

Oyster River Cooperative School District
REGULAR MEETING

October 20, 2021

Oyster River High School Library

7:00 PM

6:00 PM NON-MEETING SESSION: RSA 91-A2 I (a) & (b)

- Strategies or negotiations with respect to collective bargaining.
- Consultation with legal counsel.

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 10/6/21 Regular Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

- Acknowledgement of Chris Hall’s new book. [Tom Newkirk]

B. Board

VI. DISTRICT REPORTS

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

***COVID Metric – Catherine Plourde**

- o SASS/Adult COVID Testing

B Superintendent’s Report

- DEI Presentation
- Winter Sports Guidelines *Motion to approve winter sports COVID-19 mitigation guidelines as presented.*
- Communication Survey by UNH

C. Business Administrator

- Sustainability Report

D. Student Representative Report (Olivia Gass)

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}

- List of Policies for 2nd read/adoption: BEDH & R & R1, Public Comments at School Board Meetings, Procedure and Form, EBB – School Safety, GADA – Employment References and Verification (Prohibiting Aiding and Abetting of Sexual Abuse).

VIII. DISCUSSION & ACTION ITEMS

- Substitute Pay Proposal. *Motion to approve the substitute pay proposal.*
- 360° Process for Superintendent Evaluation. *Motion to approve the 360° evaluation process, approximate schedule, and input forms as presented (or modified) for use in the next evaluation of the superintendent.*
- MOA with OR Teachers’ Guild. *Motion to approve the 2021-22 MOA with the OR Teachers’ Guild.*
- List of Policies for First Read: GBCD-Background Investigation & Criminal History Record Check, EEAEA – Mandatory Drug & Alcohol Testing – School Bus Drivers, EEAE – School Bus Safety Program. *Motion to approve the List of Policies for first read.*

IX. SCHOOL BOARD COMMITTEE UPDATES

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

XI. CLOSING ACTIONS

- A. Future meeting dates:** October 28, 2021 1/2 Day Budget Workshop – Durham TC Chambers
November 3, 2021 Regular Meeting – ORHS Library
November 17, 2021 Regular Meeting – ORHS Library

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

NON-MEETING SESSION: RSA 91-A2 I {Moved to beginning of meeting}

III. ADJOURNMENT:

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

Respectfully submitted,
Superintendent

Public wishing to attend our regular meetings need to arrive between 6:30 and 7:00 as everyone will need to participate in a health screening to enter the Library. The doors will be locked at 7 p.m.

**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 |
| • Thomas Newkirk | Term on Board: 2019 - 2022 |
| • Allan Howland | Term on Board: 2021 - 2022 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Yusi Turell | Term on Board: 2021 - 2024 |

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.

Alternative Public Comment for School Board Meetings

October 1, 2021

The School Board adopted the requirement for all individuals at school board meetings to wear face coverings at the September 15 meeting. We will continue to invite public comment at board meetings. For those who would like to offer public comment and choose not to attend the school board meeting in person, public comment may be submitted by email and will be read at the school board meeting provided it meets these requirements:

- Must be submitted to and received by wdifruscio@orcsd.org by 3:00 pm on the day before the school board meeting. Comments received after this deadline will be held for the following meeting.
- Must include "Public Comment for School Board Meeting" or similar text in the subject line or first line of the body of the email. Other communications will be considered emails to the board and will be distributed to the school board but not read aloud in the meeting.
- Must be no longer than 300 words as counted by Microsoft Word, Outlook, or a similar tool.
- Must identify the sender's name and address. The sender's name and town of residence will be read with the comments. The SAU office may reply to request additional identifying information if the sender's identity and address are not clear.
- Senders must be residents of Oyster River towns or Barrington, NH only.

Those submitting public comment should not expect an immediate or direct reply. The public comment portion of the school board meeting is not a time of discussion with or amongst the school board.

If more than 10 comments are received for one meeting, only the first 10 comments will be read aloud at the meeting. If your comment is not read, it is shared with all School Board members, and placed in a communications notebook as part of the public record.

These provisions apply only to regular school board meetings (not workshop meetings, public hearings, the Annual Meetings of the District, or committee meetings) and will end when mask requirements for board meetings end.

Oyster River Cooperative School Board
Regular Meeting Minutes

October 6, 2021

DRAFT

SCHOOL BOARD PRESENT: Michael Williams, Denise Day, Brian Cisneros, Tom Newkirk, Dan Klein, Al Howland, Yusi Turell

STUDENT REPRESENTATIVE: Oliva Gass

ADMINISTRATORS PRESENT: Jim Morse, Suzanne Filippone, Sue Caswell, Catherine Plourde, Misty Lowe, David Goldsmith, Jay Richard, Rebecca Noe, Andy Lathrop

STAFF PRESENT:

GUEST PRESENT: Dave Gibson (Chair of Barrington School Board)

ABSENT:

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

Michael Williams introduced Dave Gibson, the chair of the Barrington School Board, and thanked him for joining them tonight.

MANIFEST REVIEW / APPROVAL AT EACH SCHOOL BOARD MEETING.

1a. PUBLIC HEARING: Policy/Procedure/Form – BEDH/BEDH-R/BEDH-R1

Denise Day moved to open a public hearing, 2nd by Yusi Turell. Motion passed 7-0 with the student representative voting in the affirmative.

Denise Day opened the public hearing with proposed changes to the BEDH policy, citing #3 on the list, “non-residents who wish to speak will be required to receive authorization from the Board Chair prior to the meeting.” She stated the reasoning for the proposed changes is that public comment is limited to 30 minutes and the board wants to allow time for local district residents and tuition paying residents of Barrington to have the opportunity to participate. Denise explained that in some states out of district visitors make comments at the school board meetings and by requiring a prior authorization from the Board Chair it will limit the amount of time to nonresidents.

Dr. Morse reiterated to the listening audience that Barrington residents who are tuition paying families will be allowed to speak during the public comments.

Yusi Turell asked if residents from out of district showed up to speak would they be given authorization to speak by the chair or is it that they are trying to only have district residents speak.

Denise Day stated there would be exceptions to non-residents who wanted to speak based on specific issues that might impact other communities and this would be determined by the chair.

There were no public comments.

Al Howland moved to close the public hearing, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

II. APPROVAL OF AGENDA

Michael Williams asked to move the Student Representative Report to be after the Superintendent’s Report and ahead of the Business Administrator Report, in order for the business and finance reports to be discussed together.

Dr. Morse asked to include the New Hampshire School Boards Association Proposed Resolutions at the end of the meeting.

Michael Williams moved to approve the agenda as amended, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS

Janet Perkins Howland of Durham stated she is in favor of expanding the diversity and inclusion initiatives in the district, including having a more formalized coordinator. She is excited and positive for the opportunities to learn about other cultures. Janet cited her own learning of indigenous groups and wondered what history we haven't heard. She felt there is opportunity for the initiatives to be a part of extracurricular and post-graduate activities.

There were no emailed public comments.

IV. APPROVAL OF MINUTES

Denise Day moved to approve the September 15, 2021 Regular Meeting Minutes, 2nd by Brian Cisneros.

Denise Day submitted the following revision:

On page 5 under the middle school language proposal, in my comment I would like to change the wording to say "development" to "developmentally appropriate".

Michael Williams submitted the following revision:

On the bottom of page 6 at the beginning of section 8 under the budget goal, it reads that Michael Williams made a motion to accept the budget goal, but he did not so he'd like to strike the motion out of the statement.

Thomas Newkirk submitted the following revisions:

On page 1 "termination" not "determination." On page 2, item 5 of my list. Instead of "This" replace with "A longer elementary school day...."

Vote on motion to approve the September 15, 2021 Regular Meeting Minutes with correction passed 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

First Month of School – Principals

David Goldsmith spoke about a positive opening to the school year highlighting an all-school assembly that occurred on Teams since it had rained, and they couldn't gather outside. Students led the pledge of allegiance and in honor of celebrating the Year of the Artist, they participated in a discussion about the different ways people express themselves through art. He stated there are many after school activities occurring for students, citing the use of the sugar shack and fields, and the upcoming Pumpkin Stroll event. David explained last year cars participated in a Pumpkin Roll, but this year the stroll is back with all attendees being required to wear masks. He stated over 200 pumpkins were grown and harvested by students, and he thanked PE teacher Jess Whalen for the curriculum connections she makes between nature and healthy bodies. He also thanked Jim Davis, the assistant fire chief of Madbury, for all his help and he thanked Mohariment parent, Andrew Gognin, who does a lot of pumpkin work at UNH. David discussed the "Remote Ready" technology and short and long-term plans they have provided for students and parents. Once a week Schoology and Classlink are being implemented, there are monthly team experiences for students, and they are reaching out to parents to provide resources so they know what to do should they need to change the schedule. Regarding SASS, they are up to approximately 90 students as well as a large number of staff getting tested. David stated they have the process down to 8 minutes total per child, this includes the time for leaving and getting back to class, which is a small impact on classroom time. He stated the program is a great addition to the mitigation efforts.

Denise Day asked how staffing is working out.

David stated the staffing is working out fine and the real struggle is with not having enough substitutes. He stated they are in a constant juggle pulling staff from other parts of the building to provide coverage, as well as having to decide what is impacted and what is priority to make the school day run.

Misty Lowe stated Mast Way has also started off positively and the establishment of routines has provided a good sense of normalcy. The 4th grade had a successful field trip, and they are preparing for one in kindergarten next. Misty stated there are many after school activities that are contributing to normalcy, citing Chinese, Girl Scouts, and Girls on the Run. Regarding SASS, Misty stated students are doing an excellent job. She said five-year-olds can give their first, middle, and last name and date of birth with ease. Misty gave kudos to the PTO acknowledging their financial support and organizing of fun activities. She thanked parents for volunteering their time at the school and for the recent improvements to the playground equipment. She reported they have been getting ready to transition to remote learning by educating parents on the use of the Schoology's portal and group page. All the parents have been invited to join the portal to receive updates and so they can easily see all the information in one place, including siblings in other schools across the district.

Denise Day asked how staffing is working out.

Misty stated staffing is fine, but subs are a challenge. She told the Board she is currently acting as the sub coordinator for their school since their coordinator is not available. Misty stated that sharing resources with Moharimet has been helpful, but pulling paras frequently impacts the building in a variety of ways.

Denise Day asked about having an extra kindergarten teacher.

Misty responded that her school shifted an existing teacher to kindergarten, while Moharimet hired a new one. She said the class sizes are comfortable and the tightest numbers are in the 3rd and 4th grades, and they are watching those numbers closely.

Jay Richard shared that 145 is his favorite number since that is how many days it is until they move into the new middle school. He stated he is very excited and to prepare for the move the staff will discuss the transition packing process on Friday. Staff is finalizing and completing the virtual open houses with Music to be held on Oct. 18th. Jay spoke about the Alumni weekend's great turnout for the open house tours and how fun it was connecting with former students and professors. He stated they will continue to hold tours until they move to the new middle school, and he'll make sure there will be last time open houses to visit the older middle school. Jay stated clubs have started, citing Jazz Band, Harry Potter and Robotics, which is very popular. He thanked Yusi for her help and enthusiasm in the Robotics Club. Jay stated they held a full school assembly, and he has created a student task force for student input on time capsules and what to put into the schedule for 2022. Jay stated the new middle school tours will begin for all students on October 29th. Jay reported that grade 5 is enthusiastic about the World Language program starting and it's been a joy to witness.

Regarding Denise's question about staffing and subs, Jay stated they are doing it and making it happen. He gave kudos and credit to their sub coordinator, Dan Hammond, who is solving a puzzle with missing pieces. Jay stated he is filling for absences from time to time, which has been fun.

Jay said there's a lot of behind the scenes work and planning going on for the moving process and he thanked Jim Rozycki for all he's doing for the upcoming move, which is a big project.

Yusi gave kudos to the teachers for splitting Robotics club into two days since there was so much student interest. She asked about the status of middle school sports and commented on the philosophy behind middle school sports.

Jay stated they want all students to be involved in sports, but space is an issue. Although Assistant Athletic Directors Bill Sullivan and Athletic Director Andy Lathrop are working closely to problem solve, he explained there are not as many skills and drills practices occurring as they'd like. They are trying to have everyone involved as much as they can in the space they have. Jay stated not having a gym at the middle school does set limitations to the sports program.

Rebecca Noe spoke about a successful Spirit Week and Fall Festival that included 150 students who had the opportunity to play games together and dance 3ft apart. She reported that high school athletics are strong with an undefeated Boys Soccer team. Rebecca stated it's not just about winning, but having the students be able to show all their hard work from practicing over the summer. She stated the high school virtual open house will take place Thursday night. Rebecca shared that the assistant principals Mike McCann and Mark Milliken are working with the Student Senate on the dress code and this work is on-going. She said it's the 6th week of school and it's nice to witness the learning that is occurring in the building. For example, a student shared with her that he wrote about his dad for his hero paper in Mythology class and she can see more labs taking place in the science classrooms. Rebecca thanked the school Board and the community for their positive feedback on her school newsletters and she thanked the technology department for imbedding them into online access. Regarding SASS, Rebecca stated approximately 40 students and 30 teachers are getting tested with little impact on curriculum time.

Denise Day asked if there are any issues with class size.

Rebecca responded there are no issues getting kids into the classes they need to graduate. She stated access to substitutes is an issue and a lot of teachers are covering classes throughout the day. Rebecca applauded the efforts of Alex Eustace who urgently asks for volunteer coverage at the beginning of the day. She reported the school is still down eight paras.

Misty Lowe returned to the podium to emphasize that all the K-4 parent conferences will be held virtually on Friday using Microsoft Teams. She asked that any parent who hasn't received a team invite to please call the Mast Way Elementary School.

B. Board

Tom Newkirk followed up on the K-4 World Language program at the middle school sharing some questions and answers he received from Leslie Ayers. He wondered what you have to give up for added instruction if you don't expand the day longer by 25 min. According to Ms. Ayer's report, other schools extend the school day by 30 minutes and if not, something has to be cut out, such as music, art, or physical education. He asked about proficiency levels and her report described programming options such as FLEX (minimal level exposure), FLES (middle level exposure) and full immersion which requires a bilingual staff. Tom wondered what we want our district to get for proficiency and whether one teacher is enough per school.

Yusi Turell thanked the school nurses across the district for their tremendous amount of work. She acknowledged the work and flexibility that goes into adding new programs that is keeping all the schools safe and open to the students.

Al Howland announced that the Town of Durham Parks and Recreation will be hosting a downtown Trick or Treat on Oct. 23 from 2-4pm with a rain date of Oct. 24 from 2-4pm. Any groups wishing to manage a table can email Rachel at recreation@ci.durham.nh.us.

VI. DISTRICT REPORTS

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

Suzanne announced some of the topics for Friday's teacher workshop days at the different school buildings, such as department work with vertical alignment and the unified arts, transition planning, and CPR/First-Aid training. Regarding math curriculum and development, she thanked Ellen Irvin, Jay Richard, the Middle School math

department, and Lisa Hallbach, for all their discussion around vertical alignment and math in general. Suzanne also thanked Sarah Farwell and the other teachers that have invited her into their classrooms.

Suzanne thanked Catherine Plourde, Josh Olstad, and all the nurses for all the different layers of work being done and the behind the scenes work they continue to do for the SASS program.

Suzanne informed the Board that her and Dr. Morse continue to work with the technology department on Pivot Plans in case of having to pivot at any point.

COVID Metric

Catherine Plourde provided the Board with the latest metric for them to review. She stated according to the conversation with Dr. Megan Harvey, ophthalmologists want to see Covid under a 1.0 transmission rate, and to be aware that we are entering colder weather and the cold season. She stated there is still a substantial transmission rate in Strafford County.

SASS/Adult COVID Testing

Catherine stated a lack of substitutes and the number of staff members having regular illnesses are creating a significant staffing issue, especially at the high school. Catherine explained they continue contact tracing, but testing is where most of the work is taking place. The building nurses tested symptomatic students and staff at all the schools this week: Mast Way - 7, Moharimet - 14, ORMS - 18 and ORHS - 32. She explained nurses are faced with making decisions about using rapid and PCR tests, noting the rapid tests are fewer in supply. Catherine thanked Lisa Huppe and her drivers for picking up specimens and transporting them to the lab. She reiterated that the tests provided and the testing taking place is all thanks to the SASS program. Catherine stated the schools will be sending the message out again that students cannot enter the buildings sick, which has always been the protocol for illness. She said nurses at the schools need to be given time so they can be ready to test individuals. She said students with symptoms will be sent home and there will be a testing window for parents to schedule within.

Catherine stated the SASS program is helping enormously and has kept more staff in school. She explained that the SASS schedule moving forward will take place on Wednesday only for the district, starting next week. She said condensing our district to one day is necessary since there is an increase of participation in the SASS program at other school districts.

Denise Day asked how long it takes to get PCR test results.

Catherine replied it is typically a 24-hour turnaround time, but it depends on the lab.

Yusi commented from a parent's perspective it is easy and a reassurance to get a negative result each week. She felt that participating in SASS is helping to contribute to a healthy school.

Catherine reported that the surveillance testing is growing each week by 15-20% for students and staff, and UNH predicts more growth as it gets colder. She said it's been asked if other adults or family members can get tested, but she said only students in our school district that are in our school can get tested. She announced that our faculty, staff members and contractors can also take part in the testing.

Brian Cisneros asked if she could add onto the bottom of the metric the number of positive cases or the positivity rate.

Catherine said the dashboard is reporting the positive student and staff quarantine numbers for each school.

Catherine shared the results of the Determination Letter for Special Education for FY 2019-2020. She announced the school district received zeros, the best score, for every category and this demonstrates full compliance. Catherine remarked she is very proud, and it is very hard to keep the work up. She gave credit to the staff, the assistance directors, including Andrea, Brian, Melissa and Laurie at the building level, and she gave kudos to the entire Special Education Department.

B. Superintendent's Report

Dr. Morse commended the principals for their organization and positive opening to the school year, but also wanted to draw attention to the weight of Covid on the school district. He stated the opening of the school year was as good as it could possibly be. He told the Board the district is desperate for substitutes and taking a one-on-one para to provide coverage is an impact to that child's education. Regarding transportation, Dr. Morse reported that Lisa Huppe and all the drivers are doing a fantastic job. The district is nine bus drivers short, but they have three new drivers in training which he credited to the school Board's support and approval of an increase in the bus driver pay. Dr. Morse shared Lisa's transportation report which states the buses are 29-69% occupied, carrying over 1300 students, which is at the low end of normal. He said no bus is overcapacity and the issue is with delivery times since the afternoon routes are taking longer than the morning routes. Dr. Morse gave a shout out to the drivers and the 417 other staff working for the district.

October 1 Enrollment

Dr. Morse opened his enrollment report noting that home-schooling numbers are down, which is good news. He stated the high school opened with higher numbers than expected with a higher number of move-ins than they typically see. Dr. Morse stated elementary numbers are good though the pressure points are in the third and fourth grades.

Denise Day noted the 4th grade numbers are down, which is unusual. She wondered if students who went to private schools will return, and the numbers will bump back up with the opening of the new middle school.

Dr. Morse replied that they typically see growth in the middle school rather than the high school and believes students may come back.

Town Report Update

Dr. Morse reported that his fall tours went very well. He shared with each town all that was going on in the schools and he did not talk about money. He felt this resulted in better conversations and questions from residents. Dr. Morse stated he had a positive reception in all three towns.

Availability of New Gym

Dr. Morse explained to the board that the insurance company requires a certification of occupancy to be posted in the new gym prior to using it. He stated the high school gym will continue to be used for the remainder of the year and through January 2022. He stated the unified arts program continues to be affected by Covid as cafeterias are used as gyms in the elementary schools and available gym use indoors is impacted in all the schools, especially the middle school. He showed appreciation for the incredible positivity shown in the Physical Education Staff as they continue to overcome such obstacles.

Dan Klein asked if they would have the certification of occupancy by move-in or even sooner.

Dr. Morse replied they would have to live with the contractor's scheduled timeframe until they hear otherwise. He stated the building is 78% complete and they are on schedule to transition to the new building in February.

Michael Williams felt knowing the date for the certification of occupancy was important.

Dr. Morse said he'd have the date at the next meeting.

Yusi Turell asked if the school Board committee would be re-meeting about Tom's questions pertaining to the K-4 World Language program.

Dr. Morse replied that all his time has been taken up with negotiations and Suzanne will soon be addressing the World Language questions. He assured the Board he hasn't ignored Tom's questions.

Student Representative's Report – Moved from section D.

Olivia Gass shared with the Board that she has heard positive responses from the students, and they feel like they've learned a lot more already. She stated the adjustment to being back in person has been good, but slightly challenging getting used to the schedule and workload. Olivia stated the students were very excited about the spirit week and the pep rally. The school government was worried students would leave after classes, but the

pep rally was well attended. Olivia stated the Fall Festival was very well attended despite being put together in just two weeks. She said it was good to socialize and see a lot of different kids at it. Olivia reported that the Hypnotist, Mr. Bobcat and dress up days went over very well during spirit week. She felt it was good to see classes work together to decorate their section of the bleachers on the morning of the pep rally. Olivia stated that clubs are rolling, sports are doing very well, and the Alumni Banquet was nicely done.

Michael asked about the dress code committee's work.

Olivia stated she is not 100% sure of the dress code committee's work because she is not on the committee, but she would be interested to find out.

C. Business Administrator:

Barrington Tuition Agreement for FY23

Sue Caswell spoke about the Barrington Tuition rate for the 2022-2023 school year explaining how the new rate is determined. She stated the percentage change is 3.02% resulting in a \$18,883 tuition rate for Barrington students for the 2022-2023 school year.

Michael asked if there were any questions and there were none.

Al Howland made a motion to approve the Barrington Tuition Agreement for FY23 at \$18,883, 2nd by Brian Cisneros. Motion passed, 7-0 with the student representative voting in the affirmative.

Budget Memo

Sue Caswell spoke about what the increases might be for the FY2023. She stated one correction, health has gone down from 10% to 4.5%.

Michael stopped the budget report to apologize to Dave Gibson and ask if he had any comments about the Barrington Tuition Agreement. Dave had no comment.

Dr. Morse stated the memorandum was created before meeting with the building administrators, so the list continues to grow.

Yusi Turell asked which items are discretionary in the budget and which are locked in.

Dr. Morse responded the first three items are non-negotiable and the rest are discretionary.

Finance Committee Report – Moved from section E.

Budget Setting Target for FY23

Al Howland helped to explain the budget using a master color-coded sheet provided by Sue Caswell. He stated the blue area is showing that the majority of what we have in our budget is expenses and we don't get the off-setting revenue until later. He stated the committee is recommending using last year's framework and the approved 2021-2022 budget as a baseline for the 2022-2023 budget goal. He explained the green area shows the revenues in tuition, food service, grants, and Medicaid. Dan explained the drivers of the budget account for 4.8% in spending. These drivers include the Guild Contract (the hiring of two Mandarin teachers & a Kindergarten teacher in the current staff), Other Contracts, Health Insurance, the Capital Facilities Account (moving boilers, a new middle school playground, tennis courts, design & engineering of a new SAU, and air conditioners in the tower of the high school, a new retaining wall at Moharimet, renovations at the art room at the high school), Personnel (new custodians at the middle school, a DEI coordinator, three tutors and a math coordinator). He explained the School Board budget goal will include three spending increase options from the approved 2021-2022 budget, which includes a 3.1%, 3.6% and 4.1% increase. Al stated that to cover the non-negotiable expenses you would need a 3.1% increase and that doesn't allow for any additions to the budget while going up to a 4.1% increase will allow for additions.

Denise Day and Dr. Morse had a brief discussion about moving the new SAU building up a year on the timeline. Dr. Morse explained the age and adequacy of the building warranted new construction and the addition of a new generator was critical to carrying out office payroll in the case of a blackout.

Michael Williams pointed out that the new tennis court cost was higher than expected, the new boilers in the middle school are more efficient and will be transferred to the high school, and the SAU generator will continue to be used in the new SAU.

Denise Day appreciated receiving the bond payment information and stated she's not convinced that the district won't need to add new staff and personnel.

Thomas Newkirk clarified the facilities amount for the budget drivers with Al Howland.

Al said his goal was to give them everything they need to no right now. He said Sue will get adequacy aid information for them and they would have another day to meet in terms of priorities and spending.

Michael Williams stated even if they do a 3.1-4.1% increase it's still not enough to do everything on the list. He stated that even setting a goal at 4% would result in making hard decisions about the budget, including cuts.

Al Howland stated this was the 10th time he's done a budget process and felt this one really makes sense, there's plenty of time and no surprises.

Thomas Newkirk made a motion to discuss a School Board budget goal with a range of 3.1-4.1% spending increase from the 21-22 budget, 2nd by Dan Klein. Motion passed 7-0 with the student representative voting in the affirmative.

D. Student Representative Report – Moved to follow Superintendent's Report

E. Finance Committee Report – Moved to follow Business Administrator

VII. UNANIMOUS CONSENT AGENDA

Michael Williams moved to appoint Catherine Plourde as the FY22 Affirmative Action Officer for the 2021 school year, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

Brian Cisneros moved to approve Kirsten Lang as ORHS Fall Lacrosse Coach for the 2021 school year, 2nd by Dan Klein. Motion passed 7-0 with the student representative voting in the affirmative.

Dan Klein stated the nomination received in the packet was for a fall coach and that the correct season for lacrosse is spring. He asked to amend the motion to approve a spring coach.

Dan Klein moved to approve Kirsten Lang as ORHS Spring Lacrosse Coach for the 2021 school year, 2nd by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

Creation of The Bamford Scholarship for ORHS

Suzanne Filippone spoke about the Bamford High School Scholarship that will honor Coach Bamford's work in the school district. She cited his work with golf, basketball, variety of different teams, as well as his work with non-profits and fund-raising efforts for a press box.

Denise Day asked what the amount of the scholarship will be.

Michael Williams read the qualifications for the scholarship: the student is a member of a Varsity sports team, has a minimum 3.0 GPA and has a record of outstanding community service.

Rebecca Noe stated they are actively receiving donation checks, so the full amount of the scholarship is not known yet.

Michael asked if it was being organized by the alumni association.

Suzanne clarified that the scholarship is being organized by alumni individuals and not the alumni association at large.

Michael clarified it would be a high school scholarship.

Michael Williams read the scholarship acceptance statement to the School Board.

Denise Day moved to approve the creation of The Bamford Scholarship for ORHS, 2nd by Brian Cisneros. Motion passed 7-0 with the student representative voting in the affirmative.

Yusi Turell thanked the alumni for their generosity to The Bamford Scholarship and all the supporters of the scholarship.

Substitute Pay

Dr. Morse informed the Board the substitute pay is no longer competitive and asked for the negotiating team to report back to the next meeting with a recommendation for the daily substitute pay rate.

Tom Newkirk asked if the decision would take place next year?

Dr. Morse told the Board the decision would take place this year and the rate change would be reflected in the 2021-2022 budget.

Denise Day moved for the negotiating team to meet to make a recommendation for the substitute pay rate, 2nd by Yusi Turell. Motion passed 7-0 with the student representative voting in the affirmative.

Manifest Review

Michael asked Dan Klein to serve with Denise Day on the Manifest Committee since there were no other volunteers. Dan agreed to serve on Manifest Review.

Michael Williams moved to appoint Dan Klein and Denise Day to Manifest Review for the next 6 months, 2nd by Tom Newkirk.

Michael thanked Tom for his service for the past 6 months.

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

360 Process for Superintendent Evaluation

Michael Williams stated he is not ready for a Board review of the 360° process for the Superintendent Evaluation. He updated the board on his work thus far, noting the need to divide the questions and survey population into subgroups. Michael will meet with Josh Olstad to establish feedback that is both electronic and unanimous. He explained that if the school Board or superintendent needed to know a participant's name, the information could be pulled out and provided.

Dr. Morse explained that the evaluation questions didn't match each subgroup, so they are also working on refining the questions.

Tom Newkirk raised questions about the narrative based comments. He wondered which comments would be quoted and if a summary of the comments would be provided.

Michael stated he doesn't want to filter the comments and that for each question all the participant's answers would be provided.

Yusi Turell asked if the questions will be developmental and looking forward in the superintendent's work.

Michael responded that the questions are primarily evaluative, but not exclusively. He explained that the 360° Evaluation of the Superintendent is not designed to replace the board's conversations and work they already do to evaluate the superintendent. He stated the evaluation should validate or not validate their perception, as well as provide a vehicle for growth. Michael told the Board they will meet in January to discuss their perception of the superintendent and after they will look at the results of the 360° Evaluation Process of the Superintendent.

List of Policies for First Read: BEDH & R & R1

Denise Day stated the following corrections:

Under R, Statement #1 put the part in parentheses at the end of the sentence and get rid of the word including.

Typo in the 5th paragraph from the bottom, though not thought.

Michael Williams stated the following correction:

Remove the last column in the sign-in form. Michael stated for legal purposes he'd like to steer away from anything that would suggest bias of the speaker.

Yusi asked if there was a benefit to know what speakers were going to say if they can't get to everyone in the time provided.

Dr. Morse stated they can submit the comment and noted there is a second public session at the end meeting.

Yusi Turell stated the following correction:

In bullet #6 change speakers to individuals since speakers implies only those at the podium.

Denise Day made a motion to approve BEDH & R & R1, Public Comments at School Board Meetings for first read with correction, 2nd by Tom Newkirk.

Michael Williams asked Dave Gibson if he had any comment or insight. Dave stated they were going down the right track.

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

Denise Day made a motion to approve EBB – School Safety and GADA – Employment References and Verification (Prohibiting Aiding and Abetting of Sexual Abuse) for first read 2nd by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.

Michael asked if these policies are required.

Denise Day responded the policies are given to the Board by the state and they are required.

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

IX. SCHOOL BOARD COMMITTEE UPDATES

The Manifest Committee met and completed the following manifests.

Payroll Manifest #6 Total is \$1,406,448.40

Payroll Manifest #7 Total is \$1,017,003.10

Vendor Manifest #7 Total is \$1,474,300.97

Vendor Manifest #8 Total is \$1,909,819.70

Dr. Morse spoke about Keene's proposed resolution that was submitted to the New Hampshire School Boards Association for October 2021 review. He felt the Board would want to support Keene's proposal which supports diversity, equity, and inclusion and opposes any actions which limit free exchange of ideas.

Yusi Turell asked what it means to officially support a school Board's proposed resolution.

Dr. Morse replied that the Keene School Board can inform the public that the Oyster River School Board supports them, and this can help build momentum for their proposal.

The board had a brief discussion over other proposals in the Proposed Resolutions for October 2021 packet.

Al Howland made a motion to support Resolution #10 submitted by the Keene School Board, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

Al Howland spoke about the negotiation teams' various meetings stating it's been a very cordial and a good process.

Brian Cisneros announced on October 29th at 3:15 there will be another tour in the new middle school. He stated construction is moving fast and he urged people in the public to visit.

Dr. Morse extended the invitation to tour the new middle school to Dave Gibson and the members of the Barrington school board.

Denise Day stated the Policy Committee will be meeting next week.

X. PUBLIC COMMENTS:

There were no public comments.

Michael Williams stated there will be presentation on the Sustainability Report at the October 20th meeting.

XI. CLOSING ACTIONS

- A. Future Meeting Dates:**
- October 20, 2021 Regular Meeting – ORHS Library
 - October 28, 2021 ½ Day Budget Workshop – Durham TC Chambers
 - November 3, 2021 Regular Meeting – ORHS Library

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

NON-MEETING SESSION: RSA 91-A2 I {a}

- Strategies or negotiations with respect to collective bargaining

XIII. ADJOURNMENT:

Brian Cisneros moved to adjourn the regular meeting at 9:07pm, 2nd by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.

Respectfully Submitted,
Karyn Laird
Records Keeper

ORCSD 2021-22 WINTER ATHLETICS PROTOCOLS



Prepared by:
Andy Lathrop, Director of Athletics

General Safety Protocol for all Sports:

While there is no guarantee that playing sports under these conditions eliminates any possibility of exposure to Covid-19, these precautions are in place to limit the risk.

1. Athletes parents will be required to sign the ORCSD Covid-19 waiver form.
2. Spectator protocol will be specific to the venue or arena.
3. All Oyster River athletes will follow ORCSD guidelines at home and away events.
4. Social distancing of at least 3 feet should be maintained when on sidelines.
5. Clean and disinfect frequently touched surfaces and exercise equipment including balls.
6. **If indoors masks are required at all times if you are not actively engaged in the activity.**
7. **If a school district is experiencing a cluster or outbreak, every effort will be made to reschedule the game or event.**
8. Thoroughly wash your hands with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer that contains at least 60% alcohol.
9. Athletes will provide their own water/water bottles and will not share.
10. Cover mouth and nose when coughing or sneezing.
11. Stay at home if you are sick.
12. Concessions for spectators will be only pre-packaged food and drinks.
13. Coaches will be required to take the NFHS Covid-19 for Coaches and Administrators online course.
14. Locker rooms will be used in shifts to ensure social distance at any given time. Coaches will monitor this. 10 players at a time in each room.
15. Hand sanitizer will be provided at all contests.

Sport Specific Protocol:

Alpine Skiing:

1. The nature of alpine skiing is conducive to social distancing.
2. **Mask do not have to be worn outside if socially distant. Masks will be worn in the lodge area or any indoor venue.**
3. Skiers will not share equipment at any time.
4. Bibs will be washed after each use.
5. Fans- See spectator protocol at the end of this document.

Swimming:

1. Locker room use is discouraged but will be available. Maximum of 10 swimmers in each locker room at one time maintaining 3 feet distance and masked at all times.
2. There will be a block lane setup at the pool. No more than 8 swimmers per block, all of which must stop and start maintaining a 6-foot distance; No more than 6 swimmers in the dive well.
3. Only coaches will be allowed on deck, and only swimmers will be allowed in the water. Spectators will be masked at all times and will be admitted to attend meets per the venues policies.
4. **Masks must be worn until swimmers are ready to jump into the pool. Coaches must be masked on the pool deck at all times.**
5. Fans- See spectator protocol at the end of this document.

Indoor Track

1. Will utilize outdoor track as much as weather permits.
2. Gymnasium workouts will be done in small groups to ensure social distancing.
3. **Masks will be required when not actively engaged in activity.**
4. Fitness room may be used with all doors opened and no more than 10 people in there at a time.
5. Fans- See spectator protocol at the end of this document.

Wrestling

1. 2-3 individual athletes.
2. ORCSD Athletes will follow NHIAA and sponsoring school protocol.
3. **Masks will be worn when not actively wrestling.**
4. Fans- See spectator protocol at the end of this document.

Basketball:

1. **Athletes playing basketball will be allowed to play without a mask. We ask that you wear a mask if you are unvaccinated. Masks will be worn on the sidelines when not actively playing by all players and coaches.**
2. Sideline chairs will be 3 feet apart to promote social distancing.
3. Coaches will clean equipment daily after use.
4. Fans- See spectator protocol at the end of this document.

Ice Hockey:

1. **Athletes playing ice hockey will not be required to wear a mask when playing.**
2. **Face coverings will be worn by ORCSD players and coaches inside the arena at all times, unless they are on the bench or ice surface. This includes in between periods and in the locker rooms.**

3. Athletes will not share any equipment.
4. Fans- Spectator protocol will be specific to the Arena. Masks are required at all times at the Whittemore Center per UNH policy.

Spectators and Facility Specific Protocol:

Spectators Outside:

1. Masks are not required, but we ask that you continue to use social distancing. Spectators are asked to maintain at least 3 feet of social distance.
2. Spectators are required to follow venue or arena rules.

Spectators Inside:

1. All spectators will need to wear a mask regardless of vaccination status. We ask that you maintain 3 feet of social distance between you and people that are not members of your household.
2. **The Athletic Director, at his discretion, may require tickets for certain rivalry games or playoff contests to maintain a safe number of spectators in the gym at one time. This will be communicated to coaches, players and families of both teams in advance for proper planning.**
3. **This spectator limitation would keep numbers in the bleachers between 150-170 people, which would allow people not in the same household to safely socially distance.**
4. **Spectators going to pools, indoor tracks or ice arenas for games, practices and meets will be required to follow the specific guidelines required by the venue.**

Locker Rooms:

1. Locker rooms will be open for use with no more than 10 people at a time.
2. Coaches will monitor use.
3. Athletes will not leave gear in the room overnight.

Buses:

1. **On occasions when buses are available to transport teams to away games, all drivers, players and coaches must be masked (vaccinated or unvaccinated) per Federal regulations.**
2. Driving permission forms will be distributed and will be required to complete. Parents will have the option to drive the athlete themselves to games, let their athlete drive themselves or ride with a peer or peer's family. These will be options when bus transportation is not available.



OYSTER RIVER
COOPERATIVE
SCHOOL DISTRICT

Sustainability Management Plan

August 2021

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EXECUTIVE SUMMARY

Our climate is changing

2020 was the hottest year on record and had the most severe climate catastrophes in the last 100 years.¹ Carbon emissions are drastically increasing, pushing our globe to the brink.² In New Hampshire specifically, warmer winters and increasing in annual temperature is following periods of prolonged droughts and increase severe weather events³. In addition, rising sea levels are eroding wetlands and damaging infrastructure.⁴ It is time to take action, and Oyster River Cooperative School District (ORCSD) is stepping up to the challenge.

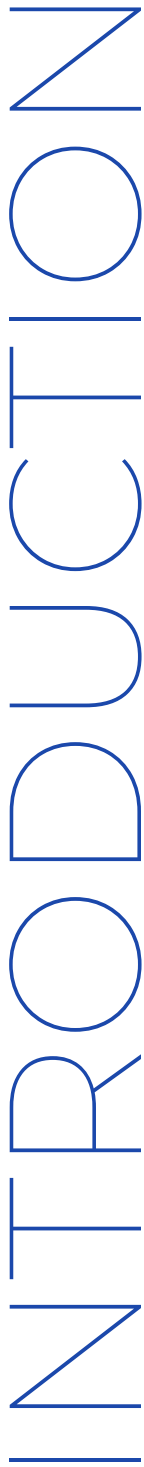
In this sustainability management plan, ORCSD is committed to drastically cutting down on its carbon emissions, educating its students and school community about how to make sustainable choices, and paving the way for a more sustainable future. In this report, ORCSD has 7 focus areas in which they have set goals and strategies to tackle the most pressing sustainability issues. These focus areas include energy, waste, construction and land use, health and wellness, transportation, DEI (diversity, equity, and inclusion), and social justice curriculum. This plan outlines the goals in these focus areas for the next 5-10 years and explains strategies the school district will take to reach the stated goals.

In the last several years, the ORCSD called out the need for a sustainability management plan within their districts strategic plan. This document celebrates past sustainability accomplishments, highlights current initiatives within the school, and creates a roadmap of where we still need to go. Grounded in the United Nations Sustainable Development Goals as well as the ORCSD Sustainability Policy and Strategic Plan, this management plan is answering the call to save our planet and be more sustainable. Most importantly, the plan will be utilized as a learning tool and spells out strategies to prepare students to be more empathetic, well-informed, and prepared for an uncertain climate future.

Footnotes:

1 and 2: <https://www.nasa.gov/press-release/2020-tied-for-warmest-year-on-record-nasa-analysis-shows>

3 and 4: <https://19january2017snapshot.epa.gov/sites/production/files/2016-09/documents/climate-change-nh.pdf>



About the Oyster River Cooperative School District

The Oyster River Cooperative School District (ORCSD) is comprised of four schools in the towns of Lee, Durham, and Madbury in New Hampshire. ORCSD was founded in 1954 and is one of the oldest cooperative school districts in the state. The school has grown to serve over 2,000 students and employs over 400 individuals. Within ORCSD, there are two elementary schools (grades K-4), one middle school (grades 5-8), and one high school (grades 9-12).

In 2013, taxpayers from the three towns voted to approve a sustainability coordinator to draft new sustainability policies and procedures. Over the past 9 years, ORCSD has made significant progress in creating a more sustainable school district. In the most recent district wide strategic plan, the need for a sustainability management plan was addressed.

Within the past several years, ORCSD has made several strides in preparation for a sustainability management plan. This includes composting on their campuses, conducting a greenhouse gas inventory, and several energy efficiency projects. Most recently, ORCSD wanted to set more strategic sustainability goals and create strategies to hit certain sustainability targets. The following sustainability management plan was carefully constructed to propel ORCSD in a more sustainable and resilient direction.



LETTER FROM THE SUPERINTENDENT

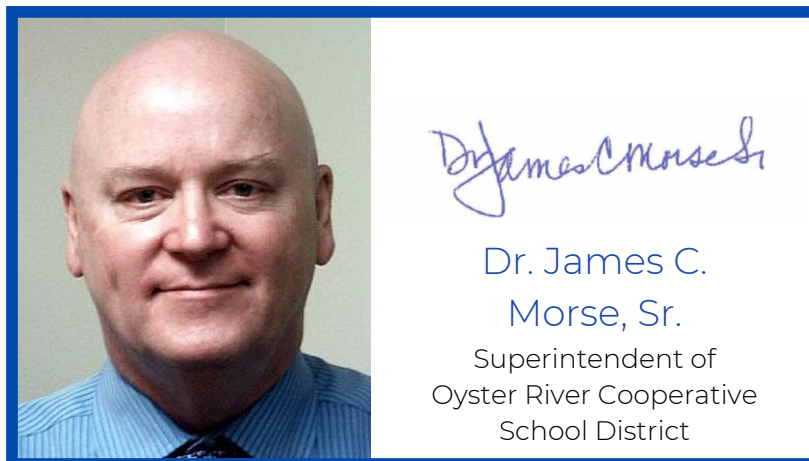
Dear ORCSD Community,

Nine years ago, Oyster River adopted a policy on Sustainability. The policy was a result of concerted community efforts supporting sustainability. We recognized that the school district had a role to play. Since then we have actively engaged our students in sustainability efforts from school gardens, to waste awareness, to an ongoing student committee at our high school. Our faculty and staff have been terrific stewards of this effort.

Operationally, every decision made has been made through the lens of sustainability. We have completed several lighting retrofits, made conscious efforts to reduce water waste, bought highly energy-efficient copiers, and cut down on copier use. We also installed new highly efficient furnaces and ensured they run at maximum efficiency.

The culminating effort is now being built, a new middle school to be net-zero. To that end, the building will have geothermal heating and cooling, solar panels, LED lighting, all in a super-insulated building. The new middle school will be the first public school of its size to achieve net-zero.

The ORCSD is committed to our efforts on sustainability now and into the future.

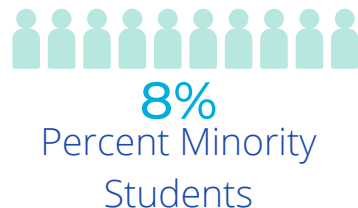
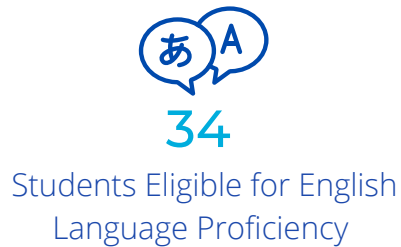
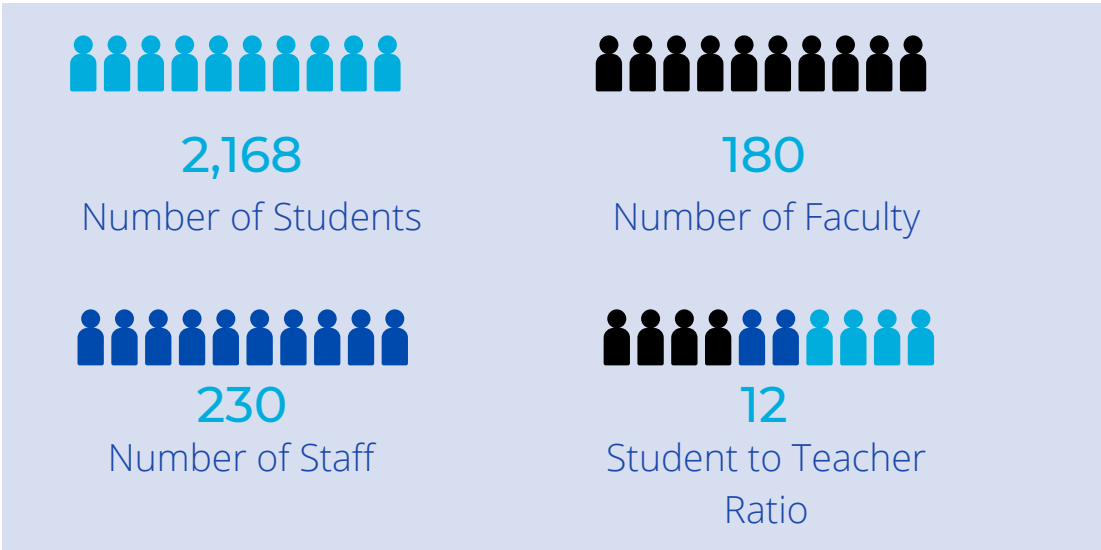


ORCSD Mission Statement

"Working Together to Engage Every Learner"

ORCSD Vision Statement

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.



In 2011, the Sustainability Committee, comprised of students, faculty, staff, and other community members voted on the approval of the following vision and value statements. 10 years later, these value and vision statements are still the guiding principles for the sustainability work that has been completed over the past 10 years.

Sustainability Vision Statement

The Oyster River Cooperative School is committed to integrating sustainable practices. This will be demonstrated by our leadership and resolve to educate the ORCSD community to advocate for sustainable living.

Sustainability Value Statements

1. The Oyster River Sustainability Committee serves as a community change agent, dedicated to planning long-term sustainability initiatives that engage members of the Oyster River Cooperative School District Community and the towns of Durham, Lee and Madbury.
2. We are committed to establishing and nurturing resilience (the capacity to adapt and grow when faced with turbulent changes) within our communities. Resilience and short-term efficiency are often at odds. Sustainability requires that resilience prevail.
3. We are committed to promoting cooperation and acknowledging interdependency as we proactively address issues in our ecological, economic, and social systems.
4. We are committed to appreciating and preserving the natural beauty of our local and global communities.
5. We are committed to achieving both quantitative and qualitative measurable sustainability outcomes, leading to recommendations in serving a diverse audience through careful listening, critical thinking, and community-based engagement.
6. We are committed to educating ORCSD students and the greater ORCSD community about sustainability, using knowledge in making conscious choices and providing creative solutions in support of a healthy and vibrant life for present and future generations.
7. We are committed to having fun, working hard, and celebrating our shared love of New Hampshire's mountains, forests, farmlands, pastures, rivers, streams, wetlands and open spaces that contribute to inspiring our work and quality of life.
8. We are committed to the task of achieving goals in the areas of local food, school gardening, food preparation and nutrition, energy usage in facilities and transportation, and educational outreach, and to the integration of all of these within school curricula.

SUSTAINABILITY HIGHLIGHTS AND EXISTING EFFORTS

For the past several years, ORCSD has been incorporating sustainable practices into the district. Here are several highlights of projects the district has achieved:

Project	Impact
Curriculum gardens (2012)	<ul style="list-style-type: none"> • Curriculum gardens began as a teaching resource for students to learn about food systems. • Each school has at least one curriculum garden. • This program once included a community intern to monitor the gardens during summer.
Integration of local foods in school lunches (2012)	<ul style="list-style-type: none"> • Starting in 2012, ORCSD began purchasing local foods from farms around New Hampshire. • ORCSD partnered with other districts within the region to start a local group purchasing program. • In 2021, ORCSD will begin purchasing local food through a CSA program.
Composting in Cafeterias (2012)	<ul style="list-style-type: none"> • Composting within the cafeterias started in 2012 and became a district wide practice by 2014. • Currently, the high school composts outside of the dining hall. ORCSD is looking to expand this to all schools within the next several years.
Solar Array on Service Building (2017)	<ul style="list-style-type: none"> • In 2017, ORCSD installed a 22 kw solar system on the roof of their service building. • Each year, the system will generate roughly 27,750 kilowatt-hours (kWhs) of electricity, offsetting the equivalent of driving over 50,610 miles in a gas-powered car.



Solar array on service building that was completed in 2017

SUSTAINABILITY HIGHLIGHTS AND EXISTING EFFORTS

Project	Impact
---------	--------

Building Energy Upgrades (2017)

- ORCSD signed a performance contract to update all lights with LEDs, install motion sensors, and complete other energy efficiency projects.
- This project significantly reduced the amount of energy the district consumed and aided in limiting GHG emissions.

Recycling (Prior to 2010)

- For at least the past two decades, ORCSD has been recycling in all their facilities.
- All offices have separate bins to encourage recycling within the district.
- The school recently installed water hydration systems at all drinking fountains to discourage the use of plastic bottles.

Net Zero Middle School (2022)

- The new middle school is completely carbon neutral and is the first net zero school in New Hampshire. Net zero means that it will offset emissions produced.
- Amongst many of its sustainable features, there will be solar panels on the roof as well as a solar canopy above the parking lot.

Proposed New
Oyster River Middle School



The proposed new middle school that will be completed by February of 2022.

BAUEN CORPORATION LAVALLEE BRENSINGER ARCHITECTS

HOW THE SUSTAINABILITY PLAN WAS CREATED



University of
New Hampshire

UNH Summer Fellowship

In the summer of 2021, ORCSD partnered with the University of New Hampshire Sustainability Institute to hire a graduate fellow to complete a sustainability management plan. Meg Maloney, the fellow who drafted this plan, had completed a previous sustainability plan for a City of 141,000 residents. Meg spent 10 weeks meeting with stakeholders and collaborating with districts across the county to create this management plan.



National Stakeholder Collaboration

In the first 3 weeks of the fellowship, all school districts sustainability plans across the US were collected and analyzed. ORCSD ranked their favorite management plans in which Meg conducted interviews with those districts (over 5+ districts) to help understand lesson learned and how to move this plan forward. Meg also collaborated with nationally recognized consultants, attended a green schools conference, and met with several other non-profits.



Local Stakeholder Collaboration

After the national stakeholder collaboration, Meg met with a group of local stakeholders comprised of community members, teachers, parents, UNH Faculty, non-profits, a School Board Member, District Administration, and the Sustainability Coordinator to create the draft sustainability management plan.



Synthesizing Information to Establish ORCSD's Sustainability Framework, Goals, and Objectives.

Finally, Meg synthesized all her conversations to distill the sustainability management plan below. Through her conversations, she created ORCSD's sustainability framework and drafted objectives, goals, and strategies based on the previous conversations. Moreover, Meg continuously met with local stakeholders throughout the process to ensure that all goals aligned with the wants and needs of the ORCSD community.

HOW TO READ THE MANAGEMENT PLAN

The Oyster River Cooperative School District designed this Sustainability Management Plan with the intent of setting strategic objectives, goals, and strategies to make the district more sustainable. The goal of this plan is to be easily digestible, utilized as a learning resource, and updated over time. This management plan is striving to achieve the outlined goals within the next 5-10 years, with some goals continuing past that time frame. Below is the general structure of objectives, goals, and strategies within each focus area.

TENETS AND SDG'S

At the top of each page, there will be the picture of each Sustainable Development Goal (SDG) that the goals of each focus area are addressing. In addition to the SDG's, the ORCSD Strategic Plan and Sustainability Tenet symbol is listed to serve as a reminder about how each focus area relates back to the strategic plan and sustainability policy. More about the sustainability framework is on the next page.

OBJECTIVE

Within each focus area, there will be an overall objective that is guiding each goal and subsequent strategies. These objectives will be static and continually a target for the district to achieve.



Goal

Each goal is a designated action area that ORCSD will strive to achieve by utilizing the strategies that are listed below.



Strategies

Following each goal, there will be several recommended strategies on how to address the goal listed above. These strategies are essentially the "work plan" for school district to accomplish.



ORCSD STRATEGIC PLAN: SUSTAINABILITY AT THE CORE OF THE DISTRICT

The ORCSD Strategic Plan is designed to be a roadmap of where the district is now and where it wants to go within the next 5 years. The strategic plan focuses on student growth, operational efficiencies, resources necessary, and a budget that supports the School Board adopted goals.

Each year, the staff will report progress to collect evidence that goals are accomplished. New goals will replace the old goals, creating a cycle of continuous improvement.

The Strategic Plan is divided into various goals- one of which specifically calls out the growth of sustainability within the district. The following goals are to be achieved within the next 5 years.

Sustainability Education

By June of 2024: K-12 curriculum will embed sustainability concepts and content to promote an understanding of our world's limited resources and promote sustainable practices as well as prepare students for college and careers.

Sustainability Operations

By 2024, ORCSD will continue to embrace sustainable practices in all decisions made to operate the school and district.

Born out of the ORCSD Strategic Plan was the need for an overall district policy and sustainability management plan to address sustainability. The goal of the sustainability policy was to guide the management plan to achieve goals that were set within the district Strategic Plan.

In the following pages, the overall sustainability framework is explained incorporating the strategic plan, sustainability policy, and Sustainable Development Goals.

FRAMEWORK



ORCSD SUSTAINABILITY POLICY TENETS

In 2013, the ORCSD passed its first Sustainability Policy. The policy was updated in 2021 and has 5 major core tenets that are driving the growth of sustainability within the district. Each of the focus areas - energy, waste, construction & land use, health and wellness, transportation, DEI, and curriculum are grounded within all the following tenets:

FRAMEWORK



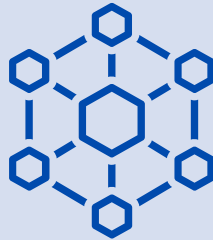
Renewability

Renewability is focused on promoting renewable energy as well as ensuring that all commitments will continue into the future. ORCSD is committed to ensuring systems within their schools do not deplete resources and lead to a more sustainable future.



Substitution

Substitution highlights the need to replace current practices with more sustainable alternatives. Throughout each goal, substitution highlights the importance of replacing current unsustainable practices with more sustainable methods.



Interdependence

Every organism on this planet is intimately dependent on one another. This tenet highlights the importance of thinking more holistically to ensure that each goal and objective takes into consideration the impact on our local and global community.



Adaptability

A large part of creating a sustainability management plan is ensuring that the community is adaptable and resilient. This tenet ensures that the plan will continually adapt to the ORCSD community and changing global climate.



Institutional Commitments

The ORCSD Sustainability Management is an institutional commitment built on many smaller commitments within each focus area.



FRAMEWORK

The Sustainable Development Goals (SDGs), also known as Global Goals, were developed by the United Nations and are a set of 17 integrated and interrelated goals to end poverty, protect the planet and ensure that humanity enjoys peace and prosperity by 2030.

Throughout this Sustainable Management Plan, ORCSD will be grounding its objectives and goals with the Sustainable Development Goals to help align local goals to a global initiative.

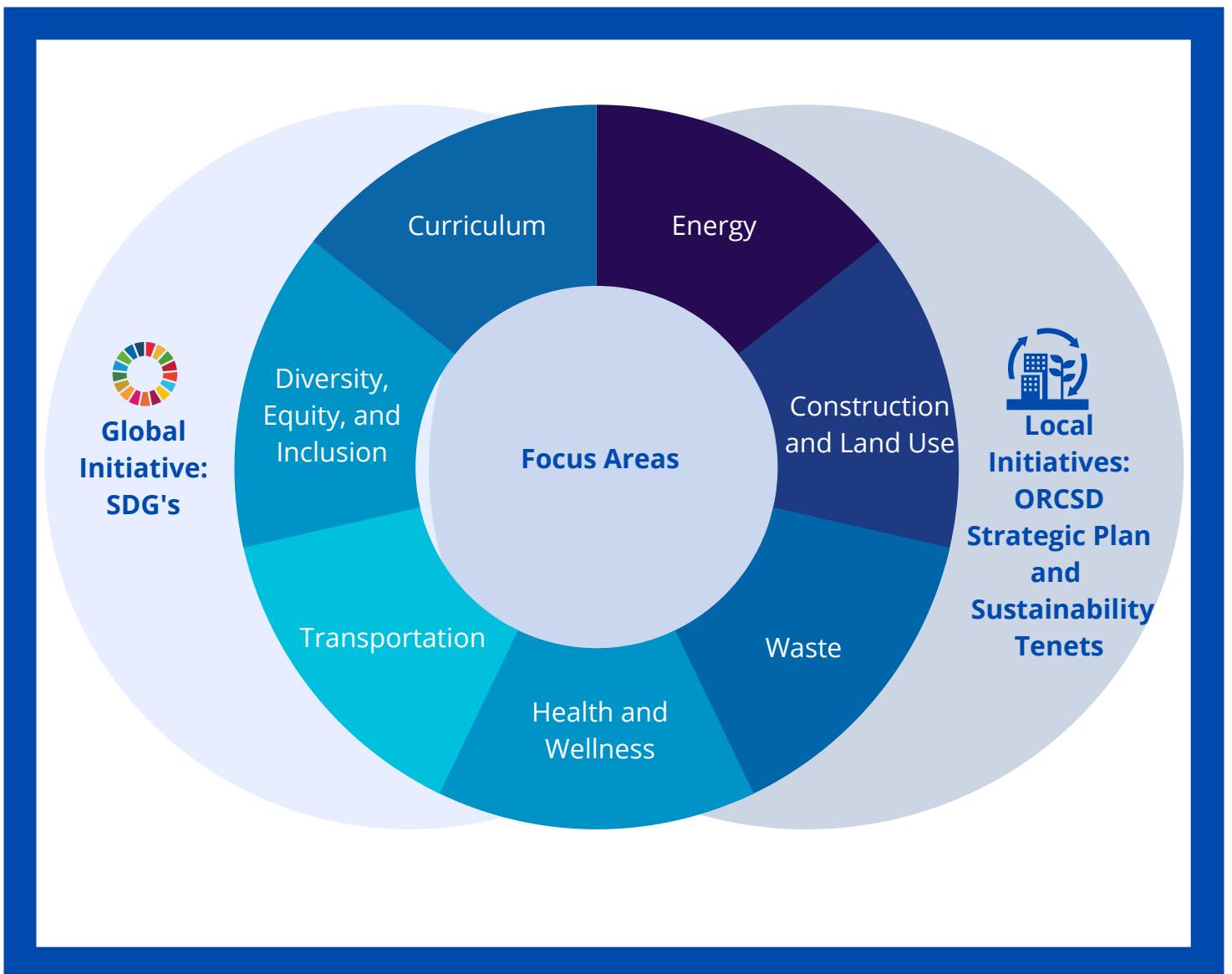
This framework will guide objectives and goals and can be utilized as a learning tool for sustainability curriculum. The SDGs will complement the overall significance of this work within the district and educate students about how to live a more sustainable life that promotes the peace and prosperity of others and this planet.

SUSTAINABLE DEVELOPMENT GOALS



FOCUS AREAS

The Sustainability Management Plan is organized by focus areas. Focus areas were identified by engaging with stakeholders and prioritizing the most important areas to work on to achieve sustainability within the district. These focus areas were also chosen to align with other strategic initiatives within the district. Each focus area aligns with multiple SDG's and all the ORCSD Strategy and Sustainability Tenets which are listed in each section.





FOCUS AREA 1

Energy

ORCSD Energy History

Since 2010, ORCSD has been lowering greenhouse gas emissions and create a more sustainable school district. ORCSD has utilized several mechanisms to improve energy usage and lower greenhouse gas emissions by completing energy efficiency improvements, installing solar panels on the roof of their service center, and conducting energy audits.

In 2012, ORCSD completed its first carbon footprint assessment to understand its baseline energy usage. In 2020, ORCSD completed its first comprehensive greenhouse gas inventory to understand more specifically where the largest sector of emissions was coming from.

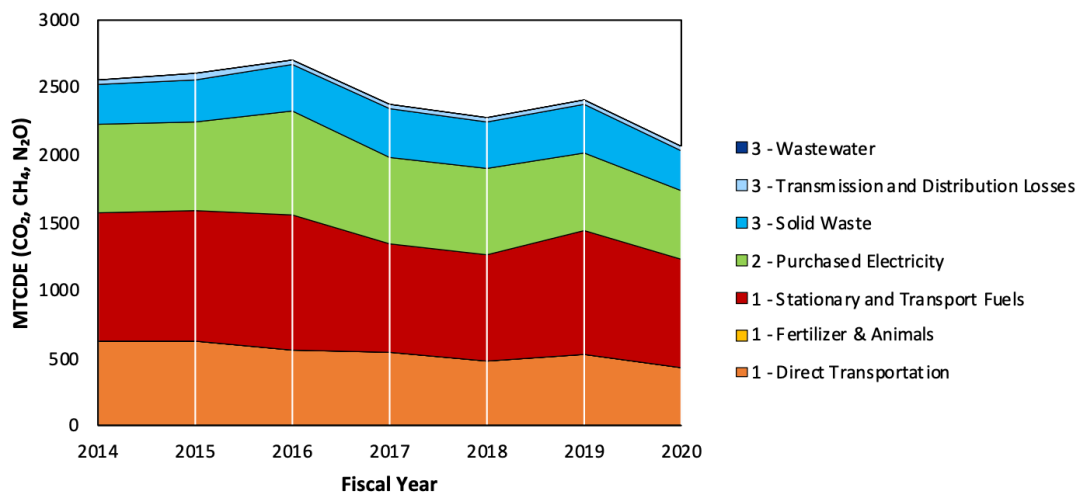


Figure Above: Greenhouse gas emissions from 2014-2020. Emissions were broken up by source and scope (1,2 and 3).

While significant changes have been made, ORCSD wants to set strategic targets in terms of limiting greenhouse gas emissions and improving overall energy usage. ORCSD felt the need to create a strategy to more specifically target limiting energy usage and greenhouse gas emissions. Using the previous greenhouse gas inventory and comparing emission and usage to other similar buildings within the region, ORCSD has set the following goals and strategies to limit energy usage.

Benefits and Key Performance Metrics

The strategies listed in this focus area will help save ORCSD money on energy costs each year, improve air quality, and conserve water. To ensure progress in being made for each of the following goals listed below, the ORCSD Facilities Manager will make an annual report. The metrics will measure energy usage and carbon emission using the reporting tools EPA Energy Portfolio Manager and SIMAP (Sustainability Indicator Management and Analysis Platform).



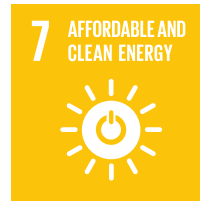
OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS

GOAL 1 . Lower electric usage based on the following building targets: For Moharimet Elementary school, lower source energy consumption by 1 kBtu/ft² for the next 5 years and GHG emissions by 1 Metric Ton CO₂e for 5 years. For Mast Way, lower source energy by 2-5 kBtu/ft² for the next 10 years, and total GHG by 2-5 Metric Ton CO₂e.

Strategies:

- 1.1. Once the middle school and high school renovations are complete, set a yearly energy target based on energy portfolio manager goals.
- 1.3. Conduct an ASHRAE level II audit which includes evaluating plug load, lighting, water, and building envelope. Explore a performance contract in order to fund upgrades recommended in the audit.
- 1.4. In tandem with the energy audits, create an energy reduction plan.
- 1.5. After evaluating plug loads, encourage areas with high plug loads to reduce load by unplugging devices that are not used frequently or are constantly running when they are not needed. This includes working with IT to create a program to shut down technology that is not being used.



OBJECTIVE: **LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS**

GOAL 1 : Lower electric usage based on the following building targets: For Moharimet Elementary school, lower source energy consumption by 1 kBtu/ft² for the next 5 years and GHG emissions by 1 Metric Ton CO₂e for 5 years. For Mast Way, lower source energy by 2-5 kBtu/ft² for the next 10 years, and total GHG by 2-5 Metric Ton CO₂e.

Strategies:

1.6. Explore creating more efficient HVAC set points and a schedule (by 1 or 2 degrees) to ensure energy is being saved. Explore adding SMART technology (CO₂ sensors) to each room to have an automotive system to save energy.

1.7. Continue to replace any non-LED lighting with LED.

1.8. Continue to explore and utilize local utility rebates to find rebates to put toward energy efficiency projects.

1.9. When roofing updates are needed, explore replacing roofs with solar or a white, tan, or silver roof.

1.10 Explore declaring a climate emergency as a district to set more aggressive goals (as seen in Appendix C) to lower greenhouse gas emissions.



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS

GOAL 2 : At least 25% of ORCSD procured energy usage should be derived from renewable sources by 2025

Strategies:

1.11. When the energy supply contract ends, explore changing energy suppliers with a renewable energy source.

1.12. Explore adding renewables to more buildings and creating a strategic plan for renewable additions. This includes always evaluating roofs for solar when any roofing updates are occurring and adding solar canopies to parking lots.

GOAL 3 : Decrease usage and reliance on natural gas

Strategies:

1.13. Consider replacing natural gas boilers with more efficient condensing boilers or an electric system.

1.14. Create a more strategic set point for natural gas systems in the winter. This includes reducing the temperature by 1-2 degrees.

1.15. Create a goal for natural gas usage. Determine this goal based on building averaging natural gas usage for each school over the past 2-3 years and decreasing it by 10% each year with designated setpoints.



OBJECTIVE:
LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS

GOAL 4: **Curb water consumption throughout the district.**

Strategies:

1.16. Continue to replace water inefficient systems with low flow systems. Explore placing low flow systems in classrooms, the kitchen, and other areas aside from bathrooms.

1.17. Evaluate irrigation practices to see if watering can occur on a more infrequent schedule.



Solar array on service building that was completed in 2017



FOCUS AREA: 2

Construction & Land Use

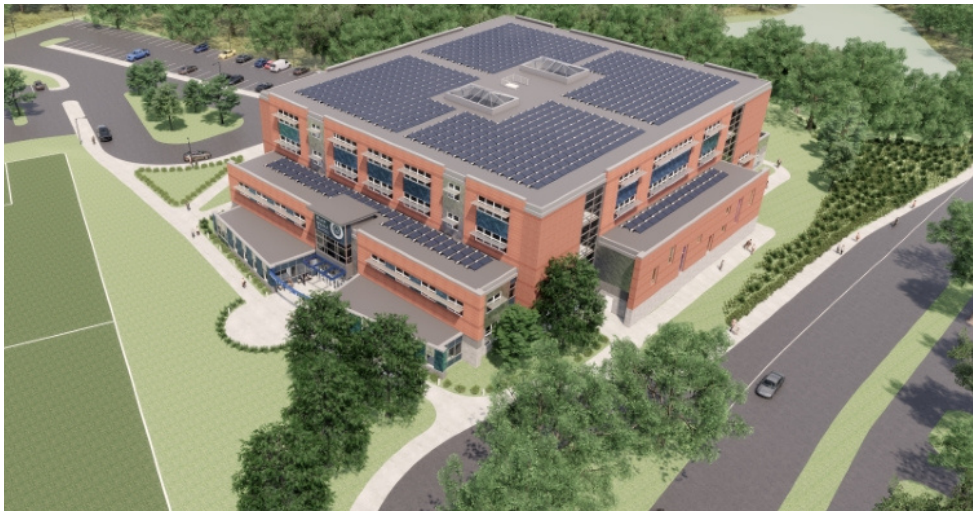
ORCSD Construction and Land Use History

Construction

For the past several years, ORCSD has completed several renovations and began major construction projects to make the district more sustainable. In 2017, ORCSD started replacing all lights within the district with LEDs. This greatly improved their greenhouse gas emissions and set a precedent for the district to continue sustainable upgrades. One of the most exciting projects is the new middle school, which will be net-zero. As a net-zero school, it will negate the amount of greenhouse gases produced. This will be the first net-zero school within the state of New Hampshire, and will greatly reduce the overall greenhouse gas emissions for the district.

Land Use

New Hampshire is the second most forested state within the United States. With over 80% of forest cover, the preservation of land is a priority for the district. Most recently, the district established some land-use targets when building the new middle school. For example, for all the trees that needed to be cut down for construction, they are going to replace them with native trees of New Hampshire.



A digital rendering of the new middle school which will be completed in February of 2022. On the roof, approximately 665 solar panels will offset the energy demand of the building

While ORCSD is making significant progress in terms of sustainability goals for construction and land use, there is still a long way to go. The following objectives, goals, and strategies are creating a strong plan to ensure sustainability is at the forefront moving forward.

Benefits and Key Performance Metrics

There are numerous benefits of improving construction and land use such as increase in biodiversity, energy savings, and safer school environment for students. To measure performance of construction and land use, the Facilities Manager will report progress of construction projects by calculating waste diversion rates, energy savings, and LEED standards. For land use, the Facilities Manager will track carbon emissions saved by reporting into SIMAP.



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS THROUGH SUSTAINABLE DESIGN

GOAL 1 : Use sustainable designs as part of all new construction projects and renovations.

Strategies:

2.1 Develop a building maintenance and sustainability plan to ensure that all new projects are following sustainability guidelines that are agreed upon by the district.

2.2 For each new building renovation or construction project, follow green building guidelines such as LEED, Energy Star, or other comparable organizations guidelines.

2.3 Continue to explore Net-Zero design and try to incorporate Net-Zero upgrades within buildings.

2.4 Inventory existing appliances and update aged appliances with energy star-rated appliances.

2.5 When updating buildings, try to reuse or divert waste from landfills. This includes repurposing existing materials or recycling materials that cannot be used in the design.

2.6. Add ability for new roofs to be able to add solar in the future, even if not feasible at the current time.



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS THROUGH SUSTAINABLE DESIGN

GOAL 2: Improve the district's land use practices in order to create more friendly landscapes for native organisms.

Strategies:

2.7. Create a tree plan or policy to put more sustainable practices of tree maintenance and plantings in place. This includes ensuring any tree that is cut down is replaced by a native tree and that there is a greater diversity of trees.

2.8. Replace current herbicide/pesticides with more pollinator friendly and organic products.

2.9. Purchase organic and composted mulch from a local vendor to cut down on carbon emissions.

2.10. Continue incorporating natives in landscape practices. Try to achieve 80% native plants by 2030 on all new landscape practices.

2.11. Try to incorporate plants that can tolerate dry soils to encourage water conservation.

2.12. Plant native friendly grass to promote pollinators and decrease the number of spaces that do not promote species diversity.

2.13. Evaluate current mowing practices to see if the district can mow less frequently to cut down on carbon emissions and save money.

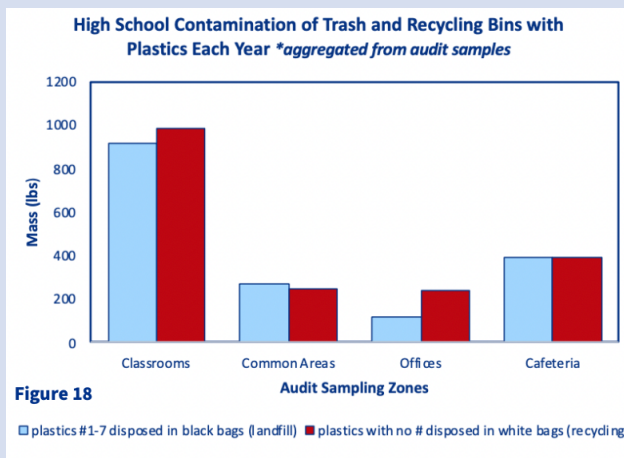
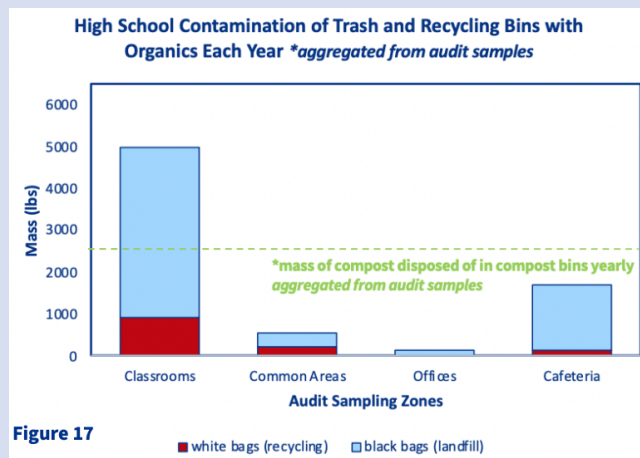


FOCUS AREA: 3

Waste

ORCSD Waste History

ORCSD has done many events in the past to promote education on proper waste disposal and to improve waste diversion goals. In previous years, the middle school led several educational events to have students track their waste usage and show how they can reduce the amount of waste that goes into landfills. Moreover, before the COVID-19 pandemic, ORCSD began to audit their waste within the high school to try and expand sustainable waste practices. This included completing a comprehensive waste audit, educating the student body about how to dispose of waste properly, and limiting the amount of waste that goes to landfills. Unfortunately, these efforts were halted due to the COVID-19. The Sustainability Management Plan seeks to pick up where these efforts left off by setting goals to encourage more sustainable waste practices.



The figures above show waste contamination found within trash and recycling bins from the 2020 High School Waste Audit. The figure on the left (Figure 17) depicts the amount of organic material that could have been composted found within trash and recycling bins. The figure on the right (Figure 18) plastic contamination found in waste bins.

Benefits and Key Performance Metrics

There are several benefits to waste diversion including cost savings through lowering waste hauling and using compost as fertilizer. Waste diversion rates, composting, and diverted carbon emissions through waste reduction will be tracked through the Facilities Manager using the SIMAP tool.



The picture above are students who participated in the high school waste audit in early 2020.



OBJECTIVE:

REDUCE OVERALL WASTE THAT ORCSD GENERATES OVER THE NEXT 10 YEARS.

GOAL 1: Complete waste audits in each school to understand waste composition and create a diversion goal.

Strategies:

- 3.1. Determine how much material is going to landfills that could have been recycled or composted at each school. This can be done through a waste audit. Ensure student participation in waste audit.
- 3.2 Set a diversion rate that each school should achieve for the next 5-10 years. Create a rate that is achievable by 2040 and add to Appendix A.
- 3.3. Create a drop off area for students and school community to recycle batteries, electronics, and other items that can cause harm to a landfill. Do more targeted education to inform students and school community about the drop off areas.

GOAL 2 : Create a sustainable purchasing strategy that is focused on reducing single use and plastic waste

Strategies:

- 3.4. Encourage reuse by changing purchasing standards to buy items that are compostable or reusable. This includes compostable forks in the kitchen, reducing condiment waste, compostable bags, reusable school supplies (such as reusable expo markers), and create a shared space among teachers where they can reuse/share supplies.
- 3.5. Ban the use of purchasing Styrofoam within the district.



OBJECTIVE:

REDUCE OVERALL WASTE THAT ORCSD GENERATES OVER THE NEXT 10 YEARS.

GOAL 3 : Create programs that teach about how to divert waste from landfills.

Strategies:

3.6. Create an education program that informs students about how to compost and recycle at school. Some examples include curriculum discussed during time with mentor or a waste sorting game in PE classes. Explore partnering with students from UNH Sustainability Institute to facilitate education programs.

3.7. Get consistent signage for compost, recycling, and waste bins for each classroom after achieving zero contamination in compost within the cafeterias.

3.8. Create zero waste sports events once a year to train students and parents about how to divert waste from landfills.

3.9. Create district wide waste signage consistency for recycling, compost, and trash.

GOAL 4 : Achieve a waste diversion rate over 50% for new construction, renovations, and ground projects.

Strategies:

3.10. Achieve a 50% diversion (Tier 1 of LEED Standards) for all new construction and renovation projects. Try to increase this percentage to 75% by 2050.



OBJECTIVE:

REDUCE OVERALL WASTE THAT ORCSD GENERATES OVER THE NEXT 10 YEARS.

GOAL 5: Create a strategic plan to reduce food waste within the kitchens and cafeterias.

Strategies:

- 3.11. Continue exploring ways to purchase local food for the school district.
- 3.12. Organize a "waste-free" lunch during the school year throughout the district.
- 3.13. Continue to evaluate ways to cut food waste within the cafeteria and teacher sponsored events. Create a concrete plan to strategize waste reduction.

GOAL 6 : Explore On-Site Composting

Strategies:

- 3.15. Trial on site composting from food waste within the kitchen. Use this trial to see how much compost can be generated.
- 3.16. Explore grants or other funding mechanisms to purchase an In-vessel or similar composting system to make composting easier for the district.



FOCUS AREA: 4

Health & Wellness

ORCSD Health and Wellness History

Within the past several years, ORCSD has been working to improve the overall health and wellness of the students, faculty, and staff within the district. This included targeted programming within their strategic plan and have implemented a variety of programs pre-COVID. For example, ORCSD recently had teachers and staff meet in small focus groups to discuss emotional well-being. These focus groups were especially useful during the pandemic. Moreover, ORCSD is taking proactive steps to address student's mental health including screenings at school to determine if students need more resources as well as a social-emotional subcommittee at the elementary schools to provide resources to students.

For the past decade, ORCSD has also had a child nutrition program deeply rooted in sustainable principles. For the School Breakfast Program and National School Lunch Program, ORCSD tries to source as much food as possible through local farmers, utilizes bulk cooking at the high school to minimize waste between all district schools, and freezes produce to ensure reuse in the future. Some of these practices, such as the bulk purchasing of local food, set a precedent for the region as many schools have adopted similar policies since this was enacted at ORCSD. ORCSD has been taking strategic steps to be more conscious of the health and wellness of their community, however there is still a long way to go. Especially during the COVID-19 pandemic, ORCSD is working to expand mental and emotional well-being programs as well as grow their child nutrition program to incorporate more sustainability elements.

Benefits and Key Metrics

Enhancing the health and wellness program will create a healthier, more resilient community. In addition, several parts of this program will generate cost savings for the child nutrition program. To track performance in health and wellness, the wellness committee as well as the Child Nutrition Director will aid in reporting educational programming, waste diversion, student engagement, and percent of food sourced locally to SIMAP.



Farmer Delivers Vegetables to Moharimet School



OBJECTIVE: PROMOTE THE OVERALL MENTAL, PHYSICAL, AND EMOTIONAL WELL-BEING OF THE STUDENTS, FACULTY, AND STAFF.

GOAL 1: Promote the overall health and well-being of students within the district.

Strategies:

- 4.1. Improve child nutrition program by adding cooking workshops to each of the schools within the district.
- 4.2. Explore growing salad greens within each of the curriculum gardens at the schools. Explore teaching kids how to grow your own food. If a child is unable to grow food at home, lend space in curriculum gardens for children/families who are interested.
- 4.3. Partnering with UNH to aid in nutritional programming
- 4.4. Continue exploring programming to teach kids how to deal with emotional and mental stress in a productive way. This can aid in a proactive approach to education about climate change.
- 4.5. Try to incorporate more movement based and outside learning into the curriculum to encourage a healthy relationship with our bodies and the environment.

GOAL 2: Promote overall health and well-being of faculty and staff within the district.

Strategies:

- 4.6. Continue hosting workshops and focus groups that encourage better mental and emotional health for faculty and staff. Explore adding mental health services for staff.
- 4.7. Continue to educate staff about how to incorporate teaching about emotional and mental well-being for students.



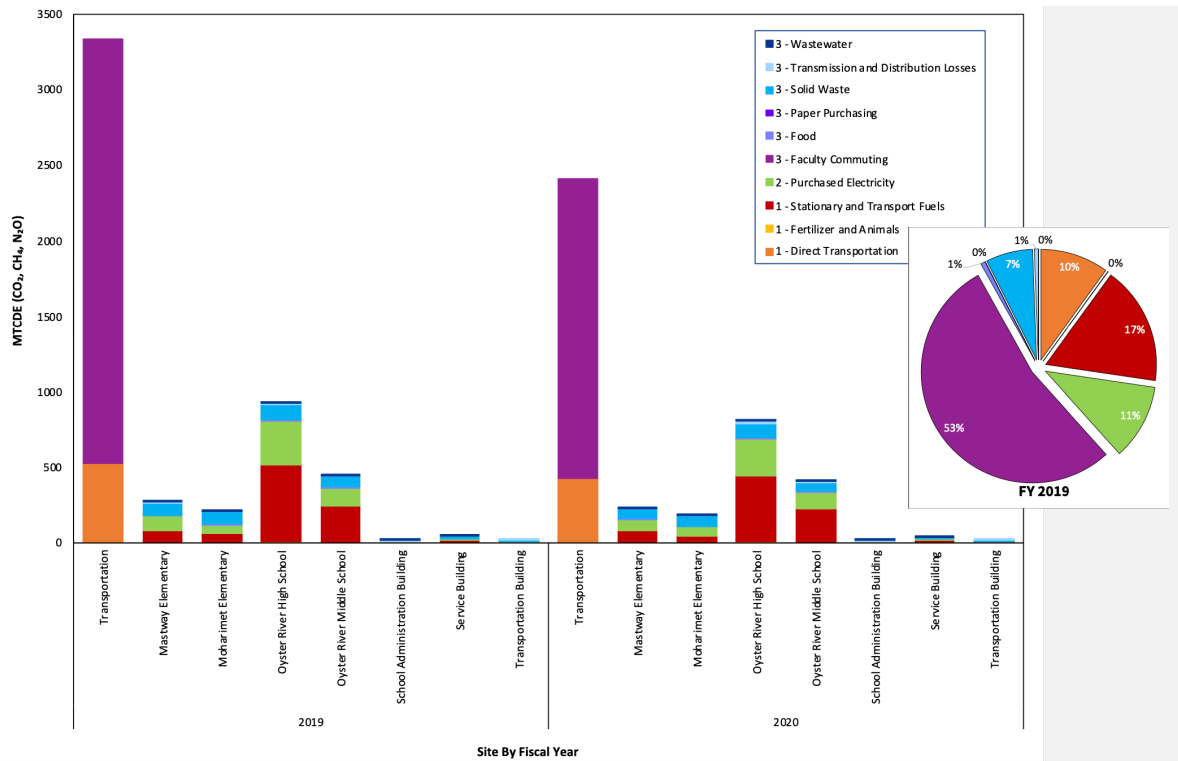
FOCUS AREA: 5

Transportation

ORCSD Transportation History

ORCSD has undergone many progressive changes over the last several years in terms of sustainable transportation. In the early 2000s, a student and parent-led initiative created a no bus idling policy. In recent years, the district has been exploring the possibility of adding electric buses to their fleet and encouraging more students to take alternative transportation to school.

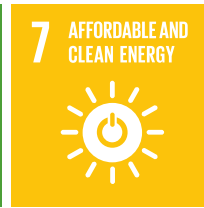
In the 2020 ORCSD Greenhouse Gas Inventory, transportation was the highest sector of emissions within the school district. ORCSD seeks to adapt strategies that will aid in lowering greenhouse gas emissions to hit more sustainable targets.



The figure above shows metric tons of GHG emissions for FYs 2019 and 2020 across district site (left). Metric tons of GHG emissions for FY 2019 by source for entire district (right). Faculty Commuting and Transportation (the largest emitters) is seen in purple and orange.

Benefits and Key Performance Metrics

There are several benefits to improving transportation at ORCSD including minimizing greenhouse gas emissions, creating safer routes to school for families, improving air quality, and generating cost savings for converting fleet to electric. ORCSD will track the amount of students, faculty, and staff that are taking alternative transportation to work as well as the carbon emissions associated with the school's vehicle fleet. The carbon emissions will be reported in SIMAP by the Transportation Director.



OBJECTIVE:

REDUCE TRANSPORTATION EMISSIONS BY 2% EACH YEAR.

GOAL 1 : Reduce single staff, student, and parent occupancy trips by 10% by 2030.

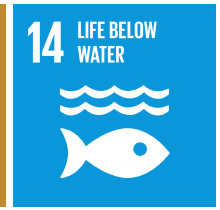
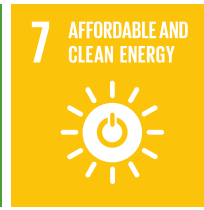
Strategies:

- 5.1. Explore ridership software to encourage more students to carpool. This includes working with the IT department to host the software.
- 5.2. Improve the safety of students walking to school through a transportation safety master plan. Partner with the local partners to explore biking initiatives.
- 5.3. For students in the walking zone, have a more targeted education program or initiatives to encourage walking or biking.
- 5.4. Redo the transportation survey for faculty, staff, and students to get a more accurate transportation emissions in SIMAP.
- 5.5. Work with local partners to establish a better biking map that includes bike routes and where bike parking is available.
- 5.6. Limit parking passes or disallowing parking in certain areas at the high school to get more students to carpool.
- 5.7. Explore ways to encourage more students to take buses if eligible.

GOAL 2 : Establish stricter idling policies.

Strategies:

- 5.8. Create idling signage at drop off areas and assign an employee to try and enforce cars to participate.



OBJECTIVE:

REDUCE TRANSPORTATION EMISSIONS BY 2% EACH YEAR.

GOAL 3 : Increase the number of electric vehicles used by the ORCSD

Community

Strategies:

5.9. Convert fleet to an all-electric fleet by 2035, including buses and vans.

5.10. Offer electric charging stations for electric vehicles in all parking lots or at least one charging station per school.



Placing more electric vehicle charging stations, similar to the one pictured here, will help incentivize more faculty/staff to drive electric vehicles to school.



FOCUS AREA: 6

Diversity, Equity, & Inclusion



ORCSD Anti-Racism Initiatives

Sustainability and DEI (diversity, equity, and inclusion) are deeply interwoven. A school district cannot be sustainable without addressing issues regarding DEI. Within the past several years, ORCSD has taken several large strides to integrate DEI work into the school district. There are several initiatives the school district has done including DEI training and conversations for faculty, staff, and students, the formulation of an equity and anti-racism committee, and an anti-racism policy. In addition, much like sustainability, DEI is woven into the strategic plan with a goal of advancing several initiatives by 2024. These initiatives includes expanding K-12 curriculum to include DEI competencies, inclusive hiring, implementing restorative justice practices, inclusive co-curricular activities, and community engagement on equity and inclusion.

ORCSD believes that the sustainability policy supports integration of cultural, social, economic, and environmental justice. ORCSD has started several initiatives to promote environmental justice including the following projects:



Environmental Justice Projects

- Exploring equitable transportation to and from school.
- Supporting parents and students from different cultural backgrounds.
- Working with food groups within New Hampshire to ensure all students and families have access to nutritious and local food.
- Raising awareness about environmental issues within the community
- Continuing anti-racism work within the strategic plan.

Much of work around diversity, equity, and inclusion is still being developed. Over the next year, more actionable work will be included in the sustainability management plan and will be shared.



FOCUS AREA: 7

Curriculum Development

Sustainability Curriculum Development

Sustainability curriculum is one of the most important aspects of a sustainability management plan. For students to fully understand the importance of the initiatives happening around them, they need to be educated about why these initiatives are happening in the first place. Each year, students graduate from high school and are ill-prepared for the realities of climate change. Climate change impacts every facet of a person's life, whether they realize it or not. ORCSD understands the importance of holistic education and preparing the students for a future with climate uncertainty. Therefore, in recent years, ORCSD wanted to adopt a plan on how to incorporate a sustainability curriculum throughout the district.

After interviewing the most sustainable K-12 districts nationwide, the sustainability curriculum recommendation plan was created based on the conversations with these districts. This set of recommendations is also deeply tied with social, economic, and justice initiatives that are presented within the strategic plan. This plan incorporates marrying multiple initiatives taking place within the strategic plan to create a more holistic plan that incorporates a more broad view of sustainability.

Lastly, sustainability curriculum integration also aligns with current initiatives in the high school called "Vision of the Graduate." The idea behind the vision of the graduate is that all high school students will leave ORCSD with an awareness of self, awareness of others, and transferable knowledge and skills. Sustainability directly intertwines with these three focus areas and can be married into the vision of the graduate program.

Benefits and Key Performance Metrics

There are several benefits to incorporating sustainability curriculum within the district. Most importantly, ORCSD will be better preparing students to deal with climate change and live sustainable lives once they leave ORCSD. Sustainability curriculum also teaches empathy, kindness, and critical thinking. To ensure that sustainability curriculum is being adequately integrated, the district will measure student and faculty progress of integration. After the curriculum plan is created and initiated, students will take annual surveys to ensure comprehension. Moreover, faculty will also take surveys to ensure a seamless transition of curriculum integration and mark-room for improvement. The overall goal of the program is to ensure that each student is graduating with a high comprehension of what sustainability is, how to integrate sustainable and equitable practices into their lives, and how to create a more sustainable and just world.



OBJECTIVE:

INCORPORATE SUSTAINABILITY CURRICULUM DISTRICT-WIDE

GOAL 1: Explore and find the best model for curriculum development.

Strategies:

7.1. For developing curriculum, explore the "Teacher on Special Assignment" model. For this model, one to three teachers are released from all teaching duties during the year to focus on research and integration of sustainability curriculum. Other models explore releasing teachers for half of their teaching load to give adequate time for research and development.

7.2. Explore potential partnerships with local organizations that can aid in curriculum development. This includes UNH faculty and students.

7.3. If a "Teacher on Special Assignment" is not a feasible model, explore putting out an RFP to hire a consultant who has experience with sustainability curriculum.

7.4. Formulate a strategic plan for curriculum development and assure it continues to align with ORCSD strategic plan and school policy.

7.5. Give students annual surveys to track the progress of sustainability knowledge.

7.6. Explore ways for students to give their perspective on how the curriculum should be shaped. This could be done using the stakeholder engagement plan in Appendix A.



OBJECTIVE:

INCORPORATE SUSTAINABILITY CURRICULUM DISTRICT-WIDE

GOAL 2: Educate faculty about sustainability curriculum

Strategies:

7.7. Once curriculum plan is created, host forums for faculty about curriculum integration. Cultivate buy-in so curriculum is catered to teachers/students wants and interests.

7.8. Have faculty complete annual surveys to see if the curriculum plans need tweaks or changes. Cater the program to needs of faculty/students.

7.9. Host yearly sessions to update faculty about sustainability initiatives and refreshers for curriculum.

GOAL 3: Educate building administration and School Board about sustainability curriculum integration

Strategies:

7.10. Host annual meetings to educate building administration about sustainability curriculum and initiatives to ensure there is investment from school leadership.

7.11. To ensure accountability on the curriculum plan, create a committee of building administration who meet quarterly to track progress of integration and ensure ORCSD is following guidelines in curriculum plan.

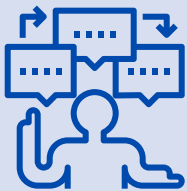
7.12. Continue to ensure that the Sustainability Coordinator position is filled to oversee all sustainability initiatives and explore making this position full-time.

NEXT STEPS



Stakeholder Engagement

During the Fall of 2021, the Sustainability Coordinator will work with local stakeholders to add their voices and perspectives to the sustainability plan. The plan will be edited based on stakeholder recommendations and approved by the School Board. More on the Stakeholder Engagement Plan in Appendix A.



Action Plan

After approval from the school board, the Sustainability Coordinator will work to coordinate strategies to create an action plan for the next 5 years.



Annual Report

Each year, the Sustainability Coordinator will record and present the strategies completed to the School Board. Updates will be made available online.

CLOSING STATEMENT

ORCSD is excited to have a concrete sustainability management plan to continue moving in a positive direction for the prosperity of the planet and all its inhabitants. The sustainability framework laid out in this plan will continue to serve as a learning tool and guidance as ORCSD works through the sustainability strategies and re-evaluate their progress in the next 5-10 years.

ACKNOWLEDGEMENTS

There were many passionate students, faculty, staff, and community members who contributed to the success of this sustainability management plan. We would like to specifically call out several individuals who dedicated much of their time to see the fruition of this plan:

Dr. James Morse, Superintendent
Suzanne Filippone, Assistant Superintendent
Susan Caswell, ORCSD Business Manager
James Rozycki, ORCSD Facilities Director
Doris Demers, ORCSD Food Service Manager
Lisa Huppe, ORCSD Transportation Manager
John Carroll, Durham Representative
Jana Petrikova, Parent
Cristina Dolcino, Faculty
Jonathan Bromley, Faculty
Chris Skoglund, Parent
Yusi Turell, School Board Member
Carrie Portrie, New Hampshire Listens
Kamala Nasirova, University of New Hampshire
Alley Leach, University of New Hampshire
Maggie Morrison, Sustainability Coordinator

Lastly, we would like to thank the University of New Hampshire Sustainability Institute and UNH Sustainability Fellows Program.

"We're deeply committed as a district to sustainability, and to see our students take this upon themselves and demonstrates the dedication they feel to preserve our environment and address potentially harmful habits our society has developed [...] it's a wonderful learning opportunity"
Dr. James Morse, Superintendent

Plan Drafted and Edited by:

Meg Maloney
Sustainability Fellow at the University of New Hampshire

For questions or comments regarding this plan, please contact Maggie Morrison at mmorrison@orcscd.org

Appendix A- Stakeholder Plan

Creating a shared vision- Stakeholder Engagement Plan

For the past 10 years, ORCSD has been working collaboratively with a diverse group of interested parties to excel sustainability within the district. Collaboration and community has been at the heart of ORCSD sustainability work, and we are excited to continue to ensure that community collaboration is deeply ingrained in this plan.

Due to the COVID-19 pandemic, we were unable to hold stakeholder engagement sessions for the Sustainability Management Plan until the Fall of 2021. The following appendix explains the process we will undergo to create a stakeholder plan and how we will ensure that students, faculty, staff, and parents are at the heart of the decision making process.

Below is a formulated stakeholder engagement plan focused on ensuring we get as many diverse perspectives as possible. There will be multiple avenues in which people will be able to engage with the sustainability plan before and after its approval. The 4 main areas of engagement are the following: (1) Focus Groups (2) Listening Session (3) Pop-Ups and (4) Surveys. This will ensure that everyone will have the opportunity to voice their perspective about the direction of sustainability over the next 5-10 years at ORCSD.

STAKEHOLDER ENGAGEMENT TIERS

The following tiers are methods to engage stakeholders around the sustainability plan.

Facilitators can complete each tier, repeat tiers, or do a combination of the following tiers to best engage students, faculty, staff, and community members.



Focus Groups

Focus group usually consist of 4-6 people from different backgrounds who answer a series of questions about their perceptions on sustainability and social justice within ORCSD. Most facilitators hold multiple focus groups and try to engage people who are not directly tied into sustainability initiatives to get a fresh perspective.



Listening Sessions

Listening sessions are usually large gathering (sometimes with 100 people or more) to try and understand perspectives around sustainability and social justice. Activities include discussions between attendees, share out, and hands on engagement activities.



Pop-Ups

Pop ups usually take place in a common area (such as a cafeteria or a main hallway) and are meant for quick engagement. This includes asking simple questions and students responding with sticky notes or to a quick survey.



Survey

One the easiest ways to engage stakeholders, especially if they are unable to attend in person sessions, is through surveying.



FOCUS GROUPS



The purpose of a focus group is to facilitate conversations to understand interests, priorities, and concerns of your stakeholders. The following method below includes ways to best engage in stakeholder meetings.

01

Forming Focus Groups

Each focus group should have 4-6 people. When facilitating a focus group, you can choose a common trait between all the stakeholders (for example, all parents or all students) or a shared interest (all involved in sustainability initiatives or all in the PTO).

02

Structure of Focus Group

Each focus group should only last about 1 hour. There should be shared expectations read aloud in the beginning (ie: everyone should be open minded, allow others to speak, ask follow up questions etc) in order to create a safe space where everyone feels comfortable sharing. The facilitator will ask everyone 5-6 questions throughout that time. Questions include: Are you involved in sustainability initiatives? What does sustainability mean to you? How can ORCSD be more sustainable? What is missing from the management plan? What would you like to see ORCSD do in the future (in terms of sustainability and social justice?).

03

Data Saturation

To determine how many focus groups need to be held, it is a common practice to hold as many sessions until you reach "data saturation." Essentially, this means you begin hearing the same things over and over again. This means you might hold 5 focus groups or 10 before data saturation. Data saturation is not always achievable due to the limited time of the facilitator. Therefore, if data saturation cannot be reached, try to hold a focus group for each targeted stakeholder you would like to engage (for example, parents, students, faculty, staff, and community members).



The purpose of a listening session is allow space for all stakeholders to voice their perspective and opinion about the direction of the management plan. This method is an easy way to distill many stakeholders opinions in a small amount of time.

01

Forming A Listening Session

Listening session are design to be an open invitation where anyone within the targeted stakeholder groups are allowed to join for a large group session. These sessions can be at most 100-200 people, and are design to be interactive and engaging.

02

Structure of A Listening Session

A listening session can be anywhere from a 1 hour session to a half day session. During the listening session, facilitators will begin by introducing their objectives and goals for the day, as well as inform the stakeholders about the overview of the day. Listening sessions are very interactive, often include breaking out into groups for discussions, taking surveys, sharing answers widely (through sticky-notes or group summaries) as well as ensuring that stakeholders ideas are being heard. Towards the end, if feasible, the group can decide on action items (such as what to incorporate into the plan). These sessions are design to complement the wants and needs of the stakeholders within district.

03

Post Listening Session

After the listening session, facilitators can follow up with stakeholders with a survey or give updates to how their input is being integrated into the plan. In some instances, multiple listening sessions can be held throughout the process but often there is usually only 1-2 listening sessions in the beginning and after the product is finished.



The purpose of a pop-up is to do quick engagement with stakeholders in less than 5 minutes. Many pop-ups includes having a short activity in a populated area (cafeteria, recess, PTA meeting, etc).

01

Forming A Pop-Up

Pick a very popular area for your targeted population. For example, if you are trying to target students, do a pop-up in a cafeteria, or during recess. Pop-ups are targeted for quick engagement (under 5 minutes) and are suppose to be easy for someone to do quickly.

02

Structure of A Pop-Up

What is the most pressing question that you need answered for your stakeholder engagement? This might be "How much do you know about sustainability?" or "What does sustainability mean to you?" These questions should be answered in a fun way. For example, have students write it on a sticky note, draw a picture, or give you a quick answer. The purpose of the pop-up is to engage as many people as possible without taking up much of their time.

03

Post Pop-Up

After the pop-up, the general "gap" within your engagement should be filled. This means your most pressing question or the need for a general understanding should be answered. Hopefully, through this type of engagement, you get a general sense about what that targeted stakeholder group thinks about a certain topic or question.

A great example of a pop-up activity is sticky-note engagement within cafeterias. This would allow students to answer a question or gauge their understanding on a topic in a quick yet fun way. Students could draw pictures, write answers, or work with fellow students to come to a collective answer.





The purpose of a survey is to get responses for targeted stakeholders who are unable to attend in person stakeholder engagement events or have limited time to spend in stakeholder sessions.

01

Forming A Survey

There are numerous strategies for creating and distributing surveys. The most important questions you should ask yourself when creating a survey is the following: (1) What do I need answered? (2) What is the most effective and efficient way I can ask this question? (3) Will this survey be easy for the stakeholder to understand and give meaningful feedback? As mentioned, there are hundreds of pieces of literature that explain the science of how to form a good survey. At the end of the day, it is most important that you ask questions that will give you feedback that is easy digestible and applicable.

02

Administering the Survey

When distributing a survey, you want to ensure you cater the survey to a targeted group. With COVID-19, much of the stakeholder engagement has been done remotely. Therefore, exploring the best avenues to administer the survey as well as getting the most responses is crucial. This might mean sending it to a specific email list, having an administrator put the survey out, or exploring social media to put the survey online. Regardless, finding the best way to administer that meets the needs of your stakeholder group is essential.

03

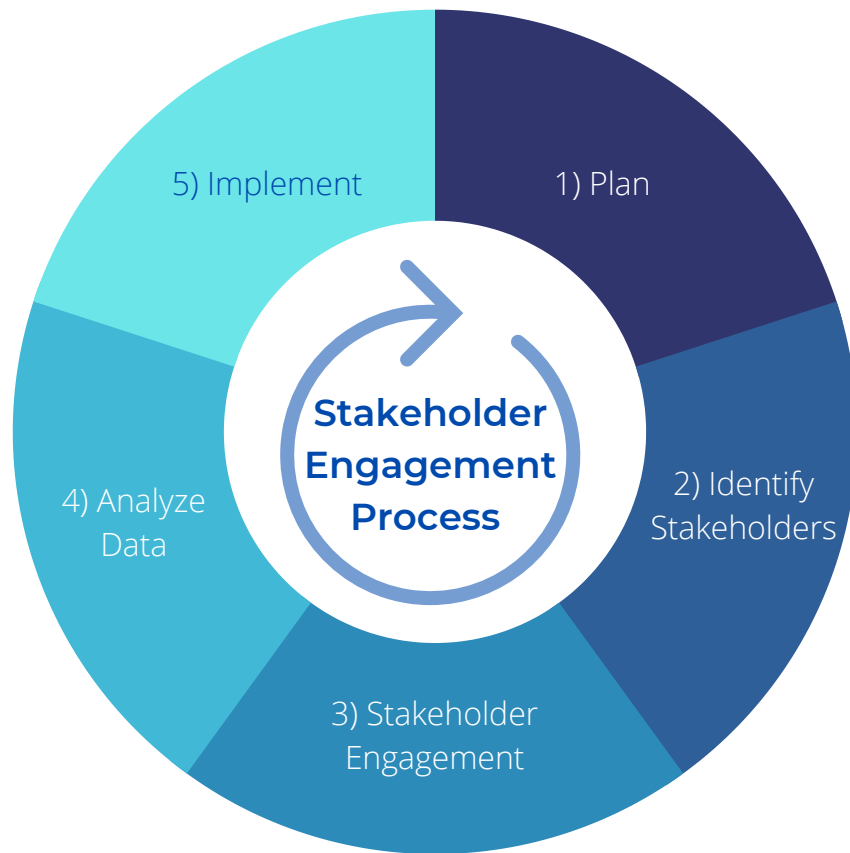
Post Survey

After finishing the survey, the emails or names collected is a great avenue to share final products of your results, solicit more feedback if needed, or explore other stakeholder engagement. This method is great for a final distribution of the final product so people can see how their feedback was incorporated in.

As previously mentioned, there are hundreds of pieces of information on how to best conduct a survey. Using these resources as well as resources from the school district will be the best method to ensure that the survey created is useful.

STAKEHOLDER SUMMARY

As previously noted, there are hundreds of ways to complete stakeholder engagement- there are various resources available online, through ORCSD, or UNH to help complete a comprehensive review. Through this process, it is of the utmost importance that this process cultivates buy-in, listens to the wants/needs of the community, and reflects those wants/needs within the final product.



For additional questions regarding stakeholder engagement for creating a sustainability management plan, please contact Meg Maloney or Maggie Morrison to learn more about next steps within the process.

Appendix B- Summary of Goals

SUMMARY OF GOALS AND STRATEGIES

Energy

Objective: Lower our Greenhouse Gas Emissions Based on Building Targets

Goal 1: Lower electric usage based on the following building targets: For Moharimet Elementary school, lower source energy consumption by 1 kBtu/ft² for the next 5 years and GHG emissions by 1 Metric Ton CO₂e for 5 years. For Mast Way, lower source energy by 2-5 kBtu/ft² for the next 10 years, and total GHG by 2-5 Metric Tons CO₂e.

- 1.1. Once the middle school and high school renovations are complete, set a yearly energy target based on energy portfolio manager goals.
- 1.3. Conduct an ASHRAE level II audit which includes evaluating plug load, lighting, water, and building envelope. Explore a performance contract in order to fund upgrades recommended in the audit.
- 1.4. In tandem with the energy audits, create an energy reduction plan.
- 1.5. After evaluating plug loads, encourage areas with high plug loads to reduce load by unplugging devices that are not used frequently or are constantly running when they are not needed. This includes working with IT to create a program to shut down technology that is not being used.
- 1.6. Explore creating more efficient HVAC set points and schedule (by 1 or 2 degrees) to ensure energy is being saved. Explore adding SMART technology (CO₂ sensors) to each room to have an automotive system to save energy.
- 1.7. Continue to replace any non-LED lighting with LED.
- 1.8. Continue to explore and utilize local utility rebates to find rebates to put toward energy efficiency projects.
- 1.9. When roofing updates are needed, explore replacing roofs with solar or a white, tan, or silver roof.
- 1.10 Explore declaring a climate emergency as a district to set more aggressive goals (as seen in Appendix C) to lower greenhouse gas emissions.

Goal 2: At least 25% of ORCSD procured energy usage should be derived from renewable sources by 2025

- 1.11. When the energy supply contract ends, explore changing energy suppliers with a renewable energy source.
- 1.12. Explore adding renewables to more buildings and creating a strategic plan for renewable additions. This includes always evaluating roofs for solar when any roofing updates are occurring and adding solar canopies to parking lots.

SUMMARY OF GOALS AND STRATEGIES

Energy

Goal 3: Decrease usage and reliance on natural gas

- 1.13. Consider replacing natural gas boilers with more efficient condensing boilers or an electric system.
- 1.14. Create a more strategic set point for natural gas systems in the winter. This includes reducing the temperature by 1-2 degrees.
- 1.15. Create a goal for natural gas usage. Determine this goal based on building averaging natural gas usage for each school over the past 2-3 years and decreasing it by 10% each year with designated setpoints.
- **Goal 4:** Curb water consumption throughout the district.
- 1.16. Continue to replace water inefficient systems with low flow systems. Explore placing low flow systems in classrooms, the kitchen, and other areas aside from bathrooms.
- 1.17. Evaluate irrigation practices to see if watering can occur on a more infrequent schedule.

Construction and Land Use

Objective: Lower our Greenhouse Gas Emissions through Sustainable Design

Goal: Use sustainable designs as part of all new construction projects and renovations.

- 2.1 Develop a building maintenance and sustainability plan to ensure that all new projects are following sustainability guidelines that are agreed upon by the district.
- 2.2 For each new building renovation or construction project, follow green building guidelines such as LEED, Energy Star, or other comparable organizations guidelines.
- 2.3 Continue to explore Net-Zero design and try to incorporate Net-Zero upgrades within buildings.
- 2.4 Inventory existing appliances and updated aged appliances with energy star-rated appliances.
- 2.5 When updating buildings, try to reuse or divert waste from landfills. This includes repurposing existing materials or recycling materials that cannot be used in the design.
- 2.6. Add ability for new roofs to be able to add solar in the future, even if not feasible at the current time.

SUMMARY OF GOALS AND STRATEGIES

Construction and Land Use

Goal: Improve the district's land-use practices in order to create more friendly landscapes for native organisms.

- 2.7. Create a Tree Plan or policy to put more sustainable practices of tree maintenance and plantings in place. This includes ensuring any tree that is cut down is replaced by a native tree and that there is a greater diversity of trees.
- 2.8. Replace current herbicide/pesticides with more pollinator-friendly and organic products.
- 2.9. Purchase organic and composted mulch from a local vendor to cut down on carbon emissions.
- 2.10. Continue incorporating natives in landscape practices. Try to achieve 80% native plants by 2030 on all new landscape practices.
- 2.11. Try to incorporate plants that can tolerate dry soils to encourage water conservation.
- 2.12. Plant native friendly grass to promote pollinators and decrease the number of spaces that do not promote species diversity.
- 2.13. Evaluate current mowing practices to see if the district can mow less frequently to cut down on carbon emissions and save money.

Waste

Objective: Reduce overall waste that ORCSD generates over the next 10 years.

Goal: Complete waste audits in each school to understand waste composition and create a diversion goal.

- 3.1. Determine how much material is going to landfills that could have been recycled or composted at each school through a waste audit. Have students participate in this event.
- 3.2 Set a diversion rate that you want each school to achieve for the next 5-10 years.
- 3.3. Create a drop off area for students and school community to recycle batteries, electronics, and other items that can cause harm to a landfill. Do more targeted education to inform students and school community about the drop off areas.

SUMMARY OF GOALS AND STRATEGIES

Waste

Goal: Create a sustainable purchasing strategy that is focused on reducing single-use and plastic waste

- 3.4. Encourage reuse by changing purchasing standards to buy items that are compostable or reusable. This includes compostable forks in the kitchen, reducing condiment waste, compostable bags, reusable school supplies (such as reusable expo markers), and create a shared space among teachers where they can reuse/share supplies.
- 3.5. Ban the use of purchasing Styrofoam within the district.
- Goal: Create programs that teach about how to divert waste from landfills.
- 3.6. Create an education program that informs students about how to compost and recycle at school. Some examples include curriculum discussed during time with mentor or a waste sorting game in PE classes.
- 3.7. Get consistent signage for compost, recycling, and waste bins for each classroom after achieving zero contamination in compost within the cafeterias.
- 3.8. Create zero waste sports events once a year to train students and parents about how to divert waste from landfills.
- 3.9. Create district-wide waste signage consistency for recycling, compost, and trash.
- Goal: Achieve a waste diversion rate over 50% for new construction, renovations, and ground projects.
- 3.10. Achieve a 50% diversion (Tier 1 of LEED Standards) for all new construction and renovation projects. Try to increase this percentage to 75% by 2050.

Goal: Create a strategic plan to reduce food waste within the kitchens and cafeterias.

- 3.11. Continue exploring ways to purchase local food for the school district.
- 3.12. Organize a "waste-free" lunch during the school year throughout the district.
- 3.13. Continue to evaluate ways to cut food waste within the cafeteria and teacher-sponsored events. Create a concrete plan to strategize waste reduction.

Goal: Explore On-Site Composting

- 3.15. Trial on-site composting from food waste within the kitchen. Use this trial to see how much compost can be generated.
- 3.16. Explore grants or other funding mechanisms to purchase an In-vessel or similar composting system to make composting easier for the district.

SUMMARY OF GOALS AND STRATEGIES

Health and Wellness

Objective: Promote the Overall Mental, Physical, and Emotional Well-being of the students, Faculty, and Staff

Goal: Promote the overall health and well-being of students within the district

- 4.1. Improve child nutrition program by adding cooking workshops to each of the schools within the district.
- 4.2. Explore growing salad greens within each of the curriculum gardens at the schools. Teach kids how to grow your own food. If a child is unable to grow food at home, lend space in curriculum gardens for children/families who are interested.
- 4.3. Partnering with UNH to aid in nutritional programming
- 4.4 Continue exploring programming to teach kids how to deal with emotional and mental stress in a productive way. This can aid in a proactive approach to education about climate change.
- 4.5. Try to incorporate more movement-based and outside learning into the curriculum to encourage a healthy relationship with our bodies and the environment.

Goal: Promote overall health and well-being of faculty and staff within the district

- 4.6. Continue hosting workshops and focus groups that encourage better mental and emotional health for faculty and staff.
- 4.7. Continue to educate staff about how to incorporate teaching about emotional and mental well-being for students.

SUMMARY OF GOALS AND STRATEGIES

Transportation

Objective: Reduce Transportation Emissions by 2% Each Year.

Goal: Reduce single staff, student, and parent occupancy trips by 10% by 2030.

- 5.1. Explore ridership software to encourage more students to carpool. This includes working with the IT department to host the software.
- 5.2. Improve the safety of students walking to school through a transportation safety master plan. Partner with the regional planning commission to explore biking initiatives.
- 5.3. For students in the walking zone have a more targeted education program or initiatives to encourage walking or biking.
- 5.4. Redo the transportation survey for faculty, staff, and students to get a more accurate transportation emission in SIMAP.
- 5.5. Work with local partners to establish a better biking map that includes bike routes and where bike parking is available.
- 5.6. Explore limiting parking passes or disallowing parking in certain areas at the high school to get more students to carpool.
- 5.7. Explore ways to incentivize more kids to take buses if eligible.
- Goal: Establish stricter idling policies.
- 5.8. Create idling signage at drop-off areas and assign an employee to try and enforce cars to participate.

Goal: Increase the number of electric vehicles used by the ORCSD Community

- 5.9. Convert fleet to an all-electric fleet by 2035, including buses and vans.
- 5.10. Offer electric charging stations for electric vehicles in all parking lots or at least one charging station per school.

SUMMARY OF GOALS AND STRATEGIES

Curriculum

Objective: Incorporate sustainability Curriculum district-wide

Goal: Explore and find the best model for curriculum development.

- 7.1. For developing curriculum, explore "Teacher on Special Assignment" model. For this model, one to three teachers are released from all teaching duties of the year to focus on research and integration of sustainability curriculum. Other models explore releasing teachers for half of their teaching load to give adequate time for research and development.
- 7.2. Explore potential partnerships with local organizations that can aid in curriculum development. This includes UNH faculty and students.
- 7.3. If a "Teacher on Special Assignment" is not a feasible model, explore putting out an RFP to hire a consultant who has experience with sustainability curriculum.
- 7.4. Formulate a strategic plan for curriculum development and assure it continues to align with ORCSD strategic plan and school policy.
- 7.5. Give students annual surveys to track the progress of sustainability knowledge.
- 7.6. Explore ways for students to give their perspective on how the curriculum should be shaped. This could be done using the stakeholder engagement plan in Appendix A

Goal: Educate faculty about sustainability curriculum

- 7.7. Once curriculum plan is created, host forums for faculty about curriculum integration. Cultivate buy-in so curriculum is catered to teachers/students' wants and interests.
- 7.8. Have faculty complete annual surveys to see if the curriculum plans need tweaks or changes. Cater the program to the needs of faculty/students.
- 7.9. Host yearly sessions to update faculty about sustainability initiatives and refreshers for curriculum.

Goal: Educate building administration and School Board about sustainability curriculum integration

- 7.10. Host annual meetings to educate building administration about sustainability curriculum and initiatives to ensure there is investment from school leadership.
- 7.11. To ensure accountability on the curriculum plan, create a committee of building administration who meet quarterly to track the progress of integration and ensure ORCSD is following guidelines in the curriculum plan.
- 7.12. Continue to ensure that the Sustainability Coordinator position is filled to oversee all initiatives and explore making this position full-time.

Appendix C- Goals for the Future

Goals for the Future

The following goals are long-term goals that ORCSD is moving towards accomplishing within the next decade or two:

1. Carbon Neutrality by 2040
2. Local renewable energy powering all facilities (preferably generated by ORCSD)
3. All faculty/staff driving electric vehicles by 2050
4. Zero-waste by 2050 including ORCSD handling their own compost.
5. Moving away from natural gas completely by 2050
6. Completely native landscaping by 2050 including native grasses on the lawn
7. Grey water system installation
8. Limiting student parking passes to encourage more students to walk/bike to school or take the bus system.
9. Working with the City of Durham to jointly tackle climate change initiatives such as working together to develop renewable energy or start a region wide composting initiative.
10. Set a national example with sustainability curriculum integration by 2030.
11. Have all net zero buildings by 2040
12. 80%-100% native landscape design by 2040
13. Hit a waste diversion goal of 75% waste diversion by 2050.

Policies for
First/Second Read/Adoption/Deletion
SB Meeting of
October 20, 2021

Title	Code
Policies for First Read	
Background Investigation and Criminal History Records Check	GBCD
Mandatory Drug & Alcohol Testing – School Bus Carriers	EEAEA
School Bus Safety Program	EEAE
Policies for Second Read/Adoption – Unanimous Consent	
Public Comments at Board Meetings/Procedure & Form	BEDH/R & R1
School Safety	EBB
Employment References and Verification (Prohibiting Aiding & Abetting of Sexual Abuse)	GADA
Policies for Deletion/Replacement	
Policies in Process	
Distance Education	IMBA
Policy Development System/Policy Adoption/Policy Review and Evaluation	BGA/BGB/BGC
Academic Freedom	IB
Staff Participation in Political Activities	GBI

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: BEDH
School Board/Superintendent Revisions: January 13, 2014 Reviewed by School Board: March 31, 2015 Policy Committee Review: April 13, 2016 – No Change Annual Policy Committee Review: April 19, 2017-No Change Annual Policy Committee Review: April 11, 2018 – No Change Board Annual Review 05 06 20, 5/5/21- No Change Policy Committee: September 9, 2021 School Board Public Hearing/First Read: October 6, 2021 School Board Second Read Adoption: October 20, 2021	Page 1 of 1 Category: Recommended

PUBLIC ~~PARTICIPATION~~ COMMENT AT BOARD MEETINGS

The primary purpose of the Oyster River Cooperative School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The public is encouraged to attend all public meetings of the Board. However, the public is not allowed to participate in public Board meetings except during public comments. The Board will allow public comments at regular public meetings.

Public comments can be limited by the Chairperson in order to accomplish the agenda in a timely manner. For the School Board to conduct its meetings properly and efficiently, and in order to assure that persons who wish to appear before the Board may be heard, it is expected that the following will guide public comments at Board meetings:

1. Consistent with RSA 91-A:3, Policy BEDB, and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public agenda that is to be properly discussed in a non-public session. Complaints regarding district staff will be directed to the Superintendent.
2. All speakers are to conduct themselves in a civil manner. Obscene, slanderous, defamatory or violent statements will be considered out of order and will not be tolerated. The Board Chairperson may terminate the speaker's privilege of address if the speaker does not follow this rule of order.
3. [Non-residents who wish to speak on agenda items only will be required to receive authorization from the Board Chair prior to the meeting.](#)
4. [Speakers may not delegate others to speak on their behalf or "give" time to other speakers.](#)

This policy affects public access to the Board and the public's Right to Know. To protect that right, this policy requires a public hearing before it may be revised. Further, this policy may not be suspended except by a two-thirds vote at a public meeting. The Board must always fully comply with the letter and spirit of the Right-to-Know law that may not be suspended. This policy will be reviewed by the Board and all standing advisory committees annually before the end of April to ensure full awareness and compliance.

Legal Reference:

RSA 91-A:2, Meetings Open to Public
RSA 91-A:3, Non-Public Sessions

Cross Reference:

[BEDH-R & R1 – Public Comment Procedure & Sign-in Form](#)
BEA – Regular Board Meetings
BEC – Non-Public Sessions
BEDB – Agenda Preparation and Format
KEB – Complaints about School Personnel

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT	BEDH-R
<u>Policy Committee: September 9, 2021</u> <u>School Board Public Hearing/First Read: October 6, 2021</u> <u>School Board Second Read Adoption: October 20, 2021</u>	

PUBLIC PARTICIPATION COMMENTS AT BOARD MEETINGS - PROCEDURE

The Oyster River Cooperative School Board values public input to the School Board through public comment time during School Board meetings as well as communications by email, letter, and other means.

In Public Comments, the School Board seeks to:

1. Include comments from as many Oyster River community members as possible in the time allotted for public comments (tuition student families may speak to issues related to the building in which their child attends).
2. Ensure multiple positions are reflected in public comments.
3. Maintain respectful deliberation of school district matters.

To facilitate these goals, the following procedure is established:

Public Comments are included in the agenda of the Regular School Board meetings. Public Comments will generally not be included in the agenda for Workshop meetings of the School Board, additional meetings of the School Board (meetings outside of the usual twice monthly business meetings), nor for subcommittee meetings of the School Board. This procedure does not apply to Annual Meetings of the District (which are the responsibility of the Moderator), nor to Public Hearings.

Public Comments are generally expected to be Individual comments. Group presentations will generally not be permitted outside of the time afforded to each individual speaker during Public Comments. **Speakers are discouraged from consecutively reading verbatim a lengthy written statement.**

Non-residents who wish to speak on agenda items only will be required to receive authorization from the Board Chair prior to the meeting.

Individuals who wish to speak at the School Board meeting may be required to indicate their interest in speaking by signing-in prior to the start of the meeting. Sign-in may require names, home address, and topic(s) for comments. Alternatively, the School Board Chair may solicit information in other ways based on attendance at the beginning of the meeting.

The School Board Chair is responsible for managing time during Public Comments. Public Comments will typically be limited to 3 minutes per person, though the Chair may reduce that time if the number of speakers is 10 or more. Generally, no more than 18 speakers will be accommodated in any 30-minute public comment period.

When speakers are limited in number, the Chair will call speakers in the order in which they signed-in and will make an effort to have an equal number of speakers on each side of an issue.

As an agenda item, Public Comments may be extended or restricted by action of the Board in the modification and approval of the meeting Agenda. Restricting Public Comment time at Regular meetings should only happen in unusual circumstances.

Individuals speaking during Public Comments may not delegate or assign their time to another individual.

Individuals preventing others from speaking or being heard or disrupting the School Board meeting

outside of their designated public comment time may be directed by the Chair to leave the meeting.

Throughout the Procedure, references to the Chair shall refer to the presiding officer of the School Board meeting.

Legal Reference:

RSA 91-A:2, Meetings Open to Public

RSA 91-A:3, Non-Public Sessions

Cross Reference:

BEDH – Public Participation at a Board Meeting

BEDH-R1

BEA – Regular Board Meetings

BEC – Non-Public Sessions

BEDB – Agenda Preparation and Format

KEB – Complaints about School Personnel

Proposed BEDH-R1 – Public Comment Speaker Sign-In Form:

Meeting Date: _____

Oyster River Cooperative School Board – School Board Meeting Public Comment Speaker Sign-In

- 30 minutes are allocated for public comment near the beginning of the school board meeting.
- Speakers must be residents of Durham, Lee, Madbury, or Barrington **Tuition Families**.
- Speakers typically have 3 minutes for their comments.
- If more than 9 speakers sign up, each speaker may be limited to less than 3 minutes.
- Generally no more than 18 speakers can be accommodated in each 30-minute public comment period. ~~The Chair may call speakers alternating between different positions in order to increase the breadth of opinions presented during Public Comments.~~
- An additional public comment period is normally on the agenda at the end of the meeting. Speakers who are signed up but not allowed to speak at the beginning of the meeting will be invited to speak first at the end of the meeting as time allows.
- Refer to Policy BEDB and Procedure BEDB-R1 at https://orcsd.org/school_board/policies for details on public comment policy and procedures.



First Name	Last Name	Street Address	Town

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT	Policy Code: EBB
Draft to Policy Committee: September 9, 2021	Page 1 of 2
School Board First Read: October 6, 2021	Category: Required
School Board Second Read <u>Adoption: October 20, 2021</u>	

SCHOOL SAFETY

The Oyster River Cooperative School Board recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. The general safety plan will include the District-wide Crisis Prevention and Response Plan, and site-specific Emergency Response Plan for each school required under Board policy EBCA. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. **In addition, the district will have a district and student network and student security plan.**

Each Principal shall be responsible for the supervision and implementation of safety programs in his/her school, inclusive of school buses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

The Board directs the Superintendent to develop a safe schools plan consistent with applicable law and school Board policies. While the plan need not be a single consolidated document, it should include:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice fire and all hazard drills as required by law.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures and training to implement employee and work-place safety.
8. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
9. Procedures for safe, confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT	Policy Code: EBB
Draft to Policy Committee: September 9, 2021 School Board First Read: October 6, 2021 School Board Second Read Adoption: October 20, 2021	Page 2 of 2 Category: Required

SCHOOL SAFETY

11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy JKAA.
13. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of the District Crisis Prevention and Response Plan, and site-specific Emergency Response Plans per Board policy EBCA.
14. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
15. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4.

Cross Reference:

Policy EBCA – Emergency Plans
Policy JKAA – Use of Child Restraint & Seclusion
Policy EAB – Data Governance & Security

Legal References:

RSA 193-D, Safe School Zones
RSA 193-F, Pupil Safety and Violence Prevention
RSA 281-A:64, Safety Provisions
N.H. Dept. of Education Administrative Rule – Ed. 306.04(a)(2), and 306.04(d), Promoting School Safety

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GADA
Draft to Policy Committee: September 9, 2021 School Board First Read: October 6, 2021 School Board Second Read Adoption: October 20, 2021	Page 1 of 1 Category: Required

**EMPLOYMENT REFERENCES AND VERIFICATION
(Prohibiting Aiding and Abetting of Sexual Abuse)**

The Oyster River Cooperative School District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction.
2. The information giving rise to probably cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
3. At least one of the following conditions applies:
 - a. The matter has been officially closed.
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed.
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Cross References:

GBCD – Background Investigation & Criminal Records Check
GBJ – Personnel Records
GCF – Professional Staff Hiring

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

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

INTEROFFICE MEMORANDUM

TO: OR School Board
FROM: Dr. Jim Morse
DATE: October 20, 2021
RE: Substitute Pay

Research pertaining to Substitute pay has been completed using our comparison districts.

Brian suggested that we consider an hourly rate, I concur. My recommendation is that we move to an hourly rate of \$15 hour which provides equity with Exeter. Assuming you agree the daily rate would go from \$80 a day to \$15 an hour increasing the effective daily rate to \$105.

My second recommendation would be if a sub works beyond 10 days, we will pay them \$20 an hour or \$140 a day.

I recommend no change to long term certified subs as they get the base rate of the teacher scale already which translates to \$32 hr.

I think these recommendations support our efforts to attract subs from our immediate surroundings.

Thank you.

Policies for
First/Second Read/Adoption/Deletion
SB Meeting of
October 20, 2021

Title	Code
Policies for First Read	
Background Investigation and Criminal History Records Check	GBCD
Mandatory Drug & Alcohol Testing – School Bus Carriers	EEAEA
School Bus Safety Program	EEAE
Policies for Second Read/Adoption – Unanimous Consent	
Public Comments at Board Meetings/Procedure & Form	BEDH/R & R1
School Safety	EBB
Employment References and Verification (Prohibiting Aiding & Abetting of Sexual Abuse)	GADA
Policies for Deletion/Replacement	
Policies in Process	
Distance Education	IMBA
Policy Development System/Policy Adoption/Policy Review and Evaluation	BGA/BGB/BGC
Academic Freedom	IB
Staff Participation in Political Activities	GBI

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GBCD
Date of Adoption: January 3, 2007 Policy Committee Review: June 11, 2014 & June 8, 2016 Attorney review and revisions to Policy 9/14/16 School Board First Read: October 19, 2016 Back to Policy Committee: October 26, 2016 & 11/8/17 School Board: First Read: November 15, 2017 School Board Second Read/Adoption: December 6, 2017 <u>Policy Committee Review: October 13, 2021</u> <u>School Board First Read: October 20, 2021</u>	Page 1 of 3 Category: Priority

Background Investigation and Criminal History Records Check

Background Investigation

The Oyster River Cooperative School District Superintendent, or his/her designee, shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the District. This investigation shall be completed prior to making an offer of employment.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

As part of the application process, each applicant for a position shall be asked whether he/she has ever been convicted of any crime that has not been annulled by a court and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions that have not been annulled by a court or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Any person for whom the Board requires a Criminal Records Check, with the exception of substitutes, the District shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Check, unless otherwise determined by the Board.

Criminal Records Check

Each person considered for employment by the Board whose duties require regular contact with pupils must submit to a State and FBI Criminal Records Check.

“Persons regularly in contact with students” means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons whom the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records Check.

Volunteers

Volunteers are subject to a background investigation/criminal records check and the provisions of this policy.

Conditional Employment

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the State and FBI Criminal Records Check.

No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent, or his/her designee, has initiated the formal State and FBI Criminal Records Check process and has completed a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and

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continuation of employment is entirely conditioned upon the completion of a Criminal Records Check which is satisfactory to the District.

All persons employed under a conditional offer of employment may be covered under the District's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this Policy.

Contract Services

Any person performing contracted services and employees of the contractor whose duties require regular contact with students (e.g., bus drivers, service providers, cafeteria workers) or are designated by the Superintendent or School Board shall be subject to the State and FBI Criminal Records Check.

Final Offer of Employment

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of the following offenses, as referenced in RSA 189:13-a, V: murder; child pornography; aggravated felonious sexual assault; felonious sexual assault; sexual assault; kidnapping; manufacturing, selling, administering, dispensing or distributing any controlled substance(s) on school property; or sexual misconduct within an education setting; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States, or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed above, a person may be denied a final offer of employment if he/she has charges pending or has been convicted of any crime. Such determination will be made by the Superintendent, on a case by case basis.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

Considerations that will be taken into account for this determination are as follows:

- The nature of the arrest offense compared to the nature of the conviction;
- Age of conviction;
- Age of applicant at the time of the offense;
- Type of offense in consideration of the type of position applied for;
- Number of offenses;
- Any other consideration(s) the superintendent deems relevant to the position sought.

Hiring Contracted Service Providers/Accepting Volunteers

The School District will not hire contracted service providers or accept the services of volunteers who would be disqualified from employment under this Policy.

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Additional Criminal Records Checks

The Superintendent and/or the Board may require a Criminal Records Check of any employee at any time.

Legal Reference:

RSA 189:13-a, School Employee and Designated Volunteer Criminal History Records Check
[RSA 189:13-b School Bus Driver and Transportation Monitor Criminal History Records Check](#)
 RSA 651:5,X(f) Questioning an applicant for employment
[Code of Conduct for New Hampshire Educators](#)

Cross Reference:

IJOC -R, R1 School Volunteers, Application Form, Confidential Form

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EEAEA
Reviewed. First Read School Board: February 6, 2013 School Board Second Read/Adoption: March 13, 2013 Policy Committee Review: February 12, 2020 School Board First Read: February 19, 2020 School Board Second Read/Adoption: March 4, 2020 Policy Committee Review: October 13, 2021 School Board First Read: October 20, 2021	Page 1 of 2 Category: Priority

CDL/SCHOOL BUS CERTIFIED DRIVER COMPLIANCY
Mandatory Drug and Alcohol Testing – School Bus Drivers

1. Statement of Policy

The Oyster River Cooperative School Board believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the vehicle. To fulfill such a responsibility, each driver, as well as others who perform safety-sensitive functions with commercial vehicles that transport students, must be mentally and physically alert at all times while on duty. To that end, the Board established this policy related to the fitness for duty of transportation personnel.

2. Medical Examination of School Bus Operators

In accordance with RSA 200:37, before employing any person as a bus operator, directly or through a vendor, the School District shall require that such persons submit a certificate signed by a licensed physician setting forth the physician’s finding as a result of the examination to determine the physical condition of drivers in accordance with the requirements of 49 C.F.R. Part 391.41-391.49. Such certificate shall be submitted to the Transportation Director for review and then Superintendent’s Office for filing prior to the commencement of such employment and the District shall retain a copy of such certification. Every two years thereafter, either prior to the commencement of the school year or prior to the reemployment of such persons as a school bus operator, the School District shall require submission of a like certificate, except that school bus operators attaining the age of 70 shall be required to undergo an annual examination and to submit a certificate annually.

3. School Bus Driver’s Certificate

No person shall be employed as a school bus operator, directly or through a vendor, unless the person has received a School bus Driver’s Certificate from the NH Department of Motor Vehicles as required by RSA 263:29.

4. Criminal Background Investigation

Before employing any person as a school bus operator, directly or through a vendor, the School District shall require a criminal background investigation as set forth in RSA 189:13-a and School District policy. If the school bus operators are employed directly by the District, then the employee will pay for the investigation. If the District contracts with a vendor to provide student transportation services, either the vendor or the bus operator will pay for the investigation at the discretion of the vendor.

5. Mandatory Drug and Alcohol Testing

The term “CDL holder” means someone who is required as part of their job duties to hold a commercial Driver’s License. The term “safety-sensitive function” refers to all tasks associated with the operation and maintenance of commercial vehicles. A “commercial vehicle” is any vehicle capable of carrying 16 or more passengers including the driver. In compliance with the United States Department of Transportation’s Title 49 Code of Federal Regulations, Part 391, all CDL holders and personnel performing safety-sensitive functions related to the transportation of the students of this School District will be required to submit to drug and alcohol testing. Testing procedures and facilities used for the tests shall conform to the requirements of the 49 C.F.R. Part 40.

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If the School District employs the transportation personnel directly, the District will be responsible for ensuring compliance with the Mandatory Drug and Alcohol Testing requirements. If the School District contracts with a vendor to provide student transportation services, the vendor shall be the employer and provide assurance to the District on an annual basis that they are in compliance with the Mandatory Drug and Alcohol Testing requirements.

The Drug and Alcohol Testing will include pre-employment, random, reasonable suspicion and post-accident testing as defined by Department of Labor Regulations. The School District supports a zero tolerance policy related to substance abuse. Therefore, any personnel who have a confirmed positive test for drugs or a confirmed alcohol concentration of 0.02 or greater will be terminated from employment.

Legal References:

- RSA 200:37, Medical Examination of School Bus Operators
- RSA 263:29, School Bus Driver's Certificate
- RSA 189:13-a, School Employee & Volunteer Background Investigations
- 49 C.F.R. Part 40.1-40.13(2001), Transportation Workplace Drug Testing Program
- [49 C.F.R. Part 382 Controlled Substance & Alcohol Use & Testing](#)
- 49 C.F.R. Part 391 (1995), Qualifications of Drivers
- Saf-c 1300 School Transportation Rules – part Saf-c 1304.01 & 1305.03(a)

Cross Reference:

- EEA – Student Transportation Services
- ECAF – Audio & Video Surveillance on School Buses
- GBCD – Background Investigations and Criminal Checks
- JLCF – Student Wellness

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EEAE
Policy Committee Review: October 13, 2021	Page 1 of 1
School Board First Read: October 20, 2021	Category: Recommended

School Bus Safety Program

The safety and welfare of all Oyster River Cooperative student riders will be the first consideration in all matters pertaining to transportation. Safety precautions for the District will follow the SAF-C 1300 School Bus Transportation guidelines which will include the following:

1. The Transportation Director will assure that students using District transportation are provided instruction as to the proper procedure for boarding, riding, and exiting from a school bus.
2. The Transportation Director will assume that emergency evacuation drills from school buses will be conducted at least two times a year to acquaint student riders with procedures in emergency situations.
3. The Transportation Director is encouraged to establish guidelines for families relative to safe practices for students in between home and bus stops.
4. All school buses used to transport children will be inspected on a regular schedule to see that they meet applicable safety regulations.
5. Bus Drivers are required to fully inspect their assigned vehicle each day.
6. All bus drivers will be screened before employment for physical condition, proper license, criminal records background check, and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed.
7. The Transportation Director shall maintain Driver Qualification Files.
8. To help ensure the health, welfare, and safety of students and others relative to District provided transportation, the School Board has authorized use of video and/or audio surveillance on school buses. Conducting such surveillance, and the use of any subsequent recordings in student disciplinary proceedings, will be in accordance with Board policy.
9. The School District will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements know to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

Cross Reference:

Policy EEA – Student Transportation
Policy EEAEA – Mandatory Drug & Alcohol Testing – School Bus Drivers
Policy JICC – Student Conduct on School Buses

Legal References:

Chapter Saf-C 1300 School Bus Transportation
RSA 189:6-a, School Bus Safety
RSA 189:9-a Pupils Prohibited for Disciplinary Reasons
RSA 189:13-b, School Bus Driver & Transportation Monitor Criminal History Records Check
49 C.F.R. 40.1-40.13, Transportation Workplace Drug Testing Program
49 C.F.R. Part 382, Controlled Substances and Alcohol Use and Testing
49 C.F.R. Part 391, Qualifications of Drivers