

**Oyster River Cooperative School District**  
**Regular Meeting Minutes - REVISED 11/12/20**

**November 04, 2020**

**DRAFT**

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

**Student Representative:** Megan Deane

**ADMINISTRATORS PRESENT:** James Morse, Todd Allen, Sue Caswell, Suzanne Filippone, Jay Richard, Misty Lowe, David Goldsmith, William Sullivan, Catherine Plourde

**STAFF PRESENT:** Mark Milliken, Mike McCann, Kim Felch, Melissa Jean, Andy Lathrop, Kimberly Wolph

**GUEST PRESENT:**

There were 60 members in the audience.

**CALLED TO ORDER at 7:00 PM by Tom Newkirk**

Tom Newkirk requested two changes to the stated agenda. The addition of a non-meeting to discuss negotiations for ORESPA and ORPaSS, and to change the order of the stated reentry presentations to middle school, high school and elementary.

There were no additional changes suggested.

**II. APPROVAL OF AGENDA:**

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

At this time Tom introduced public comment.

**III. PUBLIC COMMENTS:**

James Lonano of Lee has two children in the schools and thanked Misty Lowe and Ms. Burke for all that they are doing to keep the students safe. Implementing a Hybrid Model at the middle school might cause disruption, stay on course and keep the status quo. Covid numbers are going the wrong way.

Matt Carpenter has a freshman at the high school. He has not had a chance to introduce himself to his fellow classmate. Urges the Board to be creative with their learning spaces and usage of outdoors and rooms like the auditorium. Looking forward to meaningful in-person in the future.

Chad Michaud from Barrington also has a freshman at the high school had three quick points to express. His son spends all day in his bedroom navigating his education, very isolated. Believed that Freshman were going to be considered targeted groups and the current model does not allow a family the option of in-person learning.

Jeff Ketel has a son in Moharimet and a daughter at the middle school. He felt that there are tremendous benefits to being in school as this is a much better learning environment. Asked the Board to consider a hybrid model like Moharimet. He stated that hand washing, mask wearing, and social distancing will provide an overall safe school environment.

Bevi Ketel felt that teachers need immunity to expand classroom and to accommodate both the in-person and those with the preference of remote learning. This will enable an equitable solution for all stakeholders for synchronous learning.

Jason Piparo of Lee is an advocate for the students to have in-person learning and is frustrated by the lack of in-person options by this district. The school district is not living up to their motto to engage every learner.

Michelle Dunbar has four children in the district. She is fed up with the remote learning at the middle and high school and felt that the Board was stonewalling. She spoke of the numerous surveys that resulted in the parents wanting a choice. She felt the Board was not doing their job and spoke of contacting an attorney and the Department of Education.

Jill Piparo thanked the Board for the numerous hours they have dedicated to this topic. She advocates for a hybrid model for all students. It is working for the elementary schools. She relayed her plan of having teachers in the classrooms with cameras but wants in-person to be an option. She stated that the MOA needs to be renegotiated and that she has spoken with other districts that are making it work.

Becky Biggwither from Lee stated that children deserve better, elementary are back to school, the middle and high schools are not. Students are losing their sense of belonging and it is crushing our students. She stated that she appreciates the hours spent by the Board on this issue but felt that two hours on Wednesday is not the solution. Elementary model proves that it can work.

James Biggwither from Lee thanked the Board but felt that the full remote option is a serious problem not only academically but for social emotional learning as well. The district reacted to the pandemic, but now we need to move to a hybrid model at the middle and high school. He stated it is time to bring the students back.

Rick Alvarez has three children in the district and thanked the Board as this was an impossible situation in the beginning, but we have safety protocols in place and need to see the students return to school.

Rebecca Throop has a current freshman and does not understand why the district is not bringing in front line consultants. Parents are asking for a choice and doing consistent research weekly. Relayed that her son felt that they were not being heard and that high school means nothing to us.

Tara Beaupre has a 4<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grader and asked to have a reasonable and safe in-person model and let parents' choice, our students are lacking social interaction. The districts around us are working.

Christine Conlon of Durham has two middle schoolers and supports all that has been stated so far tonight. She stated that survey results indicate that 71% want an in-person model. She would also like to see an option where teachers can teach in-person and remotely at the same time.

Mark Avery of Madbury thanked the Board for listening to the public and urged the Board to return the children to school.

Noah O'Hern and two additional teammates spoke for allowance of fan participation at the upcoming sport tournaments. He stated that this is their last game as seniors and this would allow for team spirit.

Brooke Keeler has two daughters at the middle school and stated that what is happening to the students is awful. Surrounding towns are back in. She spoke of transparency by the Board and asked that they get a plan together and to offer an option.

Melissa Gass of Barrington has a 2019 graduate and chose Oyster River for their second child who is a junior, for their innovative education and flexibility. Now this programming is not there for her and they need to develop a plan, you don't need to re-invent the wheel, just implement what is working at the elementary level. She also suggested that the high school presentation be heard first in the discussion and that SEL needs to happen now.

Susan Settele has a senior who is on the soccer team and that she echoes everyone's thoughts. We can do this, other schools are. We need our students back to school. She spoke of the technology usage from the past being too much, now it is constant. She shared that her senior no longer wants to apply to colleges.

Allison Jumper stated that her elementary children are thriving that are in the hybrid model and urges the Board to implement a safe model for her middle school child as well.

There were no additional public comments and it finished at 7:41 PM.

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

**Motion to approve the October 14, 2020 workshop meeting minutes:**

**Revisions:** None

**Brian Cisneros moved to approve the October 14, 2020 workshop meeting minutes as written, 2<sup>nd</sup> by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.**

**Motion to approve the October 21, 2020 meeting minutes:**

**Revisions:** None

**Brian Cisneros moved to approve the October 14, 2020 workshop meeting minutes as written, 2<sup>nd</sup> by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.**

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

**A. District:** None

**B. Board:**

Al Howland spoke of the Durham election and thanked everyone that took part and made it a success. He also thanked Oyster River for the use of the rooms, and he thanked the custodial staff who did a phenomenal job with everything.

Denise Day wanted to take a moment to thank the students and coaches on a successful sports season and commended them for following the rules and thanked them for their efforts.

## **VI. UNANIMOUS CONSENT AGENDA:**

### **Motion to approve the agenda items listed under the unanimous consent agenda:**

Denise Day asked that the appointment of the sustainability coordinator be pulled.

**Al Howland made a motion to approve the remaining list of actions on the unanimous consent agenda as amended: tuition rate for the 2021-22 school year, 2<sup>nd</sup> by Michael Williams. Motion passed with a vote of 7-0 with student representative voting in the affirmative.**

## **VII. DISTRICT REPORTS:**

### **A. Assistant Superintendent Reports:**

Todd Allen directed the Board to the memo that was included in their folders in answer to questions that Denise Day had pertaining to Curriculum Leadership and Sustainability Education goals of the Strategic Plan. Todd explained that the pandemic has caused a shift in district focus to re-entry planning. He stated that both subjects are important, however, have been delayed in implementation due to these circumstances.

For the Curriculum Leadership Goal, the district has developed the job descriptions, but due to the constraints of the pandemic there has not been a budget request made for the 2021-22.

For the Sustainability Education Goal for year 2 the district was to develop a transition plan which is currently being developed and will be shared with the Board later this school year.

The Board had a brief discussion.

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

Dr. Morse spoke about the threshold and criteria that he would follow pertaining to the pandemic. He informed the Board the State of NH does not have a threshold and that it is being left up to the discretion of the NH Districts on a case by case scenario. He explained that his criteria would be if the contact tracing is beyond our capacity to address and if we had a cluster event in school that would require total shut down. He gave a shout out to the district nurses who are on the frontline and are always in contact with me or Todd and all decisions are made collaboratively.

### Anti-racism update:

Dr. Morse updated the Board on the current status of this committee and that they are working on involving citizens of the community to join this committee and to also include an active antiracism portion to the meetings. Dr. Morse gave a shout out to Megan's peers who are on the committee and for the input that they are providing. We have 3 active high school students and 1 middle school student. He also explained to the Board that he is on the Governor's Task Force Committee for Diversity and Equity

There was a question posed addressing camera use by teachers and students at home and the equipment concerns.

Dr. Morse explained that Josh Olstad, IT Director has been pricing equipment and delivery status and has found that the availability of technology is an issue and that the demand has exceeded the supply. Dr. Morse also stated that the Guild is currently polling staff for their comfort level on camera usage.

There was no further discussion and the meeting moved forward.

**~~C. Finance Committee Update:~~**

**D. Business Administrator:**

2021-22 Tuition

Sue Caswell presented her memo for the rates for the 2021/22 school year for the school district as \$22,610 for elementary, \$18,990 for middle school, and \$19,432 for high school. There were no questions.

Sue also updated the Board on the current status of the FY21 budget and compared where we were at this time last year. There were no questions asked to Sue.

Tom Newkirk moved the meeting to the student report and informed Megan that we will be calling this the student representative report instead of student senate report and asked her to begin her update.

**D. Student Senate Report:**

Megan Deane updated the Board on the success of the sports programs and moving on to the championship playoffs. She also stated that students want to be heard and that they should have more of a voice. Students want to go back.

Tom asked Megan what her perception was for why students are turning off their cameras.

Megan replied that she has been in classes with both scenarios and felt that cameras can be a great communication tool or a distraction. Not everyone is on the same level of comfort with using their cameras.

Tom thanked Megan for her report and moved the meeting forward with the start of the presentations. He noted that the administrators asked that they be allowed to present the entire presentation before the Board asked questions.

**~~F. Other:~~**

**VIII. DISCUSSION ITEMS:**

School Reevaluation Model – Next Steps - Middle School

Jay Richard introduced himself and Bill Sullivan and stated that both Todd Allen and Catherine Plourde would also be available for questions pertaining to certification and special education.

Jay began by presenting the slide showing the Parent survey results.

**Based on recent survey data:**

5<sup>th</sup> grade: 151 total students/ Four 2-person teams (1 teacher remote only)  
97 interested in hybrid  
54 would remain remote

6<sup>th</sup> grade: 161 total students/ Two 4-person teams (3 teachers remote only)  
117 interested in hybrid  
44 would remain remote

7<sup>th</sup> grade: 160 total students/ Two 4-person teams (0 remote teachers)  
119 interested in hybrid  
41 would remain remote

8<sup>th</sup> grade: 185 total students/ Two 4-person teams (3 teachers remote only)  
137 interested in hybrid  
48 would remain remote

**Option 1: Enhanced Current Option**

Pros	Cons
Allows Remote Learners to continue on current Team with consistent Teachers & Peers	Limited in-person opportunities for regular education students
Offers students engaging with teachers 4-5 days per week in live sessions	
Allows Wednesday Targeted Learning, re-learning, office hours. Increase the number of students per team invited in school.	
Allows Teachers to continue with current team & students (no re-assignment)	
Increase the school day to move office hours to 2:30-3:00 and/or change the structure of office hours	Increased screen time by another hour

**Enhanced Features” will include:**

- Increasing the Wednesday Targeted Learning students based on MTSS referrals from teachers and parents.
- Increasing clubs and activities (both remote and in person options)- Some clubs that have been suggested are coding club, outing club, social justice club, MathCounts, etc.
- Continue to develop opportunities to bring students in based on team or school experiences (beam signing, SEL, picture day, STAR Assessment, spirit week, project).

- Increasing the length of the academic day (shifting office hours to 2:30- 3:00)- offering another Bobcat academic or enrichment block.

**ORMS Proposed Enhanced Schedule Below:** \*Music happens once per week during Bobcat for each student

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory
9:30-10:00 UA/SEL	9:30-11:00 Core	9:30-11:00 Core	9:30-10:30 WL/UA
10:15-10:45 Bobcat*			
11:00-11:30 Core	11:15-11:45 Bobcat*	11:15-12:15 WL/UA	10:45-12:15 Core
11:30-12:30 Lunch	11:45-12:45 Lunch		
12:30-1:00 Core	12:45-1:45 WL/UA	12:15-1:15 Lunch	12:30-1:00 Bobcat
1:15-1:45 Topic Study		1:15-1:45 Bobcat	1:00-1:45 Lunch
1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2
2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours
3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports

**Option 2 Hybrid model: Each grade is in school 1 full day per week**

This model results in 1 in-person day, 2 synchronous remote learning days, 1 asynchronous day, and Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day.

Pros	Cons
Allows Teachers and students to continue on current team (no re-assignment)	Changes 1 synchronous day to 1 asynchronous day per week
Offers student interaction with teachers 3-4 days per week in live sessions (in school and synchronous)	3 Support staff will need to be hired to cover remote only teachers

Allows Wednesday Targeted Learning in person, re-learning, teacher check ins (grades 5-8). Increase the number of students per team invited in school.	Increases the potential need for more substitutes to be hired to cover for sick or quarantined staff
Increases the “in-person” days for all in-person students to 1-1.5 day(s) per week	May need to reschedule some special education services and use Wednesdays to make up services
Increase the school day to move office hours to 2:30-3:15	

**Hybrid model: Each grade is in school 1 full day per week**

This model results in 1 in-person day, 2 synchronous remote learning days, 1 asynchronous day, and Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day.

- Keep Wednesdays for MTSS targeted learners (Grades 5-8)
- Special Education students can potentially be in the building 3-4 days (1 with team, 2-3 with case manager/para working “in-school” remotely)

**Option 2: Sample Schedule**

Mondays	Tuesday	Wednesday	Thursday	Friday
Grade 5 & 6, half at school in the morning	Grade 5 & 6 (other half) at school	Grades 5-6 Targeted students: at school in AM	Grade 5 & 6 at home synchronous	Grade 5 & 6 at home synchronous
Grade 5 & 6 (half) at home asynchronous	Grade 5 & 6 (other half) at home asynchronous	Grades 5-6 non-targeted students at home asynchronous	Grade 7 & 8 (half ) at school	Grade 7 & 8 (other half) at school
Grade 7 & 8 at home synchronous	Grade 7 & 8 at home synchronous	Grades 7-8 Targeted students: at school in PM	Grade 7 & 8 (half ) at home asynchronous	Grade 7 & 8 (other half) at home asynchronous
		Grades 7-8 non-targeted students at home asynchronous		



**Option 3: Each grade in school for ½ day per week**

This model results in students being in the building 1/2 a day, asynchronous ½ day, 3 remote synchronous days, Wednesday Targeted Learning/Re-Assessment/Re-learning/Teacher check in day

<b>Pros</b>	<b>Cons</b>
Allows Teachers and Students to continue on current team (no re-assignment)	
Offers student interaction with teachers 3-4 days per week in live sessions (in school and synchronous)	Remote only learners would have 1 less synchronous day
Allows Wednesdays Targeted Learning in person, re-learning, teacher check ins (grades 5-8) Increase the number of students per team invited in school.	Support staff will need to be hired to cover remote only teachers
Increases the “in-person” days for all in-person students to .5 day(s) per week	Increases asynchronous learning from 1 day to 1.5 days for regular education students (students who are not targeted learners)
Increase the school day to move office hours to 2:30-3:00	Additional substitutes will need to be hired to cover sick & quarantined staff

**Option 3: Sample Schedules Each grade**

Monday	Tuesday	Wednesday	Thursday	Friday
Grade 5 at school- half in AM, half in PM	Grade 5 at home synchronous	Grades 5-6 Targeted students: at school in AM	Grade 5 at home synchronous	Grade 5 at home synchronous
Grade 5 remote students asynchronous	Grade 6 at school- half in AM, half in PM	Grades 5-6 non-targeted students at home asynchronous	Grade 6 at home synchronous	Grade 6 at home synchronous
Grade 6 at home synchronous	Grade 6 remote students asynchronous	Grades 7-8 Targeted students: at school in PM	Grade 7 at school- half in AM, half in PM	Grade 7 at home synchronous
Grade 7 at home synchronous	Grade 7 at home synchronous	Grades 7-8 non-targeted students at home asynchronous	Grade 7 remote students asynchronous	Grade 8 at school- half in AM, half in PM
Grade 8 at home synchronous	Grade 8 at home synchronous		Grade 8 at home synchronous	Grade 8 remote students asynchronous

**Option 3: Sample: Remote Learning- Proposed Synchronous Schedule:**

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory
9:30-10:00 UA/SEL	9:30-11:00 Core	9:30-11:00 Core	9:30-10:30 WL/UA
10:15-10:45 Bobcat*			
11:00-11:30 Core	11:15-11:45 Bobcat*	11:15-12:15 WL/UA	10:45-12:15 Core
11:30-12:30 Lunch	11:45-12:45 Lunch		
12:30-1:00 Core	12:45-1:45 WL/UA	12:15-1:15 Lunch	12:30-1:00 Bobcat
1:15-1:45 Topic Study		1:15-1:45 Bobcat	1:00-1:45 Lunch
1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2
2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours
3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports

**Students in school for ½ day per week: This model results in students being in the building 1/2 a day, asynchronous ½ day, 3 remote synchronous days, Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day.**

Grade 5	Grade 6	Grade 7	Grade 8
9:00-9:15 Attendance	9:00-9:15 Attendance	9:00-9:15 Attendance	9:00-9:15 Attendance
9:15-10:15 Core 1	9:15-10:15 Core 1	9:15-10:15 Core 1	9:15-10:15 Core 1
10:15-11:15 Core 2	10:15-11:15 Core 2	10:15-11:15 Core 2	10:15-11:15 Core 2
11:15 Dismissal	11:15 Dismissal	11:15 Dismissal	11:15 Dismissal
12:15- 12:30 Attendance	12:15-12:30 Attendance	12:15-12:30 Attendance	12:15-12:30 Attendance
12:30-1:30 Core 1	12:30-1:30 Core 1	12:30-1:30 Core 1	12:30-1:30 Core 1
1:30-2:30 Core 2	1:30-2:30 Core 2	1:30-2:30 Core 2	1:30-2:30 Core 2
2:30 Dismissal	Dismissal	Dismissal	Dismissal

**Option 4: AM/PM Model**

Pros	Cons
	Disproportionate class sizes between in-person and remote students based upon parent survey
Students engaging with teachers 4-5 days per week	Teachers & students would have to be re-assigned to create remote learning teams* (actual # of students & teachers below)
Allows Wednesday Targeted Learning, re-learning, office hours	Changes in the schoolwide schedule would have to occur to offer 2 sessions of ½ days
Increases the in-person days to four ½ days	Due to shortened school day, UA/WL/Music and support services may be decreased for a student or offered remotely
	Decrease in the school day (teacher time)
	Special Education Teachers would have a new caseload. Special Education and targeted learner service providers would have to completely re-schedule their student sessions, which would take several weeks to accomplish- resulting in services not being met (out of compliance). Service providers # sessions per week to re-schedule ranges from 21-33.
	Increases the potential need for more substitutes to be hired to cover for sick or quarantined staff
	Model involves matching certification to teacher assignments in grades 7 & 8
	Transportation is impacted by the pandemic limiting ridership

**Option 4: AM/PM Model**

This model results in four half days in-person, four half days remote with both synchronous and asynchronous programming, and Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day

- Estimated Number of 5<sup>th</sup> grade students being re-assigned to new teachers: 48
- Estimated Number of 6<sup>th</sup> grade students being re-assigned to new teachers: 60
- Estimated Number of 7<sup>th</sup> grade students being re-assigned to new teachers: 80
- Estimated Number of 8<sup>th</sup> grade students being re-assigned to new teachers: 90

Total Number of Teachers having new students to their team: 32

Jay concluded his presentation with a summary of the models presented and asked the Board if they had any questions.

There was a very lengthy discussion between Board members and administrators including Dr. Morse, Todd Allen, Catherine Plourde, Jay Richard and Bill Sullivan.

Questions or clarification asked from the Board included how many core classes in certain models, timing for initiation of a proposed option. What did we learn from Quarter 1, how we are adapting? Questions surrounding re-assignment of students, how many modes of instruction are needed. The

inequity of a student in a full remote session, how the different models affect special education students, staffing and compliance issues. Do teachers lose prep time or lunch breaks? Clarification surrounding Bob Cat 2.

The Board members each expressed their support for the option that they liked and the reasons behind it.

Megan Deane, student representative strongly encouraged the Board to make a decision tonight for implementation for the third quarter. Options presented tonight are skeletons of plans, set the foundation tonight.

Tom Newkirk asked what the sense of the Board was in terms of voting.

**Denise Day made a motion to approve the continuation of the enhanced Option 1 until Martin Luther King Day in January, 2<sup>nd</sup> by Al Howland. Motion passed with a vote of 4-3 with Michael Williams, Dan Klein and Yusi Turell voting against.**

Additional discussion ensued surrounding transitioning back in case of outbreak, and if it was possible. The possibility of a separate model for concurrent teaching, technology needs and timeline for receiving equipment, staffing, and if teachers were brought into the discussions surrounding the different options. Discussion surrounding the current MOA the district has with the Board and the possibility of re-opening negotiations between the Board and Guild.

The Board had a lengthy discussion and requested that the Board Negotiation Team meet with the Guild to reopen negotiations concerning the MOA.

**Denise Day made a motion to have the Board Negotiation Team meet with the Guild Representatives to reopen the MOA to explore the possibility of concurrent teaching, and environmental considerations with guidance from federal and state organizations, 2<sup>nd</sup> by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.**

***Michael Williams made a motion to direct administration to plan for, at a minimum, Option 2 for the middle school for the 2<sup>nd</sup> semester for a backup plan, 2<sup>nd</sup> by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.***

Additional discussion ensued about a possible concurrent option being developed.

**Michael Williams made a motion to direct the administrative team to identify a feasible technology platform and establish a standing committee to include parents, teachers, administration and Board members for implementation of a concurrent learning model , 2<sup>nd</sup> by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.**

Dr. Morse clarified that Jay needed to work on Option 2, build that schedule and at the same time an informational survey to parents for concurrent learning.

Tom Newkirk called for a 5-minute break at 10:22 PM.

The meeting resumed at 10:26 PM with the high school presentation.

Suzanne Filippone started her presentation with a slide of the current model and went on to explain that the focuses on the Year of the Self-Aware Learner and presented the OR Vision of Graduate slide.

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

- Awareness of Self: ORCSD students demonstrate resilience and adaptability as independent thinkers through being self-directed, self-regulated and self-advocates who understand themselves as learners.
- Awareness of Others: ORCSD students demonstrate ethical, empathetic and respectful thinking through being collaborative, responsible community members both locally and globally.
- Transferable Skills: ORCSD students demonstrate a growth mindset and master transferable foundational skills through critical thinking, effective communication, problem-solving skills and healthy risk taking.

**Afternoon Model**

Monday	Tuesday	Wednesday	Thursday	Friday
Remote Blue Day 8:15 – 12:30 8:15 – 9:15 A Period 9:20 – 10:20 C Period 10:25 – 11:25 F Period 11:30 – 12:30 E Period 12:30 – 1:30 Lunch/Travel to School	Remote White Day 8:15 – 12:30 8:15 – 9:15 B Period 9:20 – 10:20 D Period 10:25 – 11:25 Advisory/FLEX Period 11:30 – 12:30 G Period 12:30 – 1:30 Lunch/Travel to School	No Change Communication and Collaboration Day	No Change Remote Blue Day Classes Keep the current schedule the same	No Change Remote White Day Classes Keep the current schedule the same
1:30 – 3:15 50% In Person Or Remote Asynchronous and Remote Synchronous Opportunities 3:15 – 4:15 Possible After School Opportunities 50% In Person	1:30 – 3:15 50% In Person Or Remote Asynchronous and Remote Synchronous Opportunities 3:15 – 4:15 Possible After School Opportunities 50% In Person			

### **1:30 -3:15 PM**

- 3 Sessions, 30 min each: 1:30 – 2:00; 2:05 – 2:35; 2:40 – 3:10 - All activities are to support and reinforce remote instruction– missing the activity will not penalize students or add to student workload.

Classroom Based Activities (examples: remote lab done in person. Discussions in French. How to study for your Algebra 1 test., AP exam preparation, etc.)

Academic Help/Office Hours (examples: test corrections, assessment prep, writing a lab report, essay conference, peer tutoring, Writing Lab, Math Lab, etc.)

Advisory (Advisors can schedule a time for their advisees.)

Other (interview preparation, college visits, college application support, career readiness, course selection, SEL, etc.)

- Sessions for Remote Learners

Remote Faculty will offer a variety of similar options for students who are also remote and are interested in opportunities outside of asynchronous learning.

### **Contact tracing 1:30 – 3:15**

Adaptive Scheduler will allow us to contact trace

1 Student Diagnosed Positive: Close contact 30 kids and 3 adults quarantine, up to full program shut down

1 Faculty Positive: Close contact 30 kids to 60 kids quarantined and adults TBD, up to full program shut down

### **3:15 – 4:15 Afterschool opportunities**

These are set up directly by faculty with students.

- Clubs / Student Groups
- Peer Tutoring
- Enrichment
- Homework Den

### **Preparation**

- Faculty re-entry to building (In Process)
- Communication with students and families about the model
- Plan for Special Education adjustments
- Plan for CTE adjustments
- Determine sessions (needs to be 10 days ahead of student arrival for Adaptive Scheduler and Busses) & communicate with families
- Determine a system that allows for internal coverage when faculty are absent

- Complete Adaptive Scheduler Set-Up (allowing for attendance/contact tracing)
- Teach kids how to use Adaptive Scheduler (9<sup>th</sup> grade will need more training as they have never used Adaptive Scheduler)
- Complete Room Preparation
- Determine students interested to ensure appropriate space
- Merge students already attending M & T with those coming in
- Busses/Transportation (needs to be 7 days prior to in person day)

Suzanne concluded her presentation and asked the Board if they had any questions.

Board members asked if this would impact special education, if this model could shift to concurrent learning model, if there was feedback from teachers and timeline for implementation.

Megan Deane asked how students would choose.

There was a brief discussion and Tom asked if the Board was ready to vote.

**Brian Cisneros made a motion for Option 2 the Afternoon Model, 2<sup>nd</sup> by Denise Day. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.**

Tom Newkirk asked if there was an update on the elementary program.

David Goldsmith and Misty Lowe provided the answers that the Board asked of them from the October 21<sup>st</sup> meeting which was the number of changes for the existing program.

Hybrid to Remote: MOH: 0 MW: 1

Remote to Hybrid: MOH: 4 MW: 5

All requests supported at each building.

#### NHSBA Resolution:

Tom Newkirk as Michael Williams to review his proposal for inclusion in the NHSBA requests for proposals.

There was no discussion.

**Michael Williams made a motion to authorize the submission of his proposal on student participation by video to NHSBA, 2<sup>nd</sup> by Tom Newkirk. Motion passed with a vote of 6-0-1 with Denise Day abstaining and the student representative voting in the affirmative.**

#### Nomination of Sustainability Coordinator

Tom Newkirk re-introduced this agenda item which was previously pulled and asked Denise if she had any questions. Denise explained that she is fine with moving forward with this as she had her questions answered earlier in the evening when Todd Allen spoke about the strategic plan sustainability curriculum.

**Denise Day made a motion to appoint Maggie Morrison as the Sustainability Coordinator for the 2020-21 school year, 2<sup>nd</sup> by Dan Klein. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.**

## **IX. ACTIONS**

### **A. ~~Superintendent Actions:~~**

### **B. Board Action Items:**

#### **Discussion:**

### **~~X. SCHOOL BOARD COMMITTEE UPDATES:~~**

#### **A. Manifests Reviewed and Approved by Manifest Committee:**

Denise Day and Dan Klein reviewed the manifests.

Payroll Manifest #

Vendor Manifest # 10 \$2,929,064.81

## **XI. PUBLIC COMMENTS:**

Jill Piparo expressed concern for the Martin Luther King deadline and stated that she received many messages from community members expressing the same concerns.

Christine Conlon stated that she echo's the disappointment with the deadline. Other schools have come up with plans to return and stated her son will be let down with this decision. She also stated that she is thrilled to hear about the concurrent option.

## **XII. CLOSING ACTIONS:**

### A. Future Meeting Date:

11/18/20 – Regular Meeting – ORHS Auditorium  
11/19/20 – Budget Meeting – ORHS Auditorium

Tom Newkirk stated that they will be going into to a non-meting and asked for a motion to adjourn.

## **~~XIII. NON-PUBLIC SESSION RSA 91-A:3 (if needed)~~**

### **NON-MEETING SESSION: RSA 91-A:2 I**

- Negotiations for ORESPA and ORPaSS.

## **IV. ADJOURNMENT:**

**Michael Williams made a motion to adjourn the meeting at 11:05 p.m., 2<sup>nd</sup> by Dan Klein. Motion passed with a vote of 7-0 with Student Representative voting in the affirmative.**

Respectfully Submitted,  
Wendy L. DiFruscio  
Executive Assistant to  
Superintendent of Schools