

Oyster River Cooperative School District
REGULAR MEETING

August 21, 2019

High School - Library

7:00 PM

o. CALL TO ORDER (7:00 PM)

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

**7:00 – Abridged Board Meeting – Architect Middle School Update
Immediately Following - Competency Based Education Workshop**

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS

IV. APPROVAL OF MINUTES

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

~~A. District~~

~~B. Board~~

VI. DISTRICT REPORTS

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

~~B. Superintendent's Report~~

~~C. Business Administrator~~

~~D. Student Senate Report~~

~~E. Other:~~

VII. DISCUSSION ITEM

VIII. ACTIONS

~~A. Superintendent Actions~~

B. Board Action Item

- Motion to approve ORHS Tuition Student.
- Motion to authorize Thomas Newkirk, Chair or Denise Day, Vice Chair to sign the deed for the Orchard Drive, Durham property comprised of 24.97 acres more or less and any other closing documents related to the sale of this property to the Town of Durham for \$150,000. This action is authorized by Article 5 of the March 8, 2016 annual school district meeting and January 16, 2019 school Board meeting.
- Motion to approve entering into a Master Installment Purchase Agreement with Mercedes-Benz Financial Services to purchase three Thomas School Buses.
- Motion to approve entering into a 3 year lease with Apple Financial Services for the purchase of District iPads.

IX. SCHOOL BOARD COMMITTEE UPDATES

A. Manifest Reviewed and Approved by Manifest Subcommittee.

X. PUBLIC COMMENTS

XI. CLOSING ACTIONS

A. Future meeting dates: 09/04/19 – Regular Meeting – High School Library – 7:00 PM
09/18/19 – Regular Meeting – High School Library – 7:00 PM

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

~~**NON-MEETING SESSION:** RSA 91-A:2 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: 2019 - 2022 |
| • Kenneth Rotner | Term on Board: 2019 - 2022 |
| • Denise Day | Term on Board: 2017 - 2020 |
| • Michael Williams | Term on Board: 2017 - 2020 |
| • Allan Howland | Term on Board: 2018 - 2021 |
| • Daniel Klein | Term on Board: 2018 - 2021 |

Information Regarding Nonpublic Session

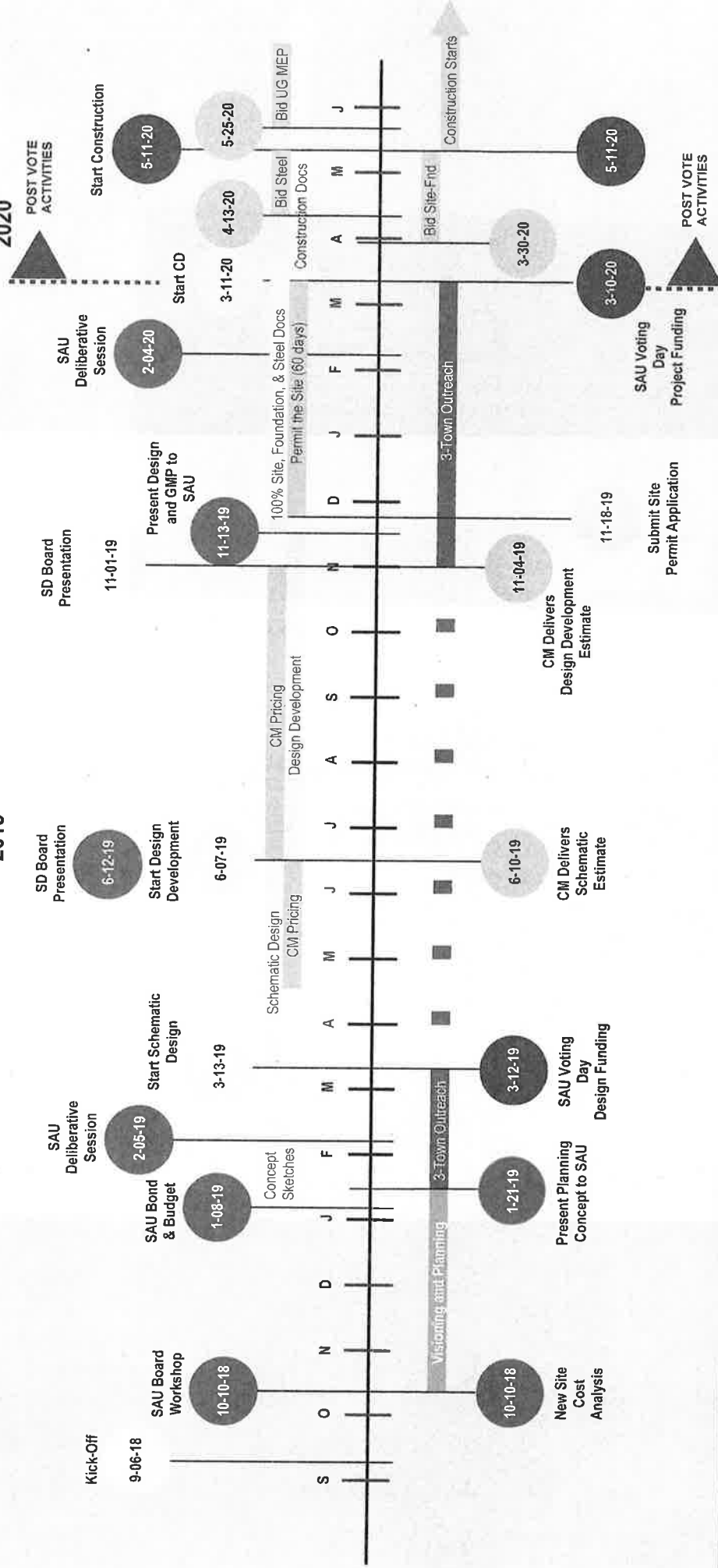
On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

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

2018

2019

2020



Overall Project Time-line Post Vote Activities



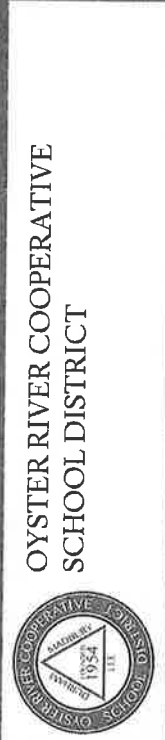
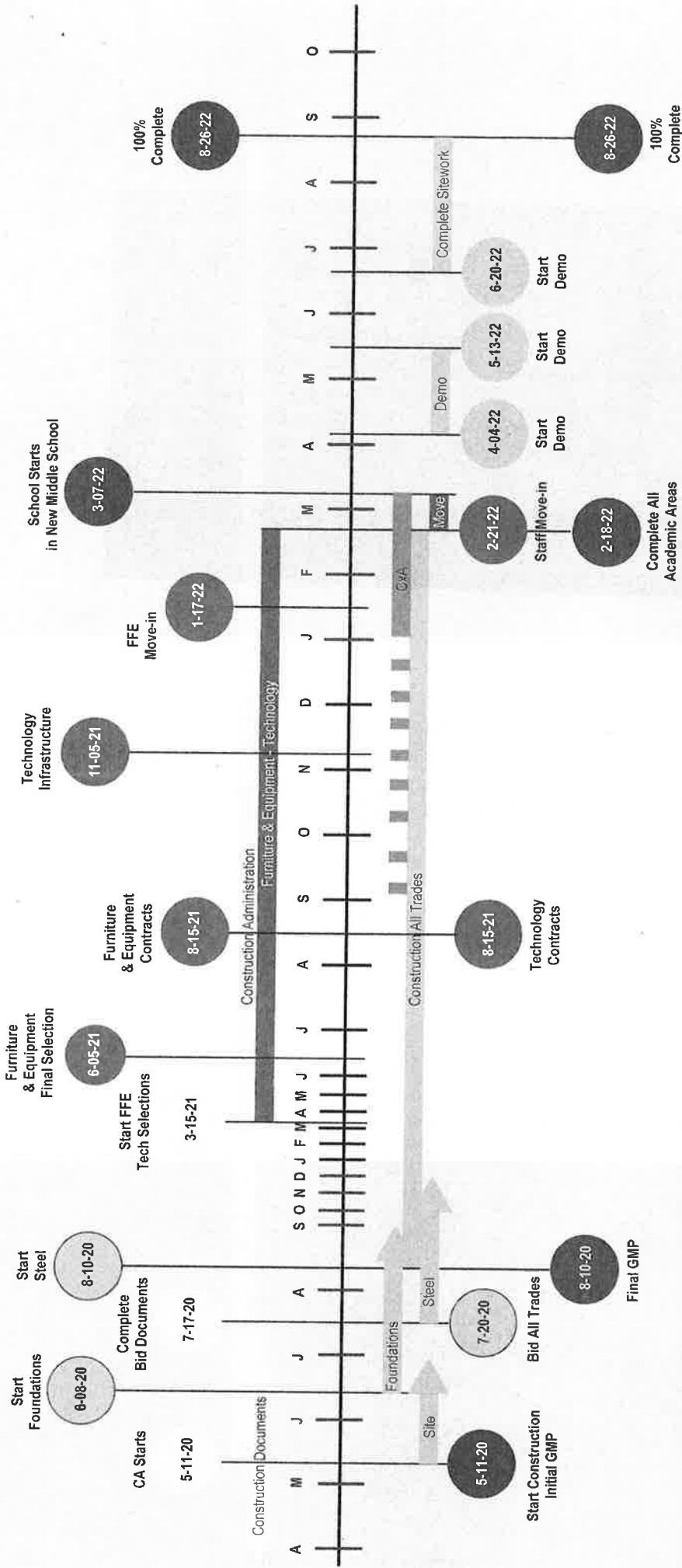
OYSTER RIVER COOPERATIVE
SCHOOL DISTRICT

LAVALLEE | BRENSINGER ARCHITECTS

2020

2021

2022



OYSTER RIVER COOPERATIVE
SCHOOL DISTRICT

Overall Project Time-line Post Vote Activities

LAVALLEE | BRENSINGER ARCHITECTS

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

INTEROFFICE MEMORANDUM

TO: Oyster River School Board

FROM: Sue Caswell,
Business Administrator

DATE: August 21, 2019

RE: Orchard Drive Sale

Dennis Meadows has successfully raised the funds to purchase the Orchard Drive property. In order to qualify for additional grant funding this matter must close by the end of August. Our attorney has contacted the Town Counsel for Durham and will be working with her to complete the transaction. There will be a need for official signatures on the deed and other closing documents. Counsel has asked to authorize a member of the Board to be available to sign these documents.

We will need the following motion:

Motion to authorize Thomas Newkirk, Chair or Denise Day, Vice Chair, to sign the deed for the Orchard Drive, Durham property comprised of 24.97 acres more or less and any other closing documents related to the sale of this property to the Town of Durham for \$150,000. This action is authorized by article 5 of the March 8, 2016 Annual School District meeting and January 16, 2019 School Board meeting.

Oyster River Cooperative School District
Business Administrator's Office

SAU #5
36 Coe Drive
Durham, NH 03824

(603) 868-5100 x2003
FAX (603) 868-6668
scaswell@orcscsd.org

INTEROFFICE MEMORANDUM

TO: Oyster River School Board

FROM: Sue Caswell,
Business Administrator

DATE: August 21, 2019

RE: Thomas Bus Lease

Attached you will find the Acknowledgement of Board Approval needed to enter into a lease purchase agreement with Mercedes-Benz Financial Services for 3 Thomas buses. This agreement will be for 2 new 2020 Thomas 77 passenger buses and one 2020 Thomas Minitour wheelchair bus.

We need a motion to approve entering into a Master Installment Purchase Agreement with Mercedes-Benz Financial Services USA LLC for the purpose of purchasing, via a financing contract, the equipment listed on the attachment at a cost not to exceed \$240,510.

\$1 Purchase Option

Thank you for considering Apple Financial Services to fund your technology plan. Please find your \$1 Purchase Option financing proposal below.

Financed Amount	Annual Payments in Advance	Lease Term
\$58,800.00	\$20,561.78	3 Years

Budgetary Pricing at 4.99% APR

What is a \$1 Purchase Option?

This is a financing option designed for equipment ownership at the end of the financed term. The \$1 Purchase Option creates predictable payments while enabling universities and schools to deploy years' worth of equipment today using budgeted funds.

Why use a \$1 Purchase Option?

This option is usually recommended for educational institutions that know they want to own equipment at the end of term. Once the financed term ends, ownership will enable flexibility: continue using the equipment or trade it in to recover value toward new gear.

What are my options at the end of the financed term?

End of term options will be detailed in the final documents. The options include:

1. Purchase the equipment at end of term for \$1.
2. Trade in equipment for value toward a new purchase or financed term.

Overall, the \$1 Purchase Option enables administrators to buy more equipment today, while providing the flexibility that ownership allows.

Please do not hesitate to call or email me at the contact information below with any questions.

Amanda Curran

Northeast Area Financing Manager–North US | Apple Financial Services

T: 610.392.3629 | E: amandac@apple.com

Pricing Notes and Conditions

This proposal is for informational purposes and does not constitute a legally binding obligation of either party. Subject to the satisfactory completion of the Lessor's standard credit approval process and the completion of documentation acceptable to the Lessor, Apple Financial Services is not a financial advisor and does not have a fiduciary duty to you under federal securities laws. Consult with your financial advisor regarding the options offered.

Lease Discount Disclosure Statement: Apple Inc. through the Apple Financial Services program may provide an equipment discount to certain third-party investors. The discount may be applied to facilitate a lease rate discount. The actual interest rate paid on any resulting lease may be reflected in an amortization table provided with lease documents. The quoted payment amount does not include amounts that may be due for taxes or fees, if applicable.

The lease charge portion of the payments can be determined by applying to the total adjusted cost the rate which will amortize the total adjusted cost down to the purchase option amount. The lease charge rate may be higher than the actual annual interest rate because of the amortization of certain costs and fees incurred by the third-party investor. Rates may be subject to verification that the Lessee is a state or political subdivision as defined in Sec. 103 of the IRS Code, 1986.

2019 -2020 Oyster River High School Competency Based Education Goal

The high school staff and administration will continue to work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.

Actions Completed:

Review and Posting of Competencies (Curriculum)

- Set CBE Direction and Goals for ORHS. (Requested by faculty and part of yearly goals/action plans - completed in fall of 2016 with Department Heads/Faculty & Administration) *see page 2
- Departments will collaboratively write department/course competencies for each course. (2016-2017) *see Competency Document
- Cross departmental meetings will occur to ensure that there is consistency throughout ORHS with competencies. (2016-2017 and occurs yearly)
- Competency posting with the Program of Studies *on school website*. (2016-2017 and is updated yearly after review)
- Competencies posted on all syllabi for students and parents. *see page 3 (2018 – 2019)
- Implement a bell schedule that enhances student mastery. (2018 – 2019)

Actions Continuing:

Additional CBE Work (Instruction and Assessment)

- Faculty collaboration and sharing of instructional practices and competency implementation. (2017 – present: TW Days, Faculty meetings Department meetings and PLC's and will continue)
- Faculty exploration of assessment practices through calibration and discussion of student work. (2017 – present: TW Days, Faculty meetings Department meetings and PLC's and will continue)
- Faculty exploration into differentiation and mastery with assessment practices. (2017 – present: Workshops/Conferences, TW Days, Faculty meetings Department meetings and will continue)

CBE Grading Work (Assessment and Grading)

- Faculty exploration into assessment and grading practices (2017 – present: Workshops/Conferences, TW Days, Faculty meetings Department meetings and will continue)

Actions 2019-2020 School Year:

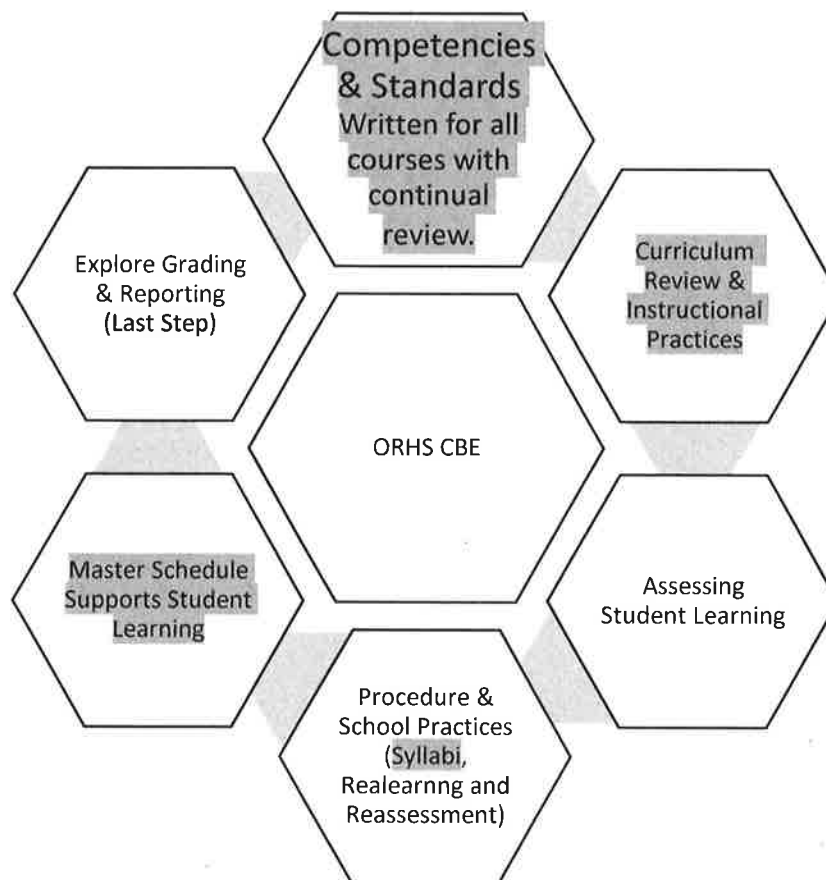
Discussions and communication with the Board and Community about Competency Based Education.

- Further develop the school website as a communication/information resource with links for further reading
- Include a CBE section in Principals Newsletter with links for further reading
- Demonstrate competencies in action through events such as the Senior Art Show, Science Showcase and Power of One – Gallery Walks “CBE in Action”
- Invite School Board members to participate in an ORHS TW Day rotation (date, time and format TBD)

Oyster River High School & Competencies

5 Year Goal (Set by Faculty and Administration in 2016)

Competencies and standards will be written and implemented at ORHS to enhance the personalization and individualization of learning for all students in an inclusive model. The goal is to have competencies and standards written and implemented into classroom practices as well as supported by structures within the school systems.



**Green is completed.*

Dear Faculty,

In the spring of 2018, the School Board requested the following from the high school:

Consistency: The issue of varying homework expectations in common sections of the same course, such as biology, was raised. Consistency of expectations could make it easier for students to manage their responsibilities and better plan their academic workload/homework.

- *The Board is interested in hearing more about the continued curricular work to develop common expectations, especially in common courses taught by multiple faculty should be a priority.*
- *The Board is interested in hearing about a consistent format for syllabi for all courses which could more clearly outline course competencies, projects, and homework expectations.*
- *The Board is interested in hearing about how students know when homework (formative assignments) are “graded” or mandatory and when they are not. Is there consistency around these practices?*

As a result, please be sure that the following information is included on every course syllabus and if you teach a “shared” course please ensure that there is consistency:

Teacher Name:

Teacher Email:

Course:

Semester/Period:

Credit:

Course Description:

Competencies & Standards:

Grading Scale (Please make sure common courses have consistency):

Homework Policy (Please make sure common courses have consistency):

Reassessment Policy (Please make sure common courses have common policies):

Academic Integrity & Classroom Community Expectations (Feel free to refer kids to the handbook for academic integrity – this is under review):

Academic Resources (Supports Available – Extra Help, FLEX Block, Homework Den, Student Tutors...):

Texts/Class Resources:

Outline of Course (Weekly/Monthly – Topic/Content) and/or Major Assignments/Assessments:

***Please include if there is a mid-term and/or final exam or project.**

There is a folder in the shared drive for everyone to place their course syllabi. It is labeled 2018 Course Syllabi. Please make sure that your syllabi is placed in the folder.

It is also important that parents can access some of the course information in PowerSchool. Please include the competencies, grading, homework policy and reassessment policy in PowerSchool.

Let me know if you have any questions or suggestions.

Best,

Suzanne



Oyster River High School Curriculum

COURSE COMPETENCIES

ORHS | CBE | 7/25/2019

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Introduction

In a traditional high school system credits are based on the Carnegie Unit or seat time. Many states have moved away from a “time-based system” to a “learning based system”. In New Hampshire (and other states) the term competency education has been used in association with a learning-based system of education. The focus, in a competency-based education, moves away from units of time and on what we want students to learn and be able to do. Once competencies are in place and implemented students have a clear understanding of what they are expected to know and be able to do. This shift offers transparency for students and empowers students to take ownership of their own learning.

Focusing on competencies and outcomes in curricular design works seamlessly with Understanding By Design (UBD). Competencies have also allowed for student focused and not an adult or system focused mindset. Extended Learning Opportunities is an example of a program that has been created out of the competency-based education system. ELO’s enable students to gain competency through experiential, self-designed, rigorous learning opportunities, outside of the four walls of the school house.

Competencies are designed as broad, overarching concepts that encompass multiple learning standards which are interconnected and requires a student to transfer learning in the curriculum. At Oyster River High School competencies describe what a student should know and be able to do. Oyster River High School Departmental Programmatic Competencies are competencies written as a school wide collaborative activity to reflect the competencies that students engage in as they progress through our course of studies. These are directly connected to our 21st Century Learning Expectations, Graduation Outcomes and Habits of Learning, and reflect a continuum of learning objectives that range from the concrete to the abstract.

New Hampshire Work-Study Practices are similar to our 21st CLE and in 2014 a group of educational professionals across the state concluded that there are four areas that should be addressed: Communication, Creativity, Collaboration and Self-Direction. The ORHS 21st CLE are the habits of engaged learning that we feel are important for all students at ORHS to leave having developed. The ORHS Faculty and Administration is currently examining our 21st CLE, Habits of Learning and Graduation Outcomes to create one set of foundational qualities.

The competencies in this document are examples of our department wide programmatic competencies which address our 21st CLE’s. These competencies were written as a school wide collaborative activity to reflect the competencies that students engage in as they progress through our course of studies.

Many courses have additional competencies and all have standards that are specific to the content. Competencies do not “stand alone” and are meant to be paired with standards. Completion of competencies for each course reflects a student’s ability to master the standards.

Resources

Below is a sampling of CBE resources and in no way reflects a complete list of resources regarding CBE. The resources are not intended to reflect the ORCSD educational philosophy or practices but to offer resources for further understandings of CBE at the state and national level.

Competency Education (General Information) -

https://www.education.nh.gov/innovations/hs_redesign/index.htm

<https://www.competencyworks.org>

<https://www.inacol.org/news/how-competency-based-education-differs-from-the-traditional-system-of-education/>

<https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

Competency Education (Assessment) -

Guskey, Thomas. (2015) *On Your Mark*. Bloomington, IN: Solution Tree Press.

Wormeli, Rick. (2018) *Fair Isn't Always Equal*, 2nd Edition: Assessment & Grading in the Differentiated Classroom. Portland, ME: Stenhouse Publishers.

<https://www.nciea.org/blog/education-policy/part-1-what-do-i-need-know-about-competency-based-grading>

Competency Education (Instructional Practices) -

Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: ASCD.

Understanding By Design -

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (expanded 2nd edition). Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design: Guide to Creating High-Quality Units*. Alexandria, VA: ASCD.

ORCSD Terms and Definitions

Common Assessments – Common assessments are collaboratively created assessments to measure student understanding and provide collective feedback. Common assessments could be either formative or summative.

Competency - Competencies are designed as broad, overarching concepts that encompass multiple learning standards which are interconnected and requires a student to transfer learning in the curriculum. The **competencies** describe what a student should know and be able to do.

High School Departmental Programmatic Competencies are competencies written as a school wide collaborative activity to reflect the competencies that students engage in as they progress through our course of studies. These are directly connected to our 21st Century Learning Expectations.

Formative Assessments - Formative assessments are used to evaluate student understanding and provide feedback. Information gathered through formative assessments can help students move forward in their learning and provide teachers with valuable information for instruction. Formative evaluation allows for “snapshots” of student learning to help them progress in the learning process. They could include: classwork, activities, learning log, journal entries, homework, and quizzes.

Habits of Learning- A set of work habits and behaviors on which life-long success is built, reported separately from academic progress. *21st Century Learning Expectations are similar to Habits of Work or Work Study Practices and Graduation Outcomes. These are the foundational expectations that all students will be exposed to and acquire (at different mastery levels) as they progress through their years at ORHS.* * *The ORHS Faculty and Administration is currently examining our 21st CLE, Habits of Learning and Graduation Outcomes to create one set of foundational qualities.

Learning Targets are learning goals that are targeted to a daily lesson and are worded for students. Learning targets should be sequenced as well as linked to a performance task to allow students to assess their mastery of the target and in-turn standard. “Every lesson needs its own reason to live.”

Rubrics & Assessments are designed as tools to reflect a student’s level of mastery of standards and in turn competencies. The **assessments** that a teacher uses along the way measure the extent to which a student has met the competencies. (See Formative Assessment & Summative Assessment)

Standards are specific measurable phases of student achievement. Standards are non-negotiable, measurable learning objective that guides instruction. Standards help guide instruction for competency-based curriculum. These content specific standards have been developed either at the state or national level. They are “I can” statements (goals for learning) that are course specific and content driven. Completion of competencies for each course reflects a student’s ability to master the standards.

Summative Assessments - Summative assessments are used to measure student mastery of the competencies. Summative assessments are aimed at the extent to which educational goals “have been attained over an entire course or program of study”. Summative assessments are usually cumulative and focus on transferable abilities, often cognitive in nature, which allow students to demonstrate mastery of concepts, skills, and knowledge embedded in competencies and standards. Summative assessments are typically weighted more heavily than formatives. They could include: tests, writings (essays), labs, performance tasks, projects, exhibition, etc.

Art Competencies

Students will be able to apply appropriate media, techniques, and processes.
Students will be able to identify and apply the elements of visual art and principles of design.
Students will be able to select and apply a range of subject matter, symbols, and ideas.
Students will be able to analyze, interpret, and evaluate one's own and others' artwork.
Students will be able to make connections among the visual arts and in relation to history, culture and daily life.
Students will be able to act as a responsible citizen of the oyster river high school art department.

Business and Computer Education Competencies

Accounting:

Students will identify parts of the accounting equation
Students will analyze, journal and post transactions to journals and a general ledger for a service business organized as a proprietorship
Students will prepare financial statements for a proprietorship
Students will analyze, journal transactions and post transactions to journals and ledgers for a merchandising business.
Students will prepare financial statement for a merchandising business.

AP Economics

AP Macroeconomics:

Students will understand basic economic concepts
Students will understand the measurement of economic performance (GDP, Unemployment, and Inflation)
Students will understand National Income and Price Determination through the study of aggregate supply and aggregate demand models to explain the determination of equilibrium national output and general price level, as well as to analyze and evaluate the effects of public policy.
Students will understand stand the Financial Sector to understand how monetary policy works.
Students will understand Stabilization Policies that affect the economy's output, price level, and level of employment, both in the short run and in the long run.
Students will understand the concept of Economic Growth and its meaning of long-run economic growth and examine how economic growth occurs.
Students will understand how an open economy interacts with the rest of the world through the goods market and the financial markets, and it is important to understand how a country's transactions with the rest of the world are recorded in the balance of payments accounts.

AP Microeconomics:

Students will understand basic economic concepts
Students will understand the nature and functions of Product Markets.
Students will understand the nature and function of Factor Markets
Students will understand the arguments for and against government intervention in an otherwise competitive market through studying Market Failure and the Role of Government.

Economics

Students will be able to Understand aspects of and approaches to effective personal management
Students will be able to Understand the importance of fostering leadership and teamwork and the different roles in a team.
Students will be able to Understand the **Foundational** concepts, processes, systems, strategies and tools used in the study of economics. (Basic Economic Concepts, Economic Theories, Circular Flow Model,

Supply & Demand, Economic Systems, Market Structures, Business Organizations, Economic Growth, Unemployment, Inflation, Fiscal Policy, Monetary Policy, International Trade, Exchange Rates)

Students will be able to Understand the **Functional** concepts, processes, systems, strategies and tools used in the study of economics. (Comparative Advantage, Marginal Analysis, Government Policy/Intervention, Real/Nominal GDP, Exchange Rates, Graphing: Production Possibilities Curve (PPC), Perfect Competition)

Students will be able to Demonstrate understanding of the essential employability & career readiness skills necessary to be successful in the 21st century.

Entrepreneurship

Students will be able to Understand aspects of and approaches to effective personal management

Students will be able to Understand the importance of fostering leadership and teamwork and the different roles in a team.

Students will be able to Understand the **Foundational** concepts, processes, systems, strategies and tools used in the study of economics. (Basic Economic Concepts, Entrepreneurship, Marketing, Operations Management, Finance, Accounting, Management, Leadership)

Students will be able to Understand the **Functional** concepts, processes, systems, strategies and tools used in the study of economics. (Supply & Demand, Forecasting, Budgeting, Operation Design, Financial Statements, Business Planning)

Students will be able to Demonstrate understanding of the essential employability & career readiness skills necessary to be successful in the 21st century.

Introduction to Business

Students will be able to Understand aspects of and approaches to effective personal management

Students will be able to Understand the importance of fostering leadership and teamwork and the different roles in a team.

Students will be able to Understand the **Foundational** concepts, processes, systems, strategies and tools used in the study of economics. (Basic Economic Concepts, Entrepreneurship, Marketing, Operations Management, Finance, Accounting, Management, Leadership)

Students will be able to Understand the **Functional** concepts, processes, systems, strategies and tools used in the study of economics. (Supply & Demand, Forecasting, Budgeting, Operation Design, Financial Statements, Business Planning)

Students will be able to Demonstrate understanding of the essential employability & career readiness skills necessary to be successful in the 21st century.

Personal Finance

Students will be able to demonstrate management of individual and family finances by applying reliable information and systematic decision making.

Students will be able to analyze how education, income, career, and life choices relate to achieving financial goals.

Students will be able to manage money effectively by developing financial goals and budgets.

Students will be able to manage credit and debt to remain both creditworthy and financially secure.

Students will be able to analyze the features of insurance, its role in balancing risk and benefit in financial planning.

Students will be able to analyze saving and investing to build long-term financial security and wealth.

Principals of Leadership

Students will be able to Understand aspects of and approaches to effective personal management and Career Ready Practices

Students will be able to Understand the importance of fostering leadership and teamwork and the different roles in a team.

Students will be able to Understand the **Foundational** concepts, processes, systems, strategies and tools used in leadership. (Leadership Theories, Leadership Styles, Philosophy, Mindfulness, Emotional Intelligence, Communication...)

Students will be able to Understand the **Functional** concepts, processes, systems, strategies and tools used in leadership. (Planning, Time Management, Strategy, Coaching Skills, Communication, Mindfulness...)

Students will be able to Demonstrate understanding of the essential employability & career ready skills necessary to be successful in the 21st century. **21st Century Learning Expectations**

Sports and Entertainment Marketing

Students will be able to Understand aspects of and approaches to effective personal management and Career Ready Practices

Students will be able to Understand the importance of fostering leadership and teamwork and the different roles in a team.

Students will be able to Understand the **Foundational** concepts, processes, systems, strategies and tools used in marketing in the Sports and Entertainment industries. (Basic Marketing Concepts, Sports Marketing, Entertainment Marketing, The Event Triangle, Marketing Promotion)

Students will be able to Understand the **Functional** concepts, processes, systems, strategies and tools used in marketing in the Sports and Entertainment industries (Marketing Research, Marketing Plan, Promotional Plan, Marketing Strategy)

Students will be able to Demonstrate understanding of the essential employability & career readiness skills necessary to be successful in the 21st century.

Advanced IT Services

Students will demonstrate their ability to communicate

Students will demonstrate creative thinking

Students will demonstrate the use of current technologies, tools, and trends

Students will demonstrate the ability to self-manage their learning

Advanced Programming

Students will demonstrate an understanding of the history of computers and the origins of the Java programming language including its advantages and disadvantages.

Students will demonstrate proper usage of program planning using a variety of algorithm styles

Students will demonstrate proper usage of variables, data types, control structures, loops, and arrays

Students will demonstrate proper usage of classes, objects, methods, inheritance in the Java programming language

Students will demonstrate the ability to create both Java applets and stand-alone programs.

Computer Essentials

Students will demonstrate an understanding of personal computer hardware and software elements.

Students will demonstrate proficiency in the Windows Operating System environment

Students will demonstrate an understanding of effective and efficient use of the internet for research, references and communications.

Students will demonstrate an understanding of the relations between personal and computing privacy, security, and ethical issues.

Students will demonstrate an understanding and ability to use computer application software and cloud services.

Digital Graphic Design

Students will understand the methods and practices necessary for success in the graphics communications industry.

Students will understand the legal, ethical and social responsibility aspects of the graphic design industry to abide by its laws and regulations.

Students will understand the concepts, tools, and processes of basic design, art and copy preparation required by the graphic communications industry.

Students will understand the design principles and elements used in the development of design products.

Students will understand the methods and dynamics critical to the production of print design and website design.

Introduction to Adobe

Students will demonstrate their ability to create, edit, correct, and enhance photographs and original compositions.

Students will demonstrate the difference between Photoshop and Illustrator

Students will demonstrate their ability to create eye catching and appropriate type effects.

Students will demonstrate their ability to prepare images for web and print.

Students will demonstrate their ability to enhance photographs.

Students will demonstrate their ability to create vector graphics using Illustrator

Introduction to Programming

Students will utilize various problem-solving techniques.

Students will demonstrate proper usage of program planning.

Students will effectively use different data types and variables.

Students will demonstrate correct usage of decision, repetition and case logic structures.

Students will demonstrate proper usage of classes, objects, attributes and methods in the Python programming language.

English Competencies

CRITICAL READING AND ANALYSIS: Students will be able to apply literary tools to analyze and critique a variety of texts based on the appropriate lens of reading.

WRITING: Students will be able to write effectively for a variety of purposes and audiences by following a writing process. Students will be able to demonstrate command of standard English grammar, mechanics and usage when writing.

RESEARCH: Students will be able to synthesize information from multiple sources, using proper documentation, in order to solve a problem, to persuade, to evaluate, or to inform.

COMMUNICATION: Students will be able to speak respectfully and effectively to a variety of audiences in both formal and informal settings. Students will be able to listen, internalize, and respond appropriately in small and large group settings.

LITERARY SCOPE (For Literature-based courses.): I can analyze how elements of context influence authors, texts, and genres.

Exercise Physiology and Wellness Competencies

Exercise Physiology Courses:

Students will demonstrate physical literacy through competent performance in a variety of motor skills and movement patterns.

Students will demonstrate physical literacy through knowledge of concepts, principles, strategies and

tactics related to movement and performance.

Students will demonstrate physical literacy through knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Students will demonstrate physical literacy by exhibiting responsible personal and social behavior that respects self and others.

Students will demonstrate physical literacy through the recognition of the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Health:

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will demonstrate the ability to use goal-setting skills to enhance health.

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Introduction to Culinary Arts:

Students will work productively in teams while using cultural/global awareness

Students will identify microorganisms that are related to food spoilage and food borne illness; describe their characteristics and methods for growth.

Students will identify and demonstrate use of knife skills, hand tools and equipment operation, emphasizing proper technique and safety.

Students will demonstrate the ability to read, follow and prepare a standard recipe.

Bake Shop:

Students will work productively in teams while using cultural/global awareness.

Students will identify microorganisms that are related to food spoilage and food borne illness; describe their characteristics and methods for growth.

Students will identify equipment and utensils unique to baking and discuss proper use and care.

Students will demonstrate the ability to read, follow and prepare a standard recipe.

Nutrition:

Students will demonstrate the ability to use goal-setting skills to enhance nutrition, fitness and overall wellness.

Students will demonstrate the ability to access nutrition information, products and services; determine the accuracy and validity of nutrition claims.

Students will know the relationships among nutrition, physiology and enhancing health.

Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

Fuel and Fitness:

Students will perform, interpret and record subjective assignments.

Students will demonstrate the ability to use goal setting skills to enhance nutrition, fitness and overall wellness.

Students will demonstrate the ability to access nutrition information, products and services; determine the accuracy and validity of nutrition claims.

Students will know the relationships among nutrition, physiology and enhancing health.

Students will know the different energy systems of the body and how to develop fitness plans aimed to improve specific systems.

Mathematics Competencies

Students will demonstrate mathematical skills and communicate understanding of mechanics of various mathematical topics.

Students will reason abstractly or quantitatively through problem solving.

Students will model and apply mathematical concepts via functions, graphical representations, or data collection.

Music Competencies

Chorus

Students will utilize good vocal technique and diction to produce a healthy, appropriate tone

Students will read and interpret the music to perform

Students will observe, reflect, and critique performances using all applicable criteria: ensemble, musicianship, aesthetics of venue, context of performance, personal connections.

Students will be able to recognize exemplary works of music from a variety of historical periods and cultures, as well as understand historical development of music.

Students will be able to perform in an ensemble and alone using technique and methods, stressing accuracy.

String Orchestra

Students will play their instrument with proper technique.

Students will read music at an age appropriate level (be musically literate).

Students will perform as members of an Ensemble.

Students will understand and apply music theory concepts in class.

Students will connect with music and reflect on what they hear.

Studio Orchestra

Students will read and write using conventional and non-conventional notation, understanding rhythm, pitch, and, harmony.

Students will be intelligent listeners in hearing and observing performances of music.

Student will be able to demonstrate the jazz idiom through interpretive articulation in a variety of styles

Student will be able to play the scales and arpeggios germane to the jazz idiom and apply them to improvisation.

Students will be able to perform accurately in an ensemble and alone using technique and methods

Beginning Piano

Students will demonstrate mastery of the music literacy/reading music indicators by performing correlating pieces to each topic's skill set. (Sample song tools from Bastien Older Beginner Piano Method)

Students will be able to demonstrate mastery of the variety of Chord Progressions & Keys

Student will be able to demonstrate mastery of the Independence of Hands/Technique

Students will be able to demonstrate understanding of the Expression markings on sheet music.

Guitar Performance Ensemble 1

Students will play their instrument with proper technique.
Students will be able to play and understand chordal theory.
Students will play able to play and understand the linear theory.
Students will play able read notation appropriate for this level.
Students will perform as members of an Ensemble.
Students will reflect on what they play, as well as audience feedback.

Guitar Performance Ensemble 2

Students will play their instrument with proper technique.
Students will be able to play and understand chordal theory.
Students will play able read notation appropriate for this level.

Students will perform as members of an Ensemble.
Students will reflect on what they play, as well as audience feedback.

World Drumming

Students will understand basic djembe technique and rudiments
Students will be able to subdivide the beat into smaller components
Students will be able to play each component of the “Fanga” rhythm from Liberia
Students will be able to play each part of the Yankadi/Macrou rhythm
Students will compose, improvise and communicate with rhythmic phrases

Music Theory 1 & 2

Students will understand & be able to notate music on the modern staff.
Students will identify musical components by listening
Students will write and identify standard triadic and 7th chord harmony
Students will listen, study and identify harmonic progressions and musical form in a work
Students will compose music utilizing theory concepts and current technology
Students will recognize music from the different historical periods & reconcile musical evolution with other branches of history and disciplines
Students will Listen, reflect, and critique music performance using the following criteria: ensemble, musicianship, aesthetics, personal experience, form and structure.

Advanced Music Theory

Students will be able to provide an analysis of a piece of classical music, e. g. the 1st movement of Mozart’s 41st “Jupiter” symphony.
Students will be able to compose a work and notate it in music.
Students will be able to recognize and interpret “Lead Sheet” Chord Symbol notation.
Students will be able to identify and apply the various Scales & Harmonies

Science Competencies

Students will be able to demonstrate an understanding of how science works and how it influences society.
Students will be able to demonstrate an understanding of living and nonliving systems and the interactions and processes within those systems.
Students will be able to demonstrate an understanding of how energy is transferred within living and nonliving systems at different scales.
Students will be able to identify patterns of change in both living and nonliving systems.

Students will be able to demonstrate an understanding of how structure relates to function in living and nonliving systems at different scales.

Social Studies Competencies

HUMAN SYSTEMS: Students will be able to analyze human systems and their impact on history.

CONFLICT AND COOPERATION: Students will be able to evaluate through research how conflict and cooperation have shaped history.

LEARNING FROM THE PAST: Students will be able to identify and analyze how historical events and trends relate to the present in order to forecast possible outcomes.

CHANGE MAKERS: Students will be able to analyze and demonstrate how citizens around the world can influence change within their society; culturally, socially, economically and politically.

CULTURE: Students will be able to express knowledge, understand, and value people from various cultures.

WELL INFORMED AND ARTICULATE CITIZEN: Students will be able to gather and credit diverse resource materials to understand a specific topic, develop an informed position, then express their ideas in a respectful and clear fashion.

World Language Competencies

Interpersonal Communication (C1IC): Learners interact and negotiate meaning in spoken or written conversations with grammatical accuracy and clarity to share information, reactions, feelings and opinions.

Presentational Speaking (C2PS): Learners present information, concepts or ideas to inform, explain, persuade or narrate with grammatical accuracy and clarity on a variety of topics using appropriate media and adapting to various audiences of listeners.

Presentational Writing (C3PW): Learners present information, concepts or ideas to inform, explain, persuade or narrate on a variety of topics with grammatical accuracy and clarity using appropriate media and adapting to various audiences of listeners.

Interpretive Listening (C4IL): Learners understand, interpret and analyze what is heard, viewed on a variety of topics.

Interpretive Reading (C5IR): Learners understand, interpret and analyze what is read or viewed on a variety of topics

FAQ – Competency Based Education

1. **What is the state requirement for CBE?** Per the State of NH, high schools are required to have competencies written and posted for classes. ORHS is compliant with this requirement.
2. **Will credit earning be impacted by CBE?** The state of NH requires high school students to acquire credits in different subject matter, ORHS complies with all state requirements. ORHS requires more credits than the state minimum.
3. **Does homework still count in CBE?** Homework is a formative assessment that allows for the teacher and student to guide learning and is highly valued. Formative assessments are individualized allowing for further student success and decreases “busy work” that causes stress and anxiety. The work students complete prior to a summative (a cumulative assessment of student mastery) is valued, assessed, and reported. If it’s essential for success, teachers work with students to ensure that they have opportunities to practice skills and apply knowledge.
4. **How does CBE enhance traditional elements of education?** With a CBE model at ORHS and ORMS students will still attend subject based classes. However, CBE allows for students to extend this learning and challenge themselves outside of the “traditional” setting with experiences such as ELO’s, interdisciplinary studies and travel learning.
5. **How does CBE enhance the ORCSD values surrounding student individualization and personalization?** CBE has expanded how teachers can personalize instruction and assessment; in the feedback, revision, and reassessment process students and teachers consult more frequently to discuss what an individual student needs to be successful. CBE allows for students to extend this learning and challenge themselves outside of the traditional setting with experiences such as ELO’s, interdisciplinary studies and travel learning.
6. **Can CBE work in a system that uses traditional grading?** CBE encompasses curriculum, instruction and assessment practices. Many schools have transformed their grading and reporting practices to hybrid models. Hybrid models often include “traditional grades”.
7. **How does a CBE environment motivate students?** In a competency-based learning environment student are aware of the goals of their learning and “take ownership” of their pathway. Students can learn at their own pace.
8. **How will CBE be evaluated?** Faculty are continually assessing their curriculum, instruction and assessment practices. Just as in a “traditional” model of education faculty are evaluating and updating curriculum, instruction and assessment based on student learning.

Six Core Features of Competency-Based Education Classrooms

CBE Feature	What this looks like in the classroom
Measurement of learning	<i>... is based on the mastery of specific learning targets—rather than a student's level of participation, effort, or time in the classroom.</i>
Learning targets	<i>... are explicit, shared with students, and based on rigorous college and career readiness standards.</i>
Instructional approaches and supports	<i>... are individualized to the needs of the student, relevant and varied, and offer students ample opportunity to exercise independence and responsibility for their own learning.</i>
Assessment of learning	<i>... offers students flexibility and choice in when and how they show what they learned.</i>
Pacing and progression	<i>... gives students flexibility for taking more or less time to learn, and requires that they show what they have learned before earning credit.</i>
When and where learning takes place	<i>... lets students learn and earn credit for activities that take place outside the school building and school day.</i>

ORMS CBE Update 8/21/19

Strategic Goal 2019/2020

Staff will develop a variety of assessments to measure student achievement through curriculum competencies.

Actions Planned:

ORMS Competencies published on district website and distributed to parents for Academic Information Nights. Teachers are making some minor adjustments after summer PD.

ORMS Academic Information Nights and Open House. We did not have an open house last year. Teachers/Teams will share competencies that they will be teaching in the upcoming academic year.

Grades 7/8 will be Tuesday - 9/17 - 6:00 - 8:00 PM

Grades 5/6 will be Wednesday - 9/25 - 6:00 - 8:00 PM

ORMS Competency night Q and A with parents (October/November 2019)

Student Led Conferences (January 2020)

Students will lead parents and describe what they have learned so far this year, what they continue to need to work on with a teacher present. We are considering doing this by advisory. Every professional at ORMS has an advisory (Admin, counselors, teachers etc.)

Resources

Below is a sampling of CBE resources and in no way reflects a complete list of resources regarding CBE. The resources are not intended to reflect the ORCSD educational philosophy or practices but to offer resources for further understandings of CBE at the state and national level.

Competency Education (General Information) -

https://www.education.nh.gov/innovations/hs_redesign/index.htm

<https://www.competencyworks.org>

<https://www.inacol.org/news/how-competency-based-education-differs-from-the-traditional-system-of-education/>

<https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

Competency Education (Assessment) -

Guskey, Thomas. (2015) On Your Mark. Bloomington, IN: Solution Tree Press.

Wormeli, Rick. (2018) Fair Isn't Always Equal, 2nd Edition: Assessment & Grading in the Differentiated Classroom. Portland, ME: Stenhouse Publishers.

<https://www.nciea.org/blog/education-policy/part-1-what-do-i-need-know-about-competency-based-grading>

Competency Education (Instructional Practices) -

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.

Understanding By Design -

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Wiggins, G., & McTighe, J. (2005). Understanding by Design (expanded 2nd edition). Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2011). The Understanding by Design: Guide to Creating High-Quality Units. Alexandria, VA: ASCD.

ORCSD Terms and Definitions

Common Assessments – Common assessments are collaboratively created assessments to measure student understanding and provide collective feedback. Common assessments could be either formative or summative.

Competency - Competencies are designed as broad, overarching concepts that encompass multiple learning standards which are interconnected and requires a student to transfer learning in the curriculum. The **competencies** describe what a student should know and be able to do. At ORMS, all competencies were teacher created.

Formative Assessments - Formative assessments are used to evaluate student understanding and provide feedback. Information gathered through formative assessments can help students move forward in their learning and provide teachers with valuable information for instruction. Formative evaluation allows for “snapshots” of student learning to help them progress in the learning process. They could include: classwork, activities, learning log, journal entries, homework, and quizzes.

Habits of Learning- A set of work habits and behaviors on which life-long success is built, reported separately from academic progress.

Learning Targets are learning goals that are targeted to a daily lesson and are worded for students. Learning targets should be sequenced as well as linked to a performance task to allow students to assess their mastery of the target and in-turn standard. “Every lesson needs its own reason to live.”

Rubrics & Assessments are designed as tools to reflect a student’s level of mastery of standards and in turn competencies. The **assessments** that a teacher uses along the way measure the extent to which a student has met the competencies. (See Formative Assessment & Summative Assessment)

Standards are specific measurable phases of student achievement. Standards are non-negotiable, measurable learning objective that guides instruction. Standards help guide instruction for competency-based curriculum. These content specific standards have been developed either at the state or national level. They are “I can” statements (goals for learning) that are course specific and content driven. Completion of competencies for each course reflects a student’s ability to master the standards.

Summative Assessments - Summative assessments are used to measure student mastery of the competencies. Summative assessments are aimed at the extent to which educational goals “have been attained over an entire course or program of study”. Summative assessments are usually cumulative and focus on transferable abilities, often cognitive in nature, which allow students to demonstrate mastery of concepts, skills, and knowledge embedded in competencies and standards. Summative assessments are typically weighted more heavily than formatives. They could include: tests, writings (essays), labs, performance tasks, projects, exhibition, etc.

ORMS

Differences Between Traditional and Competency Based Systems

Traditional

Curriculum: Content subject matter is the focus of instruction and assessments.

Achievement: Students are sometimes moved to the next topic without always meeting expectations in skills and content.

Assessment: Quality of student work is assessed by individual interpretation of criteria derived from content standards. Student work is assessed by rubrics and assessments which are individually created.

Grading: Grades sum up achievement in a subject and often include effort and behavior. Formative and summative assessments, classwork, homework and extra credit are averaged together to determine a final grade.

Reporting: Averages academic and non academic factors, often weighted differently by teacher or subject.

Competency Based

Curriculum: The application of overarching skills and concepts within the subject matter are the focus of instruction and assessments.

Achievement: Students are given an opportunity to relearn and reassess material that they did not yet master. This helps bridge gaps in their learning.

Assessment: Quality of student work is assessed by collaborative interpretation of criteria derived from content standards. The ultimate goal is to assess student work by rubrics and assessments which are created collaboratively.

Grading: Grades summarize achievement on a competency. There are often several assessments per competency. Effort and behavior are reported separately. Final grades are strictly a transparent reflection of a student's current learning of what they know and are able to do.

Reporting: Clearly identifies areas of strength and areas in need of improvement within a single topic.

ORMS Frequently Asked Questions about Competency-Based Education

What is the purpose of competency-based education?

Grades should reflect what students know and are able to do. We believe that grades should be transparent, accurate, consistent, meaningful, and should support education. Grades should reflect what students learn; not what students earn.

What is the goal of competency-based education at ORMS?

The primary goal of competency-based education is to increase transparency for students, parents, teachers and administrators. It no longer averages various forms of accumulated points. Instead, it clearly communicates what each student knows and can do according to content standards. Habits of learning are reported separately. A great example is several years ago we had students receiving an "A" in grade 7 math but not qualifying for Algebra 1 in grade 8. With CBE, we have doubled our Algebra numbers and have students taking high school courses.

How is feedback different in competency-based education?

Traditional grading averages all the work and other subjective factors (extra credit, effort, participation, behavior, homework completion, etc.). Competency-based education removes these factors and focuses on student learning. Competency-based education assesses a student's overall work, using the most recent evidence. What this really tells us is what a student has learned, rather than an average of accumulated points.

Why are grades not averaged in competency-based education?

Students are to be assessed on the content standards in a variety of ways and have multiple opportunities to demonstrate their level of mastery. This allows for a clear picture of current student achievement.

An averaged grade doesn't give an authentic representation of what a student has learned and is currently able to do.

Why did we make this change?

The ORMS mission is to provide a creative and developmentally appropriate learning environment recognizing the educational, social, and emotional needs of every learner. Our goal is that every learner will develop skills needed to become a responsible, lifelong learner who is able to serve the school, community, and/or the world. Competency-based education supports this mission. It emphasizes the importance of learning over earning points.

What does it mean to “meet” a competency?

In order to meet a competency, a student must be able to demonstrate that she or he can consistently meet the criteria whenever it is assessed. Some competencies address skills and knowledge which may only have to be demonstrated once during a unit. Other competencies may be recursive and address skills which must be assessed multiple times throughout a unit or grading period.

Competencies are typically broken down into a progression of learning goals. Learning goals may gradually build on one another allowing students to demonstrate growth throughout the unit of study. In order to meet a competency, each supporting learning goal should be met at some point. This may happen with a single assessment, or more commonly, with multiple smaller assessments over time.

What if students are struggling to meet a competency?

It is critical to empower students to keep track of their own growth and provide them with multiple opportunities to make progress towards meeting the competency. Through the use of clear rubrics, differentiated instruction, and continuous feedback, all students will be able to demonstrate growth in their learning. When students do not meet a competency they will be given the opportunity to create a plan with their teacher to continue working and take multiple/or alternative assessments. For some students this will mean putting in additional time; during the school day, after school, or at home.

What is the role of homework in determining a student’s grade for a class?

Homework will continue to be a part of student life at Oyster River Middle School. At times, students may need to work at home to practice what they have learned at school, to complete assignments and projects, or to prepare for an upcoming lesson. Homework is no longer an exclusive grade. However, it is essential practice work in preparing to meet a competency.

What is the difference between a formative and summative assessment?

Formative assessments are used regularly throughout a unit to guide instruction and to give important feedback for student growth and learning. Summative assessments are used at the end of a unit to evaluate student learning.

How are high achieving students challenged within a competency based system?

All students are challenged to reach their full potential. When a student “meets” a competency, it means they have achieved high expectations and have demonstrated deep learning. Differentiation provides appropriate levels of rigor through assignment extensions, enrichment activities or activity modifications.

What is the difference between a standard and a competency?

A standard is a specific learning target developed at the state or national level. Math and Language arts use Common Core State Standards, science uses Next Generation Standards, and social studies uses College, Career, and Civic Life (C3). A competency is an overarching theme that includes multiple standards which are thoughtfully connected.

