

Oyster River Cooperative School District  
REGULAR MEETING

**September 21, 2022**

**Oyster River Middle School Recital Hall**

**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 (*Total allotted time for public comment is 30 minutes*)**

**IV. APPROVAL OF MINUTES**

- Motion to approve 9/7/22 Regular Meeting Minutes.

**V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**

**A. District**

**B. Board**

**VI. DISTRICT REPORTS**

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

- Curriculum Overview:
  - World Language
  - Health

**B Superintendent’s Report**

- Construction-In-Progress Update [Jasmine Daniels]

**C. Business Administrator**

**D. Student Representative (Paige Burt)**

**E. Finance Committee Report**

**F. Other:**

**VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}***

- Nomination of District Truant Officers for the 2022-23 school year. *Motion to approve the nomination of the District Truant Officers for the 2022-23 school year.*

**VIII. DISCUSSION & ACTION ITEMS**

- High School Elective Overview [Rebecca Noe presentation]
- Superintendent Search Planning Committee *Motion to establish the Superintendent Search Planning Committee*
- Budget Goal – Discussion of input to Finance Committee
- Oyster River hiring practice and response to hypothetical adverse events - Discussion
- District Role in Election Information – Discussion of draft policy

**IX. SCHOOL BOARD COMMITTEE UPDATES**

**X. PUBLIC COMMENTS (*Total allotted time for public comment is 30 minutes*)**

**XI. CLOSING ACTIONS**

**A. Future meeting dates:** {Thursday} October 6, 22 - Regular Board Meeting – MS Recital Hall 7:00 PM  
October 19, 22 – Regular Meeting – Mast Way Cafeteria  
October 27, 2022 – Budget Workshop – Durham Town Council 8:00-1:00 PM

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

**NON-MEETING SESSION: RSA 91-A2 I (a)**

- Strategy or negotiations with respect to collective bargaining

**XIII. ADJOURNMENT:**

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

**Respectfully submitted,**

**Superintendent**

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

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

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

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

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

**Oyster River Cooperative School District Members:**

- |                           |                            |
|---------------------------|----------------------------|
| • Michael Williams, Chair | Term on Board: 2020 - 2023 |
| • Denise Day, Vice-Chair  | Term on Board: 2020 - 2023 |
| • Brian Cisneros          | Term on Board: 2021 –2024  |
| • Daniel Klein            | Term on Board: 2021 - 2024 |
| • Yusi Turell             | Term on Board: 2021 - 2024 |
| • Matthew Bacon           | Term on Board: 2022 - 2025 |
| • Heather Smith           | Term on Board: 2022 - 2025 |

**Information Regarding Nonpublic Session**

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

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

# Oyster River Cooperative School Board

## Regular Meeting Minutes

September 7, 2022

DRAFT

**SCHOOL BOARD PRESENT:** Michael Williams, Denise Day, Brian Cisneros, Dan Klein, Yusi Turell, Heather Smith, Matt Bacon      **ABSENT:**

**STUDENT REPRESENTATIVE:** Paige Burt

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

**STAFF PRESENT:** Kim Felch, Felicia Sperry, Rachael Blansett, Doris Demers, Lisa Huppe

**GUEST PRESENT:**

### **I. CALLED TO ORDER at 7:00 PM by Michael Williams**

Michael let the listening audience know of technical difficulties with the live streaming and that the meeting would be recorded and posted.

### **II. APPROVAL OF AGENDA**

**Denise Day moved to approve the agenda as written, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0 with the student representative voting in the affirmative.**

Michael Williams asked if there were any changes to the agenda.

**Yusi Turell moved to add Committee Assignments to the Discussion & Action Items to follow the Unanimous Consent Agenda, 2<sup>nd</sup> by Dan Klein.**

**Motion to amend the agenda passed 7-0 with the student representative voting in the affirmative.**

### **III. PUBLIC COMMENTS – None provided**

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

**Denise Day moved to approve the August 17th, 2022 Regular & Non-Public Meeting Minutes, 2<sup>nd</sup> by Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.**

### **V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**

#### **A. District**

Misty Lowe of Mast Way shared that the opening of the school year was positive and full of energy. She said the building is currently focusing on social and emotional learning to establish routines and build school and classroom community. Picture day is Friday and Open Houses will be on October 12th for Grades K-2 and October 13th for Grades 3-4.

David Goldsmith of Moharimet shared that the school opening went very well, and they are also focusing on school-wide practices and procedures. They are glad to be back in the cafeteria and thanked Doris Demers and the nutrition staff for bringing back the salad bar and offering food choices. David shared they had an assembly on the 2<sup>nd</sup> day of school to revisit the new school motto and song. He acknowledged the staff for all their incredible work setting up the year and for coming together as a community. He also gave a big thank you to the PTO, which has already provided food for the first TW Day and is organizing volunteers for Picture Day. David reported that the old pick up and drop off routines are going smoothly, and bus ridership is up this year. He gave a big thank you to the town of Madbury for working with them over the past few years. Regarding community updates, David said the playground fence has been installed, this Friday is the Fun-Run which includes a ½ and 1

mile run, and Madbury Day will take place on Saturday. He encouraged students to meet at Cherry Lane at 11:30am to march in the 12:00pm parade to Town Hall.

Jay Richard of ORMS shared they also experienced a great start to the year, and he really appreciates the students arriving on time. He reported that the playground is a huge hit and now that students have had an opportunity to interact with it, they are working on additional safety norms. In case anyone was wondering why a basketball back drop shattered, he said a cement truck hit it while no students were present, and it will be replaced soon. Jay announced that sports and clubs are starting back up noting that Astronomy and XC have received many participants. Social Emotional Learning work has been a focus while students are in advisory, and open circle training has occurred with teachers to foster relationship building at the beginning of the year. Be on the lookout for Open House dates in the next coming weeks.

Rebecca Noe of ORHS shared that they have experienced an extremely positive and energy filled start to the year. Students are very happy to be back together. Senior privileges, including leaving campus, are up and running and students have until Sept. 16<sup>th</sup> to add a class or until Oct. 20<sup>th</sup> to drop a class. On Sept. 26<sup>th</sup> and 27<sup>th</sup> Freshmen will be attending the Browne Center for ½ the day to participate in team building activities. The whole school will take part in a Spirit Week the last week of September, which includes theme days and a pep rally. In other updates the tennis courts are currently being paved and students are really enjoying the new addition of tables and seats to the Senior Core.

Rachael Blansett, the District's DEIJ Coordinator, reported that she is working on scheduling regular meetings with principals and designating regular visits and meetings with the schools. She recently met with community members to go over what has previously been worked on and although it is not confirmed yet, she is working out logistics and details to host Tona Brown, a Black Trans violinist. Last year, Tona participated in a virtual event with students, which was very well received, and this year Rachael hopes to have her attend in-person. Rachael has also coordinated with the DEIJ committee, and the next meeting will take place on September 27<sup>th</sup> from 6-7:30pm. Details will go out soon.

## **B. Board**

Heather Smith thanked Sarah Kuhn and the music department for organizing the band that played at the ORMS Grand Reopening Ceremony. She remarked that they are amazing educators full of knowledge and enthusiasm.

Brian Cisneros thanked everyone who attended the ORMS Grand Reopening and gave special credit to Dr. Morse for spearheading it.

Michael Williams read the recent praise that was given to Marek Filip, ORHS Bobcat of the Week, and thanked the rest of the custodial staff at the high school and in the entire district.

Michael noted that the opening of school can be a time of change, challenge, and uncertainty for students and that going back can be hard. Amongst all the reports of positivity, there are students struggling and he let them know they are not alone. He asked staff to not take any student's well-being for granted and to make sure students are connected to an adult. Michael thanked students for enduring both the good and hard stuff.

## **VI. DISTRICT REPORTS**

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

Suzanne gave a huge thank you to all the principals for the work that was done during the summer. She said it was unseen and hugely essential to the district.

#### Strategic Plan Board Review

**School Nutrition:** Doris Demers reported that the first few days back have gone really well, and students are glad to see the return of the salad bar. She reported that breakfast and lunch numbers are down, which are typical of September and increase as the year progresses. She gave a reminder to parents to put payments in their child's Titan accounts since they have already witnessed some charging. Notices have been sent out to alert

families, which she understands is a change since students were receiving free food last year. Doris reiterated that no child is ever turned away from a meal, however, staff do witness students walking away without food when they want a snack over the meal. Doris and Dr. Morse let parents know that a meal is always offered regardless of students having funds. She also emphasized that no matter the student's meal plan, they are all served the same lunch with the same options, which includes a multitude of choices. Although the middle school and high school cafeterias are currently short staffed, Doris shared how impressed and appreciative she is with the students being polite and patient.

Doris presented the school nutrition strategic plan and details regarding staff training, kitchen equipment and kitchen design. She provided updates to the board, as well as the on-going progress that is occurring in order to reach the 5-year outcome goals.

**Transportation:** Lisa Huppe reported that the afternoon runs are getting better each day, however, they are short-handed by two bus drivers plus two drivers that are out for medical reasons.

Dr. Morse credited Lisa for doing an amazing job predicting the times and showing careful planning, which has resulted in the most accurate times they have seen in the last ten years. Dr. Morse thanked the drivers, stating they are doing a phenomenal job. Lisa also echoed Dr. Morse's sentiments to the drivers and let the listening audience know that the driver shortage is the reason for not providing after-school transportation.

Lisa presented transportation strategic plan and details regarding bus fleet, student school bus safety program, and recruitment and pay. She provided updates to the board, as well as the on-going progress that is occurring in order to reach the 5-year outcome goals.

Rebecca Noe updated Dr. Morse with the numbers of student drivers at the high school, which currently includes 124 seniors and 125 juniors. Approximately 32 juniors and seniors are on the waiting list and if any students do not pick up their parking permit by the end of the day Friday, the school will begin providing parking passes in order of the waiting list. Individual parking passes cost \$100 while carpooling passes cost \$60.

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

Dr. Morse commended the staff for opening the school year positively and taking the time to build relationships with every student. He felt the staff was doing an incredible job working around the theme of MTSS/SEL building routines and relationships, and the theme of Security becoming experienced with the emergency plans. While working with the town's police chiefs, Dr. Morse was able to determine that School Resource Officer Mike Nicolosi will run active shooter training (ALICE protocol) for all schools and will use the same language for consistency. With Facilities Director, Jasmine Daniels, they have identified weak points in facilities to keep them secure and will continuously work to have maximum safety. Dr. Morse credited all the parties involved in the towns for coming together to establish safety in the school buildings. He also thanked the Durham Police Department for their work around public safety announcements.

### Opening Day Enrollment

Dr. Morse felt the numbers for opening day enrollment were as expected. He acknowledged that it was the 10<sup>th</sup> year in which they have been a part of the Barrington Tuition Agreement and remarked that it has opened more offerings for students and has helped the high school to flourish.

## **C. Business Administrator**

### DOE25/MS25 Signature Authorization

Sue Caswell presented both the New Hampshire State Department of Education Annual Financial Report (DOE-25) and the Oyster River Cooperative School Finance Report (MS-25) for the year ending June 30, 2022, to the Board for signing.

**Brian Cisneros made a motion to authorize the Board to sign the DOE25 and MS25 documents, 2<sup>nd</sup> by Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.**

**D. Student Representative Report**

Paige Burt reported that for the first-time underclassmen will be included in purchasing class t-shirts to wear during Spirit Week. Freshmen and sophomores can purchase their t-shirts online, while junior and senior class t-shirts will be available both online and in person. Junior class shirts have arrived and are being sold at school, while senior class shirts will be available at school soon. On September 20<sup>th</sup> students can attend an evening Hypnotist event sponsored by the junior class. The proceeds will help pay for the costs associated with prom. During a senior class meeting Paige said her and her classmates recognized that they entered high school prior to COVID and play an important role shaping the culture of the school. Paige reported that fall sports have had a strong start with soccer and volleyball wins. She let the audience know that Flex period begins tomorrow and regarding the new schedule, she said it is not confusing and it feels easier.

**E. Finance Committee Report**

Brian Cisneros reported they are looking deeper into electric buses to weigh the positives and negatives and may consider starting with vans. The Fund balance was discussed, as well as off-site sports. It was previously brought to the board what the cost would be for the district to cover sports and transportation fees. Brian confirmed it would cost approximately \$100,000, however, since it is not feasible due to the driver shortage, so it is not a discussion point for the board at this time.

**F. Other** – None provided

**VII. UNANIMOUS CONSENT AGENDA**

Chair Michael Williams asked if any items needed to be discussed separately and there were no objections from the board.

- Motion to affirm the hiring of the high school Art Teacher.

**Michael Williams made a motion to affirm the hiring of the high school Art Teacher, 2<sup>nd</sup> by Heather Smith. Motion passed 7-0 the student representative voting in the affirmative.**

**VIII. DISCUSSION & ACTION ITEMS**

Due to technical difficulties the Committee Assignments were moved ahead of the presentation on Monitoring Student Growth.

Yusi Turell asked to remove herself from the World Language Committee, leaving Matt Bacon as the representative.

**Denise Day made a motion to remove Yusi Turell from the World Language Committee, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0 with the student representative voting in the affirmative.**

It was requested by Athletic Director Andy Lathrop to have Dan Klein serve on the Athletic Review Committee for athletic staff and coaches.

**Denise Day made a motion for Dan Klein to be a part of the Athletic Review Coaching Committee, 2<sup>nd</sup> by Matt Bacon.**

Dan Klein explained that one of the objectives of being part of the committee is to connect coaches and athletic staff to policies and best practices.

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

### Monitoring Student Growth

Suzanne Filippone gave her support and appreciation for the slow school roll out taking place at each building in order to promote culture, norms, and relationships. Her presentation focused on a continued conversation about monitoring student growth and assessment. Although a variety of assessments are used, at the elementary and middle levels they focus on the STAR Assessment and at the high school they use SAT results.

### STAR Assessment

Suzanne explained that the STAR Assessment is given at grades 2-4 in reading and math. Mast Way scores rose over the year, and she is pleased with the level of proficiency in math and reading. Moharimet reading scores improved several points throughout the year, however, math experienced a slight dip at the end of the year. Since numbers were consistently high throughout the year (80 or higher), there was no cause for concern. Suzanne examined the second-grade screening data for Mast Way and Moharimet since it was the grade most impacted by remote learning. The results in spring showed a shift down in the number of students below benchmark with lowest percentile numbers. She contributes this progress to the MTSS work being done to address individual students and their learning gaps. This year's focus will be on Tier 1 supports, which are done through the classroom to reach all students, and this will hopefully result in a similar shift for the below benchmark numbers with middle percentiles. Students at or above proficiency either stayed the same or went up.

The middle school STAR results for math increased while reading went down 1%, but Suzanne felt there could have been a variety of different reasons affecting this small percentage decline and if it were to become a pattern over years then there would be reason for concern.

### SAT

Suzanne explained that at the high school they use SAT scores for reading and writing and math to look at a relationship of our school in comparison to schools in the state and the nation. Although scores have overall decreased at the ORHS level, compared to the rest of NH and the nation, ORHS consistently outperforms. Suzanne explained that the ORHS scores are from an in-school test day and does not account for retakes nor does it include all students since they are allowed to opt out. The recent college trend is making SATs optional. For this reason, there has been most likely a less stringent focus on SAT prep since performance is less critical today than years past. No matter, on average ORHS students score better than the rest of the state and nation.

Suzanne explained that SATs can be used to dive into data for curriculum and teachers can pull out areas of weakness. The plan is to continue work for Tier 2/3 but focus more on universal Tier 1 supports.

Some members of the board wondered how the 41% proficiency level was established for the STAR testing, and Dr. Morse explained that it was set by the district because our students are well-prepared for school. He said other schools may have a 25% proficiency level or whatever value they choose, but ours is relatively high since most of our district demonstrates a greater level of school readiness.

Michael let the audience know that the data and graphs would be available on the website since the projector was not working for tonight's presentation.

### ORMS Youth Risk Behavior Survey

Kim Felch, middle school Coordinator of SEL and Mental Health, presented the results of the Youth Risk Behavior Survey, which covered such topics as safety, school performance, substance abuse and mental health. The results showed that students' mental health has increased post-pandemic, specifically in areas of self-harm, depression, and having thoughts or plans for suicide. Kim discussed the importance of our community being able to talk openly about their struggles without stigma, and she said the district can help promote this through dialogue, resources, and presentations. Some board members wondered if there is a correlation between the number of students feeling bullied and the number of students showing concern for their mental health. How bullying is handled at the classroom, counseling, and administrative level was discussed, and concerns for cyberbullying were raised.

Kim explained that schools are using a variety of tools, such as open circle, teaching kids the laws and rules around bullying, and focusing on prevention. She said students are taught how to report bullying and any concerns they have for themselves or other students, which can be done anonymously or to adults.

As a follow up, Dr. Morse requested that the building administrators report on how they handle bullying at each school. He also asked Kim to come back and present on the specifics of the Caring School Community program. Denise Day reminded the listening audience of the 988 mental health line. After providing your concerns, you will be dispatched to a clinician, or one will be provided at the house or school. Michael Williams asked Kim what she was surprised by in the survey results. She said the high bullying numbers and it concerns her that we are not hearing from all the kids who are not feeling safe. She reemphasized the need to teach kids how to be respectful to one another. Yusi Turell thanked parents for allowing students to fill out the surveys to gain this valuable insight.

#### Suicide Prevention Activities

Kim Felch provided the school's evidence-based Suicide Prevention Plan experts recommend. This multifaceted approach includes protocols for helping students at risk of suicide, protocols for responding to suicide death, staff education training, parent education and student education. She explained what happens when they have a concern for a student at risk stating they utilize a screener to decide if a student's safety may involve an emergency room.

### **IX. SCHOOL BOARD COMMITTEE UPDATES**

Manifest Committee reviewed the following Manifests.

Payroll Manifest #4 \$318,172.99  
Payroll Manifest #5 \$831,793.73  
Vendor Manifest #5 \$514,098.39  
Vendor Manifest #6 \$128,278.42

Policy Committee meets tomorrow, Sept. 8<sup>th</sup>.

**X. PUBLIC COMMENTS** - None provided

### **XI. CLOSING ACTIONS**

**A. Future Meeting Dates:** September 21, 2022 – Regular Meeting – MS Recital Hall 7:00 PM  
{Thursday} October 6, 2022 – Regular Meeting – MS Recital Hall 7:00 PM  
October 19, 2022 – Regular Meeting – Mast Way Cafeteria

**XII. NON-PUBLIC SESSION:** RSA 91-A:3 II {If Needed}  
**NON-MEETING SESSION:** RSA 91-A2I {If Needed}

### **XIII. ADJOURNMENT:**

**Brian Cisneros made a motion to adjourn the meeting at 9:24 PM, 2<sup>nd</sup> by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.**

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

Respectfully Submitted,  
Karyn Laird, Records Keeper





## **World Language Curriculum**

### **5-12**

The Oyster River Cooperative School District embraces the ACTFL Proficiencies in speaking, writing, listening, and reading, as well as the World-Readiness Standards for Learning Languages. In the Summer of 2022, a group of educators and school leaders joined in a collaborative effort to create this document which outlines the Scope and Sequence for World Language learning 5-12. Curriculum writing is a continual process. The purpose of this document is to give an overview of the scope and sequence of the ORCSD 5- 12 World Language curriculum.

#### **Contributors:**

Suzanne Filippone – ORCSD, Assistant Superintendent  
Wendy Gibson, World Language Educator  
Joe Dunn, World Language Educator  
Leslie Ayers, World Language Educator  
Barb Milliken, World Language Educator  
Kate Heaney, World Language Educator  
Tom Hausmann, World Language Educator  
Michele Pennelli, World Language Educator  
Candace French, World Language Educator  
Lisa Fan, World Language Educator  
Elaine Hu, World Language Educator  
Kai Schidlovsky, World Language Educator

#### **Content Includes:**

1. ORCSD Mission and Vision
2. ORCSD Vision of a Graduate
3. Mission and Vision of the ORCSD World Language Department
4. ACTFL Proficiency Guidelines Overview
5. World-Readiness Standards for Learning Languages – ACTFL
6. ORCSD World Language Curriculum Strands

## **ORCSD Mission and Vision**

### **Mission**

Working Together to Engage Every Learner

### **Vision**

ORCSD is a place where students, parents, staff and community members' work together to foster a life-long passion for learning and engage all students in developing the skills and knowledge they need to further their education; participate as citizens, succeed in the workplace; live healthy lives; and thrive in the 21st century.

In the ORCSD students, teachers and community members take pride in our schools and understand that each of us has a role to play in ensuring their success. We create safe, stimulating learning environments where all students are challenged and excited by the opportunities to learn; where students and teachers alike feel it is safe to take creative risks; and where every member of our community is known and valued.

During their time at ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world

### **ORCSD Vision of a Graduate**

As Oyster River Cooperative School District students strive to develop and master transferable academic, social, and emotional skills, our graduates will be capable and empowered individuals who demonstrate a critical awareness of self and an empathetic awareness of others.

**Awareness of Self:** ORCSD students demonstrate resilience and adaptability as independent thinkers through being self-directed, self-regulated and self-advocates who understand themselves as learners.

**Awareness of Others:** ORCSD students demonstrate ethical, empathetic, and respectful thinking through being collaborative, responsible community members both locally and globally.

**Transferable Skills:** ORCSD students demonstrate a growth mindset and master transferable foundational skills through critical thinking, effective communication, problem-solving skills, and healthy risk taking.

### **World Language Department Vision**

ORCSD World Language empowers students to communicate and participate as respectful global citizens who possess an empathy and appreciation for diverse viewpoints and cultures.

### **ACTFL Proficiency Guidelines Overview**

ACTFL Proficiency Guidelines are a continuum of proficiency and are "descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context." Additional information can be found at [www.actfl.org](http://www.actfl.org).

Five Major Levels of Proficiency:

1. Distinguished
2. Superior
3. Advanced
4. Intermediate
5. Novice

These five levels are also subdivided into:

1. High
2. Mid
3. Low

Interpersonal: The exchange of information between people (Writing/Reading and Speaking/Listening)

Interpretive: The comprehension of written and spoken information (Reading and Listening)

Presentational: The synthesis and presentation of information from various sources (Writing and Speaking)

**World-Readiness Standards for Learning Languages – ACTFL**

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

**ORCSD World Language Curriculum**

Modes of Communication

1. Interpersonal Communication – Students will be able to communicate in spontaneous spoken or written conversation on familiar and/or everyday topics. [ACTFL Performance Descriptors](#)
2. Presentational Communication (Speaking and Writing) – Students will be able to present information and express their thoughts on familiar topics. [ACTFL Performance Descriptors](#)
3. Interpretive Communication (Reading and Listening) – Students will be able to identify general context and basic information on familiar topics. [ACTFL Performance Descriptors](#)

Intercultural Communication – Students will be able to compare practices related to everyday life and personal interests or studies in their own and other cultures. \*The Cultural Communication competency is often embedded and practiced in all modes of world language studies. At times it may be assessed as its own competency.

The following tables reflect general goals for our students. The World Language Department differentiates instruction for students within classes, personalizing student learning.

Middle School:

Middle School Grade	Performance Range (these may vary based on heritage language, point of entry of the student and the target language)	
	Spanish/French	Chinese
Grades 5 – 8	Novice Mid to Novice High	Novice Mid

High School:

High School Level	Performance Range (these may vary based on heritage language, point of entry of the student and the target language)	
	Spanish/French	Chinese
Level 1	Novice High	Novice Mid
Level 2	Novice High to Intermediate Low	Novice Mid to Novice High
Level 3	Intermediate Low	Novice High
Level 4	Intermediate Low to Intermediate Mid	Novice High to Intermediate Low
Level 5	Intermediate Mid	Intermediate Low
AP	Intermediate Mid / Intermediate High	

## World Language Competencies Based Education

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. Standards are non-negotiable, measurable learning objective that guides instruction. Standards help guide instruction for competency-based curriculum. 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.

For information about CBE and the content specific standards for world language courses please visit the ORCSD website. For ORHS visit [Learning and Engagement](#) and for ORMS visit [Curriculum Overview](#).



## **Health Curriculum**

### **K-12**

The Oyster River Cooperative School District embraces the National Health Education Standards as does the NH Department of Education. In the summer of 2022, a group of educators and school leaders joined in a collaborative effort to work on the scope and sequence for health learning K-12. This document reflects this work. Curriculum writing is a continual process, and this document reflects the work completed in 2022.

#### **Contributors:**

Suzanne Filippone – Assistant Superintendent  
Jessica Whalen – Elementary Physical Education and Health Educator  
Katherine Moore – Elementary School Nurse and Health Educator  
Holly Pirtle – Middle School Health Educator  
Todd Cain – Middle School Health Educator  
Rob Quaglieri – High School Health Educator  
Victoria Sickler – High School Physical Education and Health Educator

#### **Content Includes:**

1. ORCSD Mission and Vision
2. ORCSD Vision of a Graduate
3. Mission and Vision of the ORCSD Health Department
4. K-12 Health Education within the Context of a School Wellness Program in NH
5. National Health Education Standards
6. NH K – 12 Health Content Strands
7. NH K – 12 Health Core Concepts
8. NH K – 12 Health Concepts and Skill Criteria
9. ORCSD K-12 Health Competencies
10. ORCSD K-12 Health Content Strands
11. Resources

## **ORCSD Mission and Vision**

### **Mission**

Working Together to Engage Every Learner

### **Vision**

ORCSD is a place where students, parents, staff and community members' work together to foster a life-long passion for learning and engage all students in developing the skills and knowledge they need to further their education; participate as citizens, succeed in the work-place; live healthy lives; and, thrive in the 21st century.

In the ORCSD students, teachers and community members take pride in our schools and understand that each of us has a role to play in ensuring their success. We create safe, stimulating learning environments where all students are challenged and excited by the opportunities to learn; where students and teachers alike feel it is safe to take creative risks; and where every member of our community is known and valued.

During their time at ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world

## **ORCSD Vision of a Graduate**

As Oyster River Cooperative School District students strive to develop and master transferable academic, social and emotional skills, our graduates will be capable and empowered individuals who demonstrate a critical awareness of self and an empathetic awareness of others.

**Awareness of Self:** ORCSD students demonstrate resilience and adaptability as independent thinkers through being self-directed, self-regulated and self-advocates who understand themselves as learners.

**Awareness of Others:** ORCSD students demonstrate ethical, empathetic, and respectful thinking through being collaborative, responsible community members both locally and globally.

**Transferable Skills:** ORCSD students demonstrate a growth mindset and master transferable foundational skills through critical thinking, effective communication, problem-solving skills, and healthy risk taking.

## **ORCSD Health Education Department Mission and Vision**

### **Mission Statement**

Oyster River Cooperative School District health education department is committed to developing and providing a well-balanced, contemporary curriculum in a supportive environment for learning.

### **Vision Statement**

The ORCSD's health educators strive for students to acquire the knowledge and skills they need to make health promoting decisions for a lifetime of wellbeing. We aim for our students to think critically and collaboratively, acting as creative, self-motivated, culturally, and globally responsible learners. We hope that students are advocates for healthy lifestyle choices for themselves and their community.

## **K-12 Health Education within the Context of a School Wellness Program in NH**

A coordinated approach to school health improves students' health and their capacity to learn through the support of families, schools and communities working together. At its very core, Coordinated School Health is about keeping students healthy over time, reinforcing positive healthy behaviors throughout their lives, and making it clear that good health and learning go hand in hand. Coordinated School Health Programs (CSHP) offer students the information and skills they need to make good choices in life.

**Health Education**—A planned, sequential, K–12 program that addresses the physical, mental, emotional, and social dimensions of health. The program is designed to motivate and assist students to maintain and improve their health,

prevent disease and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. Qualified, trained teachers and professionals provide health education.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/standards-health.pdf>

## **National Health Education Standards**

“Health literacy is the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.” --SHAPE America's guidance document, *Appropriate Practices in School-Based Health Education* (2015)

Health literate people are people who:

- can think things through and make healthy choices in solving their own problems
- are responsible and make choices that benefit themselves and others
- are in charge of their own learning
- can use communication skills in clear and respectful ways.

SHAPE America is a proud member of the coalition that developed the National Health Education Standards (NHES), which were released in 1995 and revised in Spring 2007. In 2020, SHAPE America obtained the copyright to the National Health Education Standards. SHAPE America's National Health Education Standards Task Force is currently revising and updating the standards.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

### *Citation:*

*Joint Committee on National Health Education Standards. (2007). National Health Education Standards, Second Edition: Achieving Excellence. Washington, D.C.: The American Cancer Society.*

## **NH K-12 Content Strands**

1. Alcohol and Other Drugs
2. Injury Prevention
3. Nutrition
4. Physical Activity
5. Family Life and Sexuality
6. Tobacco
7. Mental Health
8. Personal and Consumer Health
9. Community and Environmental Health

## **NH K-12 Core Concepts (last updated 2003)**

1. Accessing Information
2. Self-Management
3. Analyzing Influences
4. Interpersonal Communication
5. Decision Making
6. Goal Setting
7. Advocacy

## **NH K-12 Health Concepts and Skill Criteria**

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.
4. Students will analyze the influence of cultures, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

## **ORCSD K-12 Competencies**

- 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 and 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.
- Students will demonstrate the ability to advocate for personal, family, and community health.

## **ORCSD Content Strands**

The following are content strands that can be found in the ORCSD Health Curriculum.

### Grades K-4

Injury Prevention and Safety

Disease Prevention

Nutrition

Social and Emotional Wellbeing/Learning (including the Open Circle Program)

Growth and Development

\*Physical Activity is also addressed in Physical Education

### Grades 5-12

Substance Use and Misuse

Nutrition

Mental Health



Growth, Development, and Sexual Health

Consumer Health

Healthy Relationships

\*Physical Activity is also addressed in Physical Education

*Content strands comply with RSA 189:10.*

**Resources:**

[Health Education Curriculum Guidelines – NH DOE](#)

[National Health Education Standards - Society of Health and Physical Educators - SHAPE](#)

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. James C. Morse, Sr.  
DATE: September 16, 2022  
RE: Appointment of SRO and Truant Officer's

Please nominate the below listed individuals for the 20220-2023 school year:

School Resource Officer ORHS/ORMS	Officer Michael Nicolosi - Durham
Truant Officer Mast Way School:	Officer Bryan Libby - Lee
Truant Officer Moharimet School:	Chief Joseph McGann - Madbury

Thank you.



# ORHS Electives

And Choices

# The Overall Program

9th	10th	11th	12th
<ul style="list-style-type: none"><li>• Essentials</li><li>• Math</li><li>• Biology</li><li>• World Cultures</li></ul>	MMM/VV Math Chem/NextGenE US History	Req Choice Math Chem/Choice Cit Ed/Choice (NR)	Req Choice Math/experience Choice (NR) Choices (NR)
<ul style="list-style-type: none"><li>• EPW</li><li>• Choice</li><li>• Choice</li></ul>	Economics/Health Choice Choice	Choice Choice Choice	Choice Choice Choice

# Requirements

- 4 credits English
- 3.5 credits math (3 math credits, .5 math experience = elective or math class) Algebra
- 2 credits science
- 2.5 credits social studies
- 1 credit Physical Education
- .5 Economics, .5 Art, .5 Health, .5 Computer Science

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**15 Credits + 7 pure elective Credits = 22**

**Possible 28 credits over 4 years (7classes x 4 years)  
+ ELO, online elective courses, CATS (UNH)**

# Graduation Requirements Worksheet

Program Area	Graduation Requirements 2 Year/Employment/ Trade School	4 Year College/ University (Minimum)	NH State Scholars Program (See pg. 8 for all NH Scholars Programs)	
	Credits Required			
<b>English</b> <ul style="list-style-type: none"> <li>Essentials of English, .5 Literature, .5 Communications, .5 Writing, 1.5 Electives</li> </ul>	4	4	4	
<b>Mathematics</b> <ul style="list-style-type: none"> <li>An Algebra I credit, and two additional math credits.</li> <li>All students must complete 4 years of a math experience. See page 12 for classes. (Algebra 2 required for NH Scholars).</li> </ul>	3*	3	3	
<b>Science</b> <ul style="list-style-type: none"> <li>A Life Science credit and a Physical Science credit</li> </ul>	2	3	3	
<b>Social Studies</b> <ul style="list-style-type: none"> <li>World Cultures, Citizen Education, United States History</li> <li>Starting July, 2023, (NH HB 320) all Seniors must pass the U.S. Naturalization Citizenship Exam in order to graduate</li> </ul>	2.5	3	3.5	
<b>Economics</b>	.5	.5	.5	
<b>Computer Science Education</b>	.5	.5	N/A	
<b>Fine Arts</b> <ul style="list-style-type: none"> <li>Art, Music, Video, or Theater</li> </ul>	.5	.5	N/A	
<b>World Languages</b> <ul style="list-style-type: none"> <li>French, Spanish, Mandarin Chinese (2 years of the same language)</li> </ul>	optional <i>may be an elective</i>	2-3	2	
<b>Health and Physical Education</b>	Health Education	.5	.5	N/A
	Physical Education (EPW)	1.0	.5	N/A
<b>Open Electives</b>	7.5	2.5-3.5	N/A	
<b>Total Credits</b>				
<b>Total Credits Needed for ORHS Diploma</b>	<b>22</b>	<b>22</b> (Minimum)	N/A	

# What does elective mean?

## Required Choice – 11th & 12th

### Math (3 credits +)

- Algebra II
- Quantitative Reasoning
- Precalculus
- Calculus
- AP Calculus
- AP Statistics
- Computer Integrated Mathematics

### English (4 credits) – examples

- College Composition
- Women's Literature
- Journalism I
- Linguistics
- Literature & the Land
- Mythology

## 4th Year Math Experience

- Astronomy
- Chemistry
- Exploring Engineering
- Advanced Woodworking
- AP Economics
- Personal Finance
- Introduction to Business
- Programming with Python
- Bake Shop
- Introduction to Culinary Art

## Elective

- Acting 1 & 2
- Adventure Education
- African American History
- Basic Wood
- Chorus
- Design Thinking Seminar
- Drawing & Painting 1 or 2
- Global Diplomacy & the United Nations
- Nutrition
- Philosophy

# Electives

## Class offerings:

- 9th grade 47 overall classes, 26 electives
- 10th grade 76 overall classes, 47 electives
- 11th grade 128 overall classes, 73 electives
- 12th grade 135 overall classes, 78 electives

Electives do not include Core Choice  
CTE- 28 more programs available



# 9th grade examples

Thursday 09/15/2022	Friday 09/16/2022
<b>World Cultures</b> McGrath, Scott  T202 08:15 AM - 09:35 AM	<b>Essentials of English</b> Yatsevitch, Marjke  T106 08:15 AM - 09:35 AM
<b>Advisory</b> Heaney, Kate  T110 09:40 AM - 10:20 AM	<b>NextGen Biology</b> Lewis, Paul  L252 09:40 AM - 11:00 AM
<b>FLEX 1</b> Heaney, Kate  T110 10:25 AM - 11:00 AM	
<b>Exercise Physiology and Wellness 1</b> Maynard, Don  Gym A 11:05 AM - 01:00 PM	<b>Spanish 1</b> Ayers, Leslie Gelsomini  T111 11:05 AM - 01:00 PM
<b>FLEX 2</b> Heaney, Kate  T110 01:05 PM - 01:35 PM	<b>FLEX 3</b> Heaney, Kate  T110 01:05 PM - 01:35 PM
<b>Study Hall - Fall</b> Thibault, James  Cafe 01:40 PM - 03:00 PM	<b>Introduction to Algebra/Geometry</b> Harwood, Peter  T308 01:40 PM - 03:00 PM

Thursday 09/15/2022	Friday 09/16/2022
<b>Essentials of English</b> Yatsevitch, Marjke  T106 08:15 AM - 09:35 AM	<b>Spanish 1</b> Ayers, Leslie Gelsomini  T111 08:15 AM - 09:35 AM
<b>Advisory</b> Hallbach, Lisa  T307 09:40 AM - 10:20 AM	<b>Algebra I Segment A</b> Reeves, Bill  T309 09:40 AM - 11:00 AM
<b>FLEX 1</b> Hallbach, Lisa  T307 10:25 AM - 11:00 AM	
<b>World Cultures</b> McGrath, Scott  T202 11:05 AM - 01:00 PM	<b>Strings Orchestra 1</b> von Oeyen, Andrea  Auditorium 11:05 AM - 01:00 PM
<b>FLEX 2</b> Hallbach, Lisa  T307 01:05 PM - 01:35 PM	<b>FLEX 3</b> Hallbach, Lisa  T307 01:05 PM - 01:35 PM
<b>NextGen Biology</b> Thompson, Megan  L250 01:40 PM - 03:00 PM	<b>Exercise Physiology and Wellness 1</b> Aube, Griffin  Gym B 01:40 PM - 03:00 PM

# 10th grade examples

Thursday 09/15/2022	Friday 09/16/2022
<b>Study Skills 1</b> Chick, Daniel  C130 08:15 AM - 09:35 AM	<b>Introduction to Art</b> Plourde, Allison  Art A 08:15 AM - 09:35 AM
<b>Advisory</b> Thompson, Megan  L250 09:40 AM - 10:20 AM	<b>Mandarin Chinese 2</b> Fan, Lisa  C124A 09:40 AM - 11:00 AM
<b>FLEX 1</b> Thompson, Megan  L250 10:25 AM - 11:00 AM	<b>Health</b>
<b>US History</b> Anderson, Gabrielle  T201 11:05 AM - 01:00 PM	
<b>FLEX 2</b> Thompson, Megan  L250 01:05 PM - 01:35 PM	<b>Magic Monsters &amp; Mythic Figures</b> Weeks, Jennifer  C124 11:05 AM - 01:00 PM
<b>FLEX 3</b> Thompson, Megan  L250 01:05 PM - 01:35 PM	<b>Chemistry</b> Wainwright, Jennifer  L251
<b>Geometry</b> Kearney, Christopher  T305	

Thursday 09/15/2022	Friday 09/16/2022
<b>Voices and Visions in Literature</b> Blais, Corey  T208 08:15 AM - 09:35 AM	<b>Spanish 3</b> Gibson, Wendy  T108 08:15 AM - 09:35 AM
<b>Advisory</b> Cooke, Erica  T306 09:40 AM - 10:20 AM	<b>NextGen Earth</b> Thompson, Megar  L250 09:40 AM - 11:00 AM
<b>FLEX 1</b> Cooke, Erica  T306 10:25 AM - 11:00 AM	<b>Algebra I Segment A</b> Jablonski, Vivian  T312 11:05 AM - 01:00 PM
<b>Exploring Electricity</b> Troy, Michael  SHOP 11:05 AM - 01:00 PM	
<b>FLEX 2</b> Cooke, Erica  T306 01:05 PM - 01:35 PM	<b>FLEX 3</b> Cooke, Erica  T306 01:05 PM - 01:35 PM
<b>Exploring Engineering</b> Lewis, Paul  L252 01:40 PM - 03:00 PM	<b>US History</b> Anderson, Gabrielle  T201 01:40 PM - 03:00 PM
	<b>Art</b>
	<b>Health</b>

# 11th Grade Examples

Enrollments for current school only.

Day	Terms	B1	B2	FL1	B3	FL2	B4	W1	W2	FL3	W3	W4	O	
A	22-23	Q1	<b>Mythology</b> 125.1 Monahan, John Room: T211 B1(A) S1	<b>Advisory</b> 992.66 Jensen, Jaclyn Room: C228 B2(A) 22-23	<b>FLEX 1</b> 999.66 Jensen, Jaclyn Room: C228 FL1(A) 22-23	<b>Spanish 4</b> 534.1 Gibson, Wendy Room: T108 B3(A) 22-23	<b>FLEX 2</b> 996.66 Jensen, Jaclyn Room: C228 FL2(A) 22-23	<b>Precalculus</b> 323.1 Halbach, Lisa Room: T307 B4(A) 22-23	<b>AP Physics</b> 421.2 Tribault, James Room: L153 W1(A) 22-23	<b>Debate and Persuasion</b> 105.2 Sullivan, Kara Room: T105 W2(A) S2	<b>FLEX 3</b> FLX3.66 Jensen, Jaclyn Room: C228 FL3(A) 22-23	<b>Psychology</b> 213.3 Hawley, David Room: T212 W3(A) S1	<b>AP Economics</b> 711.2 Lacasse, Adam Room: T301 W4(A) 22-23	O
		Q2												
	Q3	<b>Citizen Education</b> 201.1 Hawley, David Room: T212 B1(A) S2												
	Q4													

Enrollments for current school only.

Day	Terms	B1	B2	FL1	B3	FL2	B4	W1	W2	FL3	W3	W4	O
A	22-23	Q1	<b>Evolution of Film</b> 110.4 Weeks, Jennifer Room: C124 B1(A) S1	<b>Advisory</b> 992.61 Yatsevitch, Marjke Room: T106 B2(A) 22-23	<b>FLEX 1</b> 999.61 Yatsevitch, Marjke Room: T106 FL1(A) 22-23	<b>FLEX 2</b> 996.61 Yatsevitch, Marjke Room: T106 FL2(A) 22-23	<b>Music Production</b> 656.1 LaForce, Marc Room: C127 B4(A) S2	<b>Yoga and Mindfulness</b> 598.1 Aube, Griffin Room: Gym B W1(A) S1	<b>Algebra 2</b> 316.3 Kearney, Christopher Room: T305 W2(A) 22-23	<b>FLEX 3</b> FLX3.61 Yatsevitch, Marjke Room: T106 FL3(A) 22-23	<b>Forensics</b> 419.2 Best, Celeste Room: L252 W3(A) S1	<b>Introduction to Adobe</b> 705.4 Stetson, Cathi Room: C216 W4(A) S1	O
		Q2											
	Q3	<b>Acting 2</b> 669.1 Eustace, Alexander Room: Music B B1(A) S2											
	Q4												

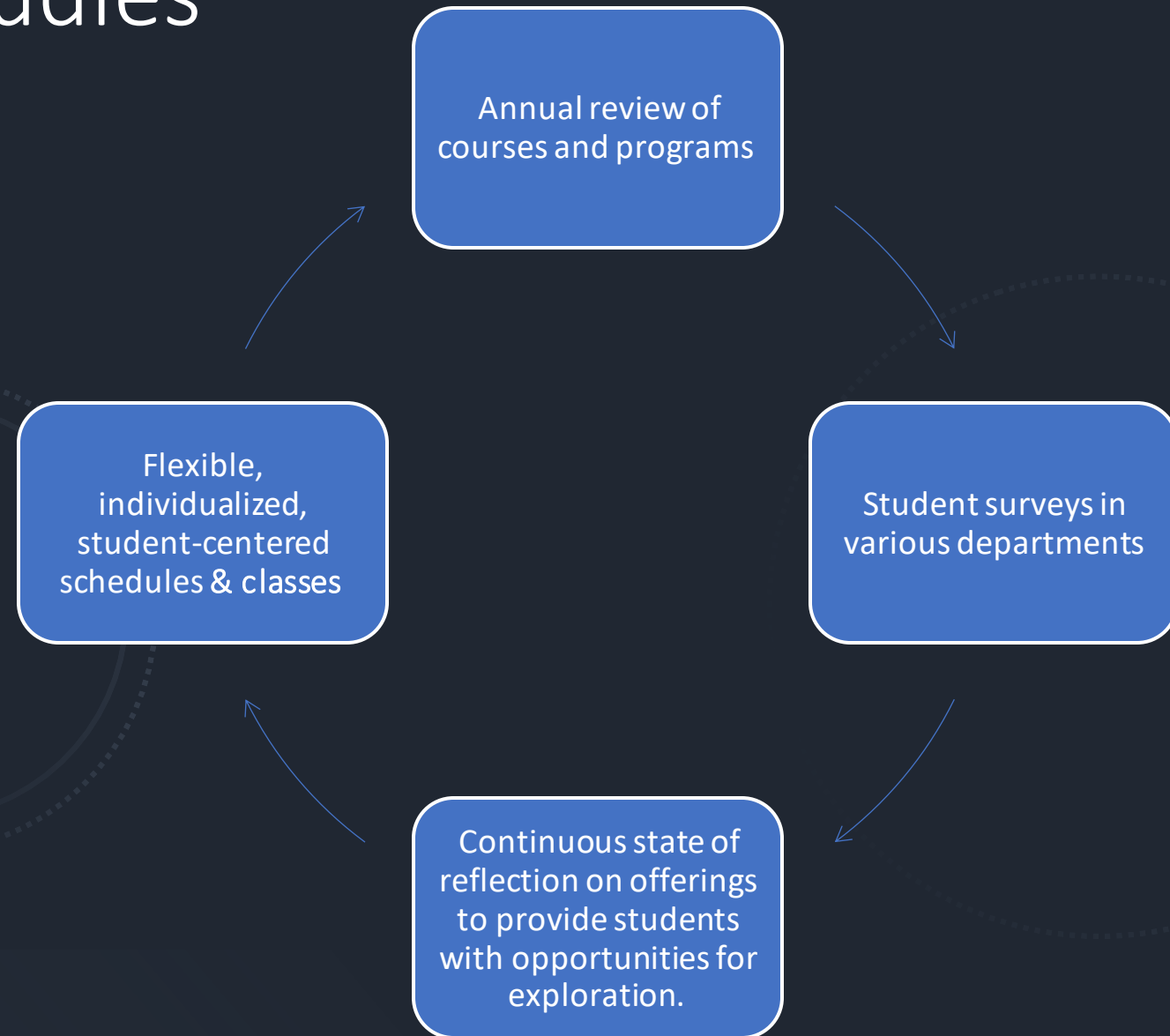


# CTE (11th)

<b>Automotive Technology 1</b> Peschel, Sean  SOM 08:15 AM - 09:35 AM	<b>Automotive Technology 1</b> Peschel, Sean  SOM 08:15 AM - 09:35 AM
<b>Building Construction 1</b> Peschel, Sean  SOM 08:15 AM - 09:35 AM	<b>Building Construction 1</b> Peschel, Sean  SOM 08:15 AM - 09:35 AM
<b>Building Construction 1</b> Peschel, Sean  SOM 09:40 AM - 10:20 AM	<b>Building Construction 1</b> Peschel, Sean  SOM 09:40 AM - 11:00 AM
<b>Advisory</b> Weeks, Jennifer  C124 09:40 AM - 10:20 AM	
<b>FLEX 1</b> Weeks, Jennifer  C124 10:25 AM - 11:00 AM	
<b>Citizen Education</b> Pappas, Matthew  T204 11:05 AM - 01:00 PM	
<b>FLEX 2</b> Weeks, Jennifer  C124 01:05 PM - 01:35 PM	<b>FLEX 3</b> Weeks, Jennifer  C124 01:05 PM - 01:35 PM
<b>Geometry</b> Kearney, Christopher  T305 01:40 PM - 03:00 PM	<b>Literature and the Land</b> Sullivan, Kara  T105 01:40 PM - 03:00 PM

<b>Animal &amp; Equine Science 1</b> Peschel, Sean  DOV 08:15 AM - 09:35 AM	<b>Animal &amp; Equine Science 1</b> Peschel, Sean  DOV 08:15 AM - 09:35 AM
<b>Advisory</b> Jensen, Jaclyn  C228 09:40 AM - 10:20 AM	<b>Trigonometry</b> Whalen, Brendan  T311 09:40 AM - 11:00 AM
<b>FLEX 1</b> Jensen, Jaclyn  C228 10:25 AM - 11:00 AM	
<b>Citizen Education</b> Pappas, Matthew  T204 11:05 AM - 01:00 PM	
<b>FLEX 2</b> Jensen, Jaclyn  C228 01:05 PM - 01:35 PM	<b>FLEX 3</b> Jensen, Jaclyn  C228 01:05 PM - 01:35 PM
<b>Mythology</b> Monahan, John  T211 01:40 PM - 03:00 PM	<b>Advanced Wood</b> Troy, Michael  SHOP 01:40 PM - 03:00 PM

# Program of Studies





Questions?

To: School Board  
From: Michael Williams  
Date: September 16, 2022

Re: Superintendent Search Planning Committee

School Board Goal # 1.1 for 2022-2023 is to plan the superintendent search expected in 2023-2024 with a plan approved by the school board by April 30, 2023. To that end, I recommend that the school board create the **Superintendent Search Planning Committee** (SSPC).

The SSPC is charged to develop and document a proposed process and timeline for the superintendent search with board approval of the search plan by March 1, 2023. This charge expires upon approval of the search plan by the full School Board or March 1, 2023, whichever comes first. The SSPC is authorized to contact outside sources including but not limited to NHSBA, NESDEC, private search providers, peer school districts, or other groups to seek input and inform the recommendation. As a board-appointed subcommittee, all SSPC meetings shall be posted and minutes shall be maintained in accordance with policy BBAA (School Board Member Authority, including Subcommittees) policy BDF (Minutes), and NH RSA 91-A.

Some specific topics for consideration by the committee may include:

- Timeline for advertising, public input, interviewing, and final selection of the next superintendent.
- Development of or updates to Superintendent Job Description.
- Internal or external resources to be used to identify, screen, and interview candidates.
- Number of participants representing different constituencies for interview participation (board, district employees, community members).
- Structure of interviews.
- Costs associated with the search process.
- Examples of other recent superintendent searches:
  - Boston Public Schools recently selected a new superintendent. Their process and related materials are outlined at <https://www.bostonpublicschools.org/Page/8942>.
  - Exeter Area SAU 16 is currently conducting a superintendent search: <https://www.sau16.org/en-US/superintendents-page-d290c065/superintendent-search-28f0b6ad>.
  - Portsmouth and Nashua also recently selected new superintendents.

The SSPC will consist of 3 school board members. The committee may include the Superintendent as an ex-officio member the committee's discretion. I recommend that the following be appointed to the Superintendent Search Planning Committee:

- Michael Williams
- Denise Day
- Dan Klein

**Recommended action: Move to establish the Superintendent Search Planning Committee with the charge and membership as described above (or modified), with its charge expiring no later than March 1, 2023.**





## FY23 Budget Goal

### **Adopted by SB 10/06/21**

The 22-23 School Board budget goal will include three options 3.1% (1,557,902), 3.6% (1,809,176), and 4.1% (2,060,451) spending increases from the approved 21-22 budget (50,254,908). This includes funds 10,21,22/23 and all warrants articles recommended by the board. Revenue and reserve accounts can be used to offset expenses.

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: September 16, 2022  
RE: Hiring Process and Disciplinary Procedures

There are numerous steps in the hiring process as outlined below. The ORCSD administrators and Directors carefully review applications before an interview is provided. Once the administrator has determined who they would like to hire, they MUST verbally check and document at least three references. A record of those conversation is kept in a candidates file. HR Coordinator Theresa Proia then fingerprints every successful candidate. The fingerprints are sent to the NH State Police and the FBI. All hires are subject to a lack of findings by public safety. Almost all fingerprint checks come back with no violations. However, if someone has a violation, that individual is interviewed by me to determine whether I will or will not hire them. It is not unusual to have misdemeanor charges come back that are very dated. I still meet with those candidates.

Hiring Process:

1. Supervisor fills out Payroll Action Form which outlines the position and cost center.
2. Superintendent Approves/Denies Request.
3. If approved, HR Coordinator places advertisement in School Spring & Ed Jobs.
4. Potential applicants fill out the Applitrack on-line application.
5. Normally professional positions are posted 10 days and support positions are posted 5 days.
6. Supervisor reviews applications and selects candidates they wish to interview.
7. Supervisor checks at least 3 references of candidates they wish to hire.
8. Successful Support Staff candidates are forward to the HR Coordinator.
9. Successful Professional staff candidates, usually 2 per position, are forwarded to the Superintendent.
10. All successful candidates are forwarded to the HR Coordinator for Onboarding.
11. Onboarding includes FBI & State of NH fingerprinting and background checks.
12. All successful professional candidates are approved by the School Board and may be offered conditional offers of employment dependent on successful fingerprint and background check.

The disciplinary process is outlines in union contracts (CBA). Except for at-will employees, due process is the standard by which most school systems adhere to meaning the accused has a right to be heard by the employer when an accusation is made. CBA's usually call for due process, and if the issue in question is job threatening, representation by their union during the due process hearing. If an employee is accused of violating the law, it is reported to the police and the NH DOE. The NH DOE is also informed if the employee violates the Educator Code of Conduct. When an issue is this serious, our school attorney is called at the beginning or the process and once the investigation is complete in order to ensure compliance with law and the agreed to contractual procedures.

Disciplinary Process for staff accused of wrongdoing that could result in dismissal:

1. Review issue with attorney.
2. Review disciplinary procedures in the individual's bargaining unit agreement.
3. Place staff member on leave with pay.
4. If Title IX issue, hand over to Title IX Coordinator and appropriate administrator to investigate.
5. If criminal issue, inform police.

6. Report to Department of Education if certified staff member.
7. Begin school investigation, separately from the Police Dept.
8. Provide due process to the employee, offer union representation, unless at-will employee.
9. Review investigation results.
10. Final consultation with attorney.
11. Make decision based on specific facts and circumstances:
  - a. to terminate if violation is a threat to staff or students and/or a violation of law, or
  - b. create action plan for improvement if there is something amiss that does not threaten staff or students, nor violates law but requires intervention, or
  - c. take off administrative leave if investigation determines accusation not founded.

I hope this information provides the Board with an understanding of the hiring and disciplinary processes.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: B.1
Policy Committee Discussion: September 8, 2022 School Board Discussion: September 21, 2022	Page 1 of 1

### ACKNOWLEDGE SCHOOL BOARD CANDIDATES FOR OFFICE

The Oyster River Cooperative School District is committed to sharing limited information of candidates running for School Board. The information is limited to demographic information found on the Declaration of Candidacy for Elective Office form B.1-R to avoid the appearance of favoritism of any candidate. Beyond the information provided community members are encouraged to seek out additional information that a candidate puts forth on their own.

Appendix B.1-R ~ Declaration of Candidacy

Draft to Board

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT**  
**DECLARATION OF CANDIDACY**  
**FOR ELECTIVE OFFICE**

**RSA 669:19**

I, \_\_\_\_\_, declare that I am domiciled in the Oyster River Cooperative School District, Town of \_\_\_\_\_, New Hampshire, and that I am qualified to vote therein; that I am a candidate for the office of \_\_\_\_\_, and hereby request that my name be printed on the official non-partisan ballot of the Oyster River Cooperative School District.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Cellular Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_ Email address: \_\_\_\_\_