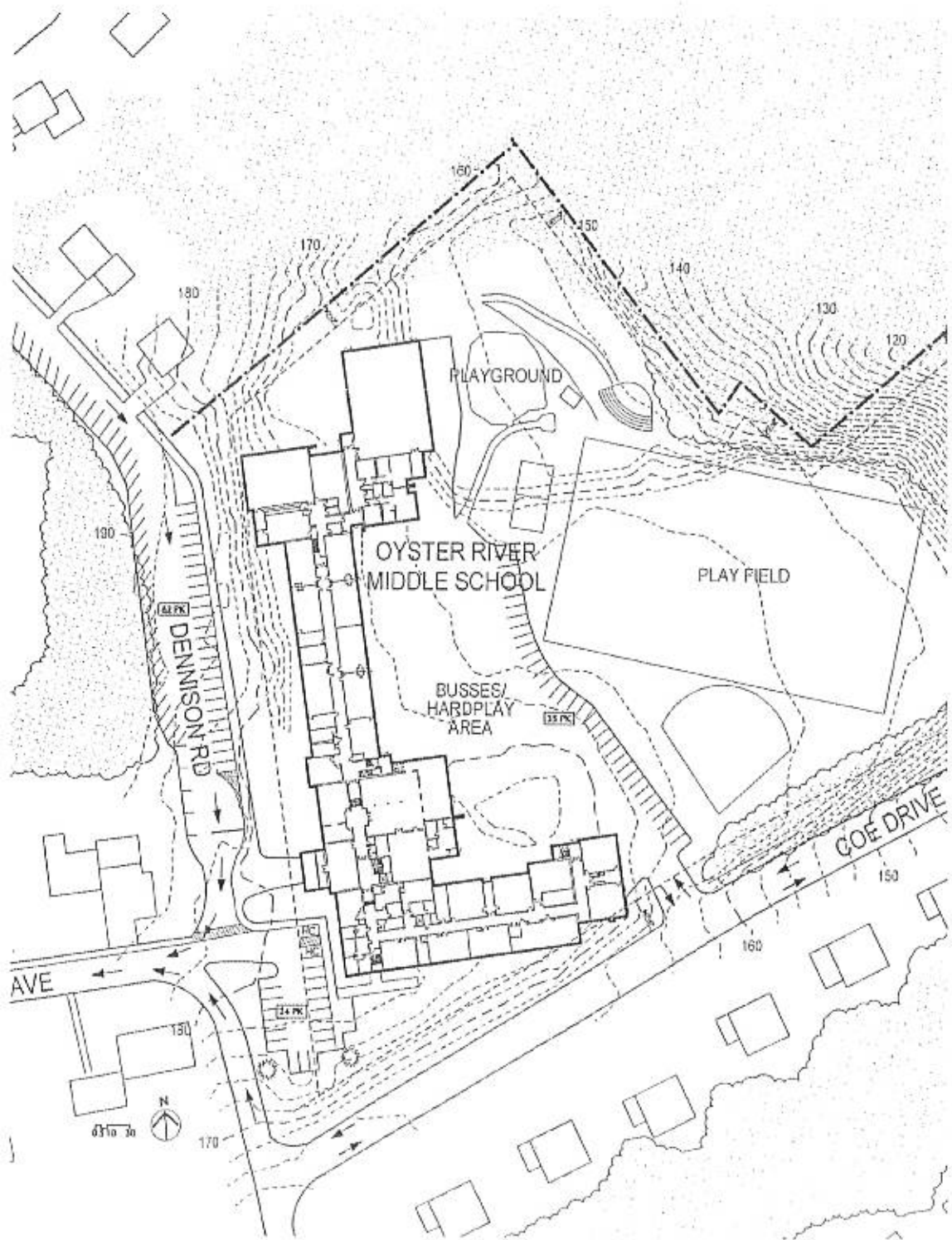
	Proposed		
ADMINISTRATION	1,700		
5TH GRADE	10,430		
6TH GRADE	10,630		
7TH GRADE	10,930		
8TH GRADE	10,630		
MULTI-PURPOSE	20,000		
LIBRARY/INFORMATION CENTER	3,700		
UNIFIED ARTS/SKILLS	13,200		
STUDENT SERVICES	6,140		
SUPPORT SPACES	<u>4,140</u>		
	SUB-TOTAL:	91,500 S.F. net	TBD
		(135 s.f./student)	
	Current ORMS Facility:	74,770 S.F. net	104,400 S.F. gross
		(110 s.f./student)	



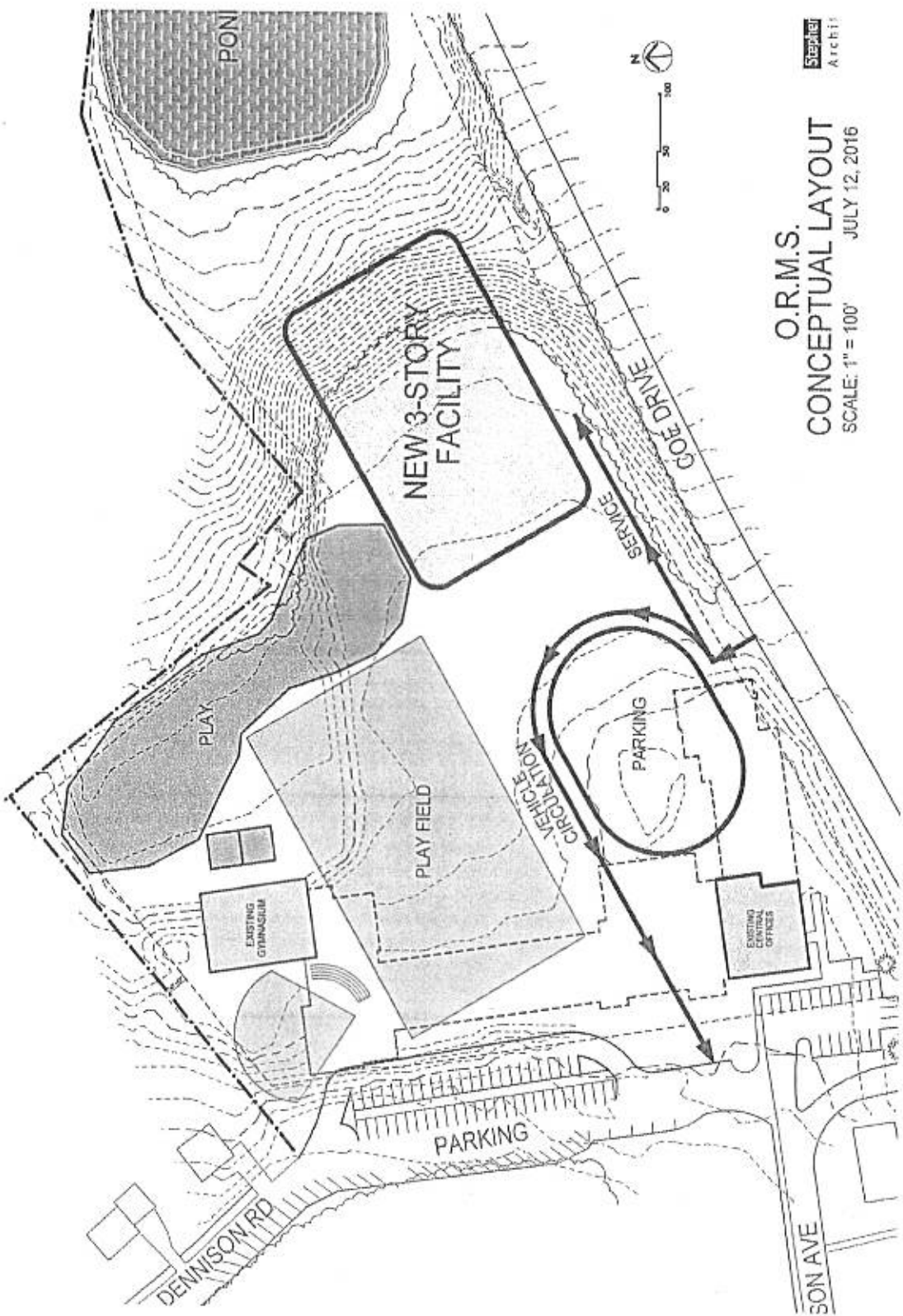
Mast Way Elementary School



Moharimet Elementary School







O.R.M.S.  
**CONCEPTUAL LAYOUT**  
 SCALE: 1" = 100'  
 JULY 12, 2016



# APPENDIX 3



# APPENDIX 4

Evaluation Criteria Sites	Importance Value 1-10	Comparison / Rating of Sites														
		Option A - Coe's Corner (Acres) and Jaeger Properties 12 Acres			Option B - Stone Quarry Drive 22 Acres			Option D - Beach Hill property owned by UHJ			Option E - East Property 167 Acres but we might be able to purchase 20 +/- acres			Option G - Hebbury Town Property - 11 Acres		
		Rating	\$ TBD	Sum	Rating	\$ TBD	Sum	Rating	\$ TBD	Sum	Rating	\$ TBD	Sum	Rating	\$ TBD	Sum
<b>PHYSICAL/FUNCTIONAL</b>																
Lot Size (acres)	10															
Topo (Level ? Slope ? Excessive ?)	10															
Soils (wetlands? Ledge? Clay? Gravel? Are SOILS already delineated ?)	10															
Shape (Irregular? Rectangular? Functional?)	8															
Zoning (Allowed - Not Allowed)	8															
<b>LOCATIONAL</b>																
Accessibility ( Walkability-Bikability-proximity to other schools - prox to highways-prox to downtown - traffic flow ? )	8															
Site Environmental ( haz waste - DES Standards - phase one avail? )	4															
External Influences ( UHJ-Natural Areas-negative infl- positive infl -high speed traffic-opportunity for learning-opportunity for problems?)	5															
Location (Central to 3 towns ? Near high school? Sidewalks ? Bad intersections?)	9															
Emergency Services Access (Response time ? Mutual Aid ? Towns ability to support ? Additional personnel required ?)	6															
Opportunity for Sustainable Design ( Solar - Wind - Gardens)	5															
<b>INFRASTRUCTURE</b>																
3 Phase power		Yes		Yes	No/Yes*		Yes	Yes		Yes		Yes		Yes		
Public Water		Yes		Yes	No		Yes	Yes		Yes		No/Yes**		No/Yes**		
Public Sewer		Yes		Yes	No		Yes	Yes		Yes		No		No		
Natural Gas		Yes		Yes	No		Yes	Yes		Yes		No		No		
<b>FISCAL</b>																
LAND COST	7															
Administrative Costs (Number of Schools)	3															
Operation and Maintenance Costs	3															
<b>OTHER</b>																
Total Score	0			0.00			0.00			0.00				0.00		0.00

\* Accessible through GOSS  
 \*\* May have water through Portsmouth

Importance Value Scale	Rating System
Critical/High Importance	Excellent 10
Low Importance	Good 7.5
	Satisfactory 5
	Fair 2.5
	Poor 1

Scores are calculated by multiplying the importance value by the Rating for each Evaluation Criteria, and then summarizing the total scores for each Option. This permits the more important Evaluation Criteria to have a greater impact on the score.



SPACE USE AGREEMENT  
Oyster River Cooperative School District

THIS SPACE USE AGREEMENT (hereinafter "AGREEMENT") for the School Year \_\_\_\_\_, made this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ by and between \_\_\_\_\_ address \_\_\_\_\_ (hereinafter referred to as "Organization"), and the Oyster River School Board, (hereinafter referred to as "the Board").

The parties recognize the primary goal of the Board is to meet the K-12 educational needs of the students of Oyster River during the designated school times and school calendar. The parties also recognize a need for adequate space to support the \_\_\_\_\_ Program, ~~a Town program created to meet the needs of Oyster River residents.~~

To support the ~~After-School~~ \_\_\_\_\_ Program and be considerate of the school department's primary mission and needs, the parties agree to the following:

**1. Goals, Description and Term**

The goal of the AGREEMENT is to provide the space necessary at the premises known as the \_\_\_\_\_, located at \_\_\_\_\_ for the use of the Organization's program as set forth by the provisions contained herein.

The term of this AGREEMENT shall be for the \_\_\_\_\_ school year. The Organization shall pay the School \_\_\_\_\_ in consideration of this AGREEMENT.

The parties agree to review the AGREEMENT for consideration for the \_\_\_\_\_ School Year no later than April 13, \_\_\_\_\_.

**2. Room Designations & Room Usage**

The School shall provide a list of rooms for use by the Organization for the PROGRAM that will be agreed upon by the Space Use Committee:

For the \_\_\_\_\_ School Year:

Room \_\_\_\_ shall be made available at approximately \_\_\_\_ p.m. but no later than \_\_\_\_ p.m., Monday through Friday for the PROGRAM. Space in Room \_\_\_\_ shall be made available for ~~RECREATION'S~~ the Organizations items and resources necessary for the PROGRAM.

Room \_\_\_\_ shall be made available at \_\_\_\_ p.m., Monday through Friday for the PROGRAM. In the event that Room \_\_\_\_ is unavailable, the School will provide an alternative room to the Organization at \_\_\_\_ p.m., with-sufficient space for the PROGRAM and provide the Program Supervisor two hours' notice.

In addition, adequate space shall be made available at 2:45 p.m., Monday through Friday, for use by the Organization as homework rooms.

When available and with prior approval of the Principal, additional space will be provided (gymnasium, library, etc.) to the Organization per the building use policy.

The parties agree to meet and discuss any desired modifications to room designation and/or use, deemed necessary to meet changes in enrollment or instructional needs. Changes that would impact the Organization Programs capacity would be agreed upon by the Space Use Committee.

PROGRAM personnel shall not be allowed in the food service area or do any cooking.

### 3. Utilities & Resources

The School shall provide all utilities in the above rooms and school facilities after school.

A telephone line will be provided in Room \_\_\_\_\_. All chargeable calls will be reimbursed to the [Oyster River Cooperative School District \(the school\)](#) by the PROGRAM.

The PROGRAM rooms shall be cleaned by the School custodial staff. PROGRAM personnel will straighten up rooms before custodians come in to clean the area.

Tables and chairs, currently available in the school and not being used to meet other school needs, will be provided by the school.

The Organization has provided: \_\_\_\_\_  
which are the property of the Organization.

### 4. Condition of Premises

The Organization and the School mutually agree to replace any items of the other that are removed, damaged or destroyed during their time in the designated rooms. In addition, any such items moved shall be returned to their original location.

### 5. Policies

The Organization shall ensure that staff, students, and all participants in the PROGRAM shall follow all policies and rules of the Oyster River Cooperative School District to ensure the safety of all participants and the care of the facilities.

The Organization shall further ensure that the PROGRAM is operated in a manner that conforms to the School Board's Policy AC (Nondiscrimination/Equal Opportunity) and permits the School District to meet its obligations under federal and state non-discrimination laws.

The School District Rules can be found in the Parent Student Handbook on the District website under the school tab for each school, and the School Board Policies at:  
<http://www.oresd.org/schoolboard/policies>

### 6. Access to Premises

The Organization shall be provided with the necessary means to access the premises for the PROGRAM and will contact school personnel when entering the school and when leaving the school at the end of the day.

## 7. School Liaison and Communications

The School shall identify a staff member to act as liaison with the Organization's Program Supervisor ("Program Supervisor"). The School shall receive a yearly staff stipend of \$\_\_\_\_\_ payable upon the signing of this AGREEMENT.

The Program Supervisor, or an appropriate designated representative, shall act as the Supervisor of the PROGRAM. When the Program Supervisor is absent or not in the school, school personnel will be notified as to whom from the PROGRAM is in charge.

Prior to the start of the school year the School liaison will:

- a) Provide the Organization Program Supervisor with a list of the teachers assigned to each PROGRAM Participant;
- b) Provide the Organization Program Supervisor with the bus assignments for each PROGRAM Participant;
- c) Train the PROGRAM staff on school policies (fire drills, lockdowns, etc.); and
- d) Review the Policies and Procedures of Oyster River with the Program Supervisor.

Throughout the year the School liaison will:

- a) Provide the Program Supervisor with a list of the PROGRAM Participants that are registered;
- b) Contact the Program Supervisor as soon as possible when the Administrative Unit has decided on an "early release and/or no after school programs" during inclement weather; and
- c) Meet as needed with the Program Supervisor.

Daily the School liaison will:

- a) Provide the Program Supervisor with the school absentee list;
- b) The Program Supervisor will confirm **PROGRAM** attendance; and
- c) Once the School liaison has dismissed buses, the Program Supervisor will be responsible for dismissal of all students in the PROGRAM.

The School liaison and Program Supervisor will meet on the second Tuesday of every month.

The Program Supervisor will attend School Board meetings when requested.

The Principal and School Board will be provided with PROGRAM parent/guardian communications (newsletters, calendars, notices, etc.).

## 8. Indemnification

The organization agrees to defend, indemnify and hold harmless ORCSD for any claims, liability, or damages, arising out of the Organization's use of space under this Agreement.

~~RECREATION will provide the School District with indemnification and an additional insured certificate for claims caused by the RECREATION'S negligence and which arise out of the services described in the AGREEMENT. Likewise, the School District will provide the RECREATION indemnification and an additional insured certificate for claims caused by the School District's negligence and which arise out of the services described in the AGREEMENT.~~



**9. Insurance**

During the term of this Agreement the Organization shall maintain in effect a policy of general public liability insurance with limits of at least \$1,000,000 for bodily injury (per occurrence) and \$1,000,000 for property damage (per occurrence) the Organization shall cause the Oyster River School to be named provide the School with an endorsed Certificate of Insurance naming the School as additionally insured on such insurance policy, and shall not cause such policy to be terminated or materially changed without giving the Board at least 10 days' prior written notice. The Organization shall maintain workers compensation insurance as required by state law. The Organization shall provide the Board with proof of insurance upon request.

**10. Parties Bound**

This AGREEMENT is binding upon the employees and agents of the parties.

**11. Notice**

All notices to be given with respect to this AGREEMENT shall be in writing.

**12. Modification of AGREEMENT**

This AGREEMENT contains the entire agreement between the parties and shall not be modified in any manner except by writing executed by the parties.

Severability

The invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions.

**4413. Volunteers Directors, Personnel, Others**

The Organization shall conduct a background check on all persons serving in any capacity as representatives, counselors, teachers, etc. for the PROGRAM, whether as a volunteer or paid; and the Organization shall not allow any person who does not pass a background check to serve in such capacity upon the premises for any purpose. Notwithstanding, the Board, by and through the Building Principal, reserves the right, in its sole discretion, to have any person, counselor, teacher or volunteer of the Program removed from School District property for conduct that threatens the health, safety or welfare of any person/student or under circumstances where that person's conduct does to reflect the core values of the School District. Any such removal will be coordinated with the Supervisor of the PROGRAM and/or the Organization Director.

IN WITNESS WHEREOF, the parties have hereunto executed this SPACE USE AGREEMENT  
this        day of 20\_\_

\_\_\_\_\_  
OR School Board Chair

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Organization Program Representative

\_\_\_\_\_  
Witness

\_\_\_\_\_  
OR School Principal

\_\_\_\_\_  
Witness

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

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INTEROFFICE MEMORANDUM

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TO: School Board  
FROM: Dr. Jim Morse  
DATE: July 18, 2018

RE: 2018-2019 Recommended School Board Goals

As we enter the 2018-19 school year there are two major issues I recommend to the Board for consideration:

**Board Goal #1: A New Middle School – the Next Steps**

In 2017-18 the Board authorized the creation of the Superintendent's Middle School Facility Committee. The committee reviewed thirteen different options. Options considered included renovation of the current school, reconfiguration of grade levels so that grade 5 or grades 5 & 6 were added to the elementary schools, and/or grades 7 & 8 were added to the high school, which would involve renovation at the middle school and the two elementary schools and an addition to the high school. New construction at the current location or new construction in a new location. The recommendation from the committee to the Board will be to construct a new middle school either on the same site or at a new site. The Board will need to deliberate on the recommendations, but to do so, will need additional information.

**The number 1 goal, related to a new middle school, will be to choose an architect and a construction manager. Knowing who will design and who will build a new middle school will provide us the answers to the questions that follow. We should put out a request for qualifications this summer.**

Once an architect and construction manager are chosen we should have the answers to the following questions by the Deliberative Session in February 2019.

**What would the cost be to renovate ORMS to meet needs?**

This question will be important to have answered because one can predict it will be asked. Almost anything can be accomplished with enough money, but is the current school worth the investment? Will money spent on renovation solve academic needs, address safety concerns, deal with traffic congestion, fix antiquated HVAC systems and meet ADA requirements?

**If a new site for the middle school was chosen, what is the estimated acquisition and development costs of a new location?**

Also, what are the implications for transportation? What are the staff and student implications if the middle school was not on Coe Drive? What is the impact to students who walk? Where would we educate 660 middle school students during construction?

**If the current ORMS site is used, what are the estimated costs associated with that site?**

Estimated total square footage is approximately 120,000 square feet.



Other than land acquisition and development, is the estimated cost of new construction, whether on Coe Drive or another location, the same?

Can we have a conceptual drawing of a new middle school for the February deliberative session with estimated costs?

ADDITIONAL QUESTIONS ASKED AT THE JUNE 20, BOARD Meeting:

*How to measure community interest? What are the concerns, interest, and support?*

*How aware is the community of the need for a new middle school?*

*How do we effectively communicate the middle school report?*

*Can the UNH Research Center provide ORCSD a survey that collects community support?*

*When would it be appropriate to visit other newer middle schools and who should visit?*

**Board Goal #2: The Adoption of the 2019 – 2024 Strategic Plan**

In order to seamlessly transition to a newly adopted 2019-2024 Strategic Plan, the Board needs to have a draft before them by Thanksgiving 2018. The Board will then have December 2018 through April 2019 to work with the proposed draft for the goal of adoption at the 1<sup>st</sup> meeting of May 2019.

Milestones:

Administration reviews focus group feedback and drafts major themes and subthemes.

Administration presents draft to faculty and support staff for review in September and October.

Revised draft presented to the Board at the second meeting in November on the 14th.

The Board workshops the draft plan at the December 5<sup>th</sup> meeting.

The draft is returned to administration in December for return to the Board by January 16, 2019.

The Board discusses the revised strategic plan. If additional revisions are necessary, the cycle will repeat until the Board is ready to adopt the 2019-2024 Strategic Plan.

**Board Goal #3: Reports on Various Initiatives Underway**

Report of the Start Time Student Survey at the August 29, 2018 meeting.

Report on Diversity Plan at the September 26, 2018 meeting.

Report on Mental Health Wellness Plan/SHAPE Results at the October 10, 2018 meeting.

Report on Influence of Technology on the Academic Program by Technology Integrators at the October 24, 2018 meeting.

Report on Mast Way Construction at the November 7, 2018 meeting.

Report of the One to One Middle School Plan and Implementation at the November 7, 2018 meeting.

Report on ORHS Competency Based Learning at the November 14, 2018 meeting.

Report on ORMS Competency Based Learning and the impact of adding "exemplary" to the rating system, student led conferences, and the revised narrative at the November 14, 2019 meeting.

**Reserve January and February for Strategic Plan**

Progress Report of NEXT GEN Science at either the February 6, or 20, 2019 meeting.

Literacy Report at the March 6, 2019 meeting.

Update on High School Plan at the April 17, 2019 meeting.

Report from the World Language Staff related to impact of adding Grade 6 at May 1, 2019 meeting

Report on the ORHS Master Schedule and its impact on homework at the May 15, 2019 meeting.

Report on ORMS Competency Based Learning and the impact of adding "exemplary" to the rating system, student led conferences, and the revised narrative at the June 5, 2019 meeting.

Report from ORMS regarding the impact of the new cell phone policy at the June 5, 2019 meeting

DRAFT for Discussion

OYSTER RIVER COOPERATIVE SUSTAINABILITY COMMITTEE

TO: School Board  
FROM: Susan Caswell *SC*  
DATE: July 18, 2018  
RE: Green Team/Garden Coordinator Nominations

Please accept the following names for nomination to the ORCSD Sustainability Green Team and Garden Coordinator.

Stipend Positions:

Name	Title	School	Stipend
Maggie Morrison	Green Team Leader	Mast Way/High School	\$10,000
Jacqueline Bruhn	Green Team Leader	Middle/High School	\$10,000
Christina Felix	Garden Coordinator	District Wide July - September	\$800.00
		TOTAL	\$20,800.00

Policies for  
First/Second Read/Adoption/Deletion  
**SB Meeting of  
July 18, 2018**

<b>Title</b>	<b>Code</b>
<b>Policies for First Read</b>	
Memorials, Dedications and Recognitions	KCDA
<b>Policies for Second Read/Adoption</b>	
Unexpired Term Fulfillment	BBBE
Student Representative to the School Board	BBBF
School Board Member Ethics	BCA
<b>Policies for Deletion</b>	

**As a reference the June 13, 2018 policy minutes are attached to this packet.**



OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: KCDA
Policy Committee Review: June 14, 2017 & Sept. 13, 2017 School Board First Read: October 4, 2017 School Board Second Read/Adoption: October 18, 2017 Re-review by Policy Committee: 3/14/18 & 4/11/18 School Board First Read: July 18, 2018	Page 1 of 1

## MEMORIALS, DEDICATIONS AND RECOGNITIONS

The loss of a student or staff member deeply impacts the school and larger community. Decisions made in the aftermath of a crisis or death can be filled with emotion and should not be made without the full consideration of potential implications. The Oyster River Cooperative School Board has developed this policy to provide a process for memorial decision-making and to provide guidelines surrounding them.

### General Statement of Policy

In recognition that schools are designed primarily to support learning, it is best that Oyster River schools should not serve as venues for memorializing students and staff. Memorial activities expressed at school need to be appropriate in scope and duration and serve the purpose to help the community grieve and heal.

The administration of the school in consultation with the crisis response team will assist students and families in selecting memorial activities that are appropriate for school and assist students and staff in healthy bereavement. It is further recognized that the building administration should have discretion in these situations to make professional judgments in consultation with the crisis response team and the superintendent.

[With the passage of time, if there is a desire to have a more long lasting remembrance; in that light a memorial committee with a committee chairperson will be formed to provide recommendations to the superintendent.](#)

All decisions regarding memorials in schools will rest with the ~~building administration with an appeal to the~~ superintendent.

Cross Reference: KCDA-R – Memorials, Dedications and Recognitions Procedure

<b>OYSTER RIVER COOPERATIVE SCHOOL BOARD</b>	<b>Policy Code: BBBE</b>
Date of Adoption: March 16, 1987 Date of Revision: 3/26/97, Code Revision: 11/18/99 previously BBE Review First Read School Board: September 5, 2012 Second Read/Adoption School Board: September 19, 2012 <a href="#">Policy Committee Review: June 13, 2018</a> <a href="#">School Board First Read: June 20, 2018</a> <a href="#">School Board Second Read/Adoption: July 18, 2018</a>	<b>Page 1 of 1</b> Category: Optional

### UNEXPIRED TERM FULFILLMENT

Vacancies shall be filled in accordance with state law.

[Vacancies on the Cooperative School Board will be filled in accordance with the provisions of RSA 671:33. Appointees will serve until the next Cooperative School District election.](#)

**Legal Reference:**

RSA 197:26, School Meetings & Officers: Vacancies

RSA 671:33, School District Elections: Vacancies



OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy: BBBF
Date of Adoption: April 16, 1987 Code/Title Change Adopted School Board: 5/2/12 Previously: JJ Review First Read School Board: September 5, 2012 Second Read/Adoption School Board: September 19, 2012 <a href="#">Policy Committee Review: June 13, 2018</a> <a href="#">School Board First Read: June 20, 2018</a> <a href="#">School Board Second Read/Adoption: July 18, 2018</a>	Page 1 of 1 Category: Optional

## STUDENT-REPRESENTATIVES TO THE SCHOOL BOARD

The Oyster River Cooperative Board ~~may choose to add~~ will have one ~~or more~~ student representatives from the ~~District Oyster River~~ High School. ~~The~~ Student-representatives will serve a one-year terms. ~~The~~ Student-representatives will have a non-binding vote which will be recorded in the minutes. ~~The~~ Student-representatives will be excluded from all non-public sessions the School Board enters.

The Student-representatives will be chosen by a vote of the high school student body, in accordance with the provisions of RSA 194:23-f.

The Student-representatives ~~are~~ is expected to:

- (1) Attend all school board meetings;
- (2) Represent all high school students within the District;
- (3) Present to the School Board specific proposals and ideas from the high school student body;
- (4) Serve as a liaison between students, and the School Board;
- (5) Keep the student body informed of School Board business and actions;
- (6) Comply with all School Board policies relative to students and Board members, when applicable; and
- (7) Comply with the School Board Code of Ethics.

### Legal References:

- RSA 189:1-c, School Board Student Member
- RSA 194:23-f, High School Student as a Board Member

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: BCA
Review First Read School Board: September 5, 2012 Second Read/Adoption School Board: September 19, 2012 Correct clerical oversight reviewed by Board: March 6, 2013 Policy Committee Review – No Changes – August 19, 2015 <a href="#">Policy Committee Review: June 13, 2018</a> <a href="#">School Board First Read: June 20, 2018</a> <a href="#">School Board Second Read/Adoption: July 18, 2018</a>	Page 1 of 1 Category: Recommended

## SCHOOL BOARD MEMBER ETHICS

Each board member shall comply with the following ethical provisions:

1. Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Make decisions only after full discussion at public Board meetings; render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.
3. Seek systematic communications with students, staff, and members of the community.
4. Work respectfully with other Board members to achieve the educational goals of the school district by encouraging the free expression of opinions by all Board members.
5. Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.
6. Be informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations.
7. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or executive session.
9. Recognize that no individual member has authority to speak or act for the entire Board, except as specifically designated to do so by Board action.
10. Recognize that final Board actions will be supported by all members of the Board; take no ~~private~~ action that will compromise the Board or administration; and refrain from ~~private~~ actions which undermine or compromise official Board action.
11. Display and demonstrate courtesy and decorum toward fellow Board members at all public meetings and in all public statements.
12. Engage in respectful, public discourse and refrain from disparaging individuals on the basis of their gender, sexual orientation, and other personal differences and affiliations.
13. Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.
14. [Work with the other Board members to establish effective Board policies and foster a relationship with the District administration toward the effective implementation of those policies and management of the District operations, personnel and facilities.](#)
15. [Understand the chain of command and refer problems or complaints to the proper administrative office per applicable School Board policies.](#)

Appendix BCA-R

Cross Reference: BCB – Board Member Conflict of Interest

Policy Committee Meeting Minutes

Wednesday, June 13, 2018 @ 3:30 PM

Attendees: Kenny Rotner, Denise Day, Tom Newkirk, James Morse, Catherine Plourde, Wendy DiFruscio

Visitors: 0

Denise called the meeting to order at 3:40 PM.

Dr. Morse opened the meeting with policy and procedure IMGA – Service Animals as the District has received a request for the 2018-19 school year for a student at the elementary school. Jim then turned the meeting over to Catherine Plourde to review the steps that have been taken so far. Catherine explained that the existing policy was reviewed a year ago by legal counsel with a suggested change to remove a paragraph that was too vague. When she was informed of this request she has had numerous meetings with the parent and also with legal counsel. It was determined that a revised policy and procedure would be generated and implemented for the next school year. Catherine explained that the elementary school teachers and parents were informed of this possible addition of a service animal to bring awareness to all in case of allergies or a fear of dogs. She went on to explain different scenarios and procedures that would need to be implemented if a service animal was approved to enter the school. She explained that the School District would not be responsible for the dog and the child must have complete control. The Board asked a few clarifying questions with a brief discussion. Catherine added that they would need to educate staff and that the dog is always working. Catherine explained that the nurses are very involved with the medical aspect of this student and there is a plan in place. Due to the nature of this policy and procedure and the fact that the Board has a summer schedule of meetings; it was requested by legal counsel that this policy and procedure be adopted together at the next meeting for both a first and second read without amendment.

Catherine left the meeting at 3:55 PM.

Policy BB – School Board Legal Status was reviewed with no changes.

Policy BBBE – Unexpired Term Fulfillment – both the existing and the NHSBA policies were reviewed. It was decided that wording from the NHSBA policy pertaining to cooperative school districts will be added to the existing policy. This is ready for a first read.

Policy BBBF- Student Representative to the School Board – This policy was reviewed, and slight changes were made to this policy and is ready for a first read.

Policy BCA – School Board Member Ethics – the existing and the NHSBA version were reviewed and additional information will be taken from the NHSBA version and inserted into the existing policy. Ready for first read.

There was a discussion on the request for dates for the next meeting. Wendy will create the list of meetings for the 2018-19 school year for distribution.

Meeting ended at 4:15 PM – Next meeting September 2018.

Respectfully submitted,  
Wendy L. DiFruscio