

Oyster River Cooperative School District
REGULAR MEETING

December 16, 2020 **Oyster River High School Auditorium** **7:00 PM**

- I. **CALL TO ORDER**
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 30 minutes*)
- IV. **APPROVAL OF MINUTES**
 - Motion to approve 12/02/20 Regular Meeting Minutes.
- V. **ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**
 - A. **District**
 - B. **Board**
- VI. **UNANIMOUS CONSENT AGENDA** *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*
 - Motion to approve the list of policies for second read/adoption and deletion. Second Read/Adoption: GCQC-Resignation/Retirement, GCP – Staff Vacancies, GDR – Work Rules for Staff GCRD – Tutoring for Pay. For Deletion: GCKA-Overnight Program Implementation, GCN/AFC – Evaluation of Professional Staff – Teachers, GDPC/GCPC – Retirement, GCQB – Publication of Creation of Educational Material.
- VII. **DISTRICT REPORTS**
 - A. **Assistant Superintendent/Curriculum & Instruction Report(s)**
 - B. **Superintendent’s Report**
 - Dover Medical Advisory Council Questions and Answers **{7:30 PM}**
 - 9th Grade Report
 - Middle School Update Grades 6-8/Grade 5 Discussion
 - C. **Finance Committee Report**
 - D. **Business Administrator**
 - FY21 Budget Update
 - E. **Student Representative Report**
 - F. **Other:**
- VIII. **DISCUSSION ITEMS**
 - Draft 2021-22 School Calendar – 2nd Review
 - Consideration of concurrent learning model research and feasibility.
- IX. **ACTIONS**
 - A. **Superintendent Actions**
 - B. **Board Action Items**
 - Motion to approve 2021-22 School Calendar
 - Motion to approve ORMS/ORHS Winter sports coaches and volunteer.
 - Motion to move forward with middle school model.
- X. **SCHOOL BOARD COMMITTEE UPDATES**
- XI. **PUBLIC COMMENTS**
- XII. **CLOSING ACTIONS**
 - A. **Future meeting dates:** December 30, 2020 – Manifest – SAU 3:30 PM
January 6, 2021 – Regular Meeting – ORHS Auditorium
January 13, 2021 – Budget Public Hearing – HS Auditorium
January 20, 2021 – Regular Meeting – ORHS Auditorium
- XIII. **NON-PUBLIC SESSION: RSA 91-A:3** {If Required}
NON-MEETING SESSION: RSA 91-A2 {If Required}
- XIV. **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 auditorium. 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 special meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

Oyster River Cooperative School District Members:

- | | |
|--------------------------------|----------------------------|
| • Brian Cisneros | Term on Board: 2018 –2021 |
| • Thomas Newkirk, Chair | Term on Board: 2019 - 2022 |
| • Yusi Turell | Term on Board: 2020 - 2021 |
| • Michael Williams, Vice Chair | Term on Board: 2020 - 2023 |
| • Denise Day | Term on Board: 2020 - 2023 |
| • Allan Howland | Term on Board: 2018 - 2021 |
| • Daniel Klein | Term on Board: 2018 - 2021 |

Information Regarding Nonpublic Session

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

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

Oyster River Cooperative School District

Regular Meeting Minutes

December 2, 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, Misty Lowe, David Goldsmith, Catherine Plourde, Jay Richard

STAFF PRESENT: Kim Felch, Jim Rozycki

GUEST PRESENT: There were 3 members in the audience.

CALLED TO ORDER at 7:00 PM by Tom Newkirk

Tom Newkirk introduced a 90 second musical presentation by the high school strings students

Tom Newkirk moved to the approval of the agenda and clarified that he will recommend the school Board member to the new committee. There were no additional changes suggested.

II. APPROVAL OF AGENDA:

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

At this time Tom introduced public comment and as there were only three, each would be allotted 3 minutes.

III. PUBLIC COMMENTS:

Craig Hirz, a Durham parent has two children in the high school and expressed his frustration for the students not returning in-person. People are frustrated since they do not know the specifics as to why decisions are not being made. He asked what needs to happen for students to return to school.

Deanna Pilkenton is also a Durham resident with four student is the district, two at the high school, one at the middle school, and one at Moharimet. She referred to the letter that she sent to the Board in support of a concurrent model being developed, and that the letter contained approximately 70 names of community members concerned about the state of the learning situation. She also stated the letter included ideas for exploration with a concurrent model.

Brook Keeler has two daughters and lives in Durham. She stated that she is done being a parent and trying to supervise the learning process. She is tired of fighting to get them to do their work. She felt that the Union may be suffering a leadership crisis. She asked the Board to renegotiate the MOA and get the children back in school as soon as possible.

There were no additional public comments and it finished at 7:15 PM.

IV. APPROVAL OF MINUTES:

Motion to approve the November 18, 2020 regular meeting minutes:

Revisions:

Dan Klein stated that the vote on Yusi's motion was 3-4, with Dan also voting in favor.

Michael Williams stated the following corrections: page 1, before his motion to accept the grant funds, we should note that Tom closed the public hearing.

Page 7 note that the student representative left the meeting after the motion to temporarily adjourn.

Page 8 remove the 11/18 meeting information from the Future Meeting Dates.

Tom Newkirk, Michael Williams and Yusi Turell also noted the vote adjustment for Yusi's motion.

Brian Cisneros moved to approve the November 18, 2020 regular meeting minutes as revised, 2nd by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

Motion to approve the November 19, 2020 workshop meeting minutes:

Revisions: None

Brian Cisneros moved to approve the November 19, 2020 workshop meeting minutes as written, 2nd by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS:

A. District:

Suzanne Filippone, high school principal updated the Board on the past week by having the 9th graders come into the building on Monday and Tuesday. She had 207 freshman, with half on Monday and half on Tuesday. Next week she will again have approximately the same amount of freshman come into the building on Monday and Tuesday. She thanked the members of the National Honor Society that came in and assisted the freshman with finding classrooms and meeting teachers.

Board members asked why some students were not coming in. Asked if teachers are in all week, and the reasons why if they are not there all week. Suzanne answered the Board's questions.

Kim Felch spoke about the targeted learners, and the partnership with the administrators and counselor working together to identify the students in need and the calling of parents and setting up team meetings. She stated that having counselors meeting during these individual times with these students has helped the students show improvement.

Suzanne stated that the hardest part is with the students that cannot come in, and they are individualizing their approach to each student. She also asked if parents are in need to call her. She went on to say that students are advocating for themselves.

B. Board:

Brian thinks we should make a statement on why we are making a decision, lot of assumptions being made, need to share the reason why we are making a decision, frustrating to the taxpayers, we need to make a statement.

Yusi stated that we have several moving pieces that impact the decisions we make, we should decide on a plan and launch it 2-3 weeks later, if we can say what our process is for starting a launch process there will be more comfort in the community.

Megan agrees with having a timeline, so students have an idea of what is going to happen and give them time to plan.

Denise reiterated the need for bus drivers. She stated that we do not have enough, and is reaching out to community members to apply, as it would be a tremendous help for the district.

VI. UNANIMOUS CONSENT AGENDA:

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

Dan Klein asked that the list of coaches and volunteers be pulled from the consent agenda for additional discussion.

No other changes suggested.

A vote was taken which resulted in a 7-0 to approve with student representative voting in the affirmative.

However, since there was no motion or second, these policies will be considered again at the next regular meeting on December 16, 2020.

VII. DISTRICT REPORTS:

A. Assistant Superintendent Reports: None

B. Superintendent's Report:

Dr Morse stated that the Barrington School District would like to meet with the Board on December 9, 2020 at 6:00 PM to discuss Barrington Parental concerns related to HS Remote Learning and Tuition Costs. Suzanne Filippone will also be at this meeting. Megan, the student representative asked if she should be there. Dr Morse stated that she is not required, but if she wanted to join that was fine.

Dr. Morse read the memo he sent to the Board on Tuesday, outlining the results of the holiday travel. He stated that out of 415 staff, only 11 staff members traveled over the holiday. He commended all of the faculty and staff for not traveling. He went on to explain how tenuous the elementary structure is now. We have 3 drivers who are out on quarantine, 2 teachers at MOH, 2 teachers and 2 support staff at Mast Way. This impacted a total of 9 staff and 22 students. Misty will need to cover a classroom teacher on Thursday and Friday. He went on to state that Misty and David are doing a great job with their staff and keeping their buildings operating.

Board members asked what will happen if we do not have enough bus drivers and if parents would need to drive students to school? Will we hire additional paraeducators for additional support, and what would that cost be, is the money available in this year's budget, and would the positions be until the end of June of 2021.

Dr Morse stated that it would probably mean there would be tremendous delays in the start of school, and students would show up late. We are transporting a little over 600 students now and normally we would be transporting 1400 students.

Dr Morse asked the Board for permission to hire two paraeducators that could float between the elementary schools at a cost of approximately \$40,000, and that these positions would be until the end of the current school year.

Denise Day made a motion to authorize the superintendent to hire two additional support staff to float between the elementary schools, 2nd by Brian Cisneros. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

Dr Morse asked the Board to authorize the negotiating team to meet with ORAA.

He also informed the Board that next Monday night he will meet with the Durham Town Council to update them on the budget. He is also in the process of setting up meetings with the Madbury and Lee Select Boards to do the same.

Dr. Morse continued his report out with review of the NESDEC enrollment report and suggested we look at just 3 years of the data. Beyond that they diverge from those of the long-range planning committee. Denise commented on the birth to kindergarten figures.

There was no further discussion and the meeting moved forward.

C. Finance Committee Update:

Al Howland reported the Finance committee has met twice since the last Board meeting and last night's meeting was with the towns. The Town of Durham was represented by Jim Lawson and Todd Selig. The Towns of Madbury and Lee were not able to attend. The real challenge will be when we meet with Lee and Madbury due to the loss of state aid.

D. Business Administrator: None

Tom Newkirk moved the meeting to the student report.

D. Student Representative Report:

Megan Deane informed the Board that she met with the student senate and asked if the Board was interested in meeting with them. The student senate's next meeting is on Wednesday, December 9, 2020 from 8:15 – 9:15. This will give the Board the opportunity to listen to what they have to say. The District will provide a telephone number to call in if they want to. Students were asked what they thought about the way they are coming into the building. They want to be back in but are not sure if it is worth it to come in for only 2 hours one day a week.

~~F. Other:~~

VIII. DISCUSSION ITEMS:

Finalize 2021-22 School Year Budget

Al Howland suggested the Michael Williams make a motion to approve the 2021-22 budget and then have a discussion.

Michael Williams made a motion to approve option 3 using \$500,000 from the emergency fund and reallocating \$50,000 to the SAU budget, 2nd by Brian Cisneros.

Discussion:

Al Howland went through the adjustments that were made to the budget to make a contingency using the CIP items. By adding these items to the \$100,000 that is already in there for PPE, we would have \$352,000 in the contingency fund. If we do not utilize it in the contingency fund, we will continue to use it for the CIP items. Al went on to say that there was a change by the state in how we can use emergency funds. We now just need to have a public hearing. The only thing added was the \$50,000 for the opportunity to have someone set up a communicating plan. The goal was supposed to be to take expenses with offsetting revenues and develop the 3 options.

To get to 3% we need to use \$250,000 which is option 2. The towns of Lee and Madbury received extra funds last year and will be losing them this next budget year. As a result, the tax impact spikes. There is no way to completely offset this loss, so doing the best we could by using another \$250,000 and apply it to tax relief. Al went through the 2 scenarios. The impact is 2.39% but because of the loss of revenues it is a greater impact on the towns.

Denise expressed her frustration on the way this was presented, and that she cannot follow it. Tom feels that this was consistent with what the Board asked the committee to do. Yusi would have liked to have a cover sheet to explain what was done to change the budget. She asked if we could access the emergency funds this year? Additionally, she asked if we should be budgeting more funds to overcome anything, we need for the spring to bring students back.

There was a lengthy discussion that was followed by Tom Newkirk calling for a vote.

Motion passed with a vote of 6-1 with Denise Day voting against. Student Representative voting in the affirmative.

FY22 Default Budget

Sue Caswell explained the Benefit Stabilization Fund.

Sue Caswell explained to the Board that she took a conservative approach when developing the default budget. She did not include the higher salaries that were in the current budget. You could argue that the salaries for last year are part of the default and she can go back and include them. The default is lower than the proposed budget by \$92,795. The Board agreed that the conservative approach is how it should be calculated.

Draft 2021 Budget Warrant Article

The Board reviewed the draft warrant article and asked some clarifying questions, which Sue answered. The Board agreed to the seven warrant articles and will be given a clean copy at their next meeting.

Board Committee Vacancies: Policy and Sabbatical, Equity and Instructional Model

Tom Newkirk reviewed the committee assignment chart and stated that he would take the policy committee, Denise Day would take the Sabbatical Committee, they would add the equity committee

representatives: Denise Day and Yusi Turell and add the Instructional Model committee representatives: Tom Newkirk and Yusi Turell under Representatives to Other Groups. Dan Klein would return to the negotiation committee. Michael Williams suggested moving the Finance committee under Public meeting groups.

Tom Newkirk made a motion to approve the revised Committee Assignment List, 2nd by Dan Klein. Motion passed with a vote of 7-0 with the student representative voting in the affirmative

Facility Use by Outside Groups

Jim Morse stated that Jim Rozycki will be presenting for both him and Andy, but that Suzanne would be available to answer any questions if needed.

Jim Rozycki began by explaining where we are currently and felt that breaking them up by schools would be easiest way to explain. He stated that Andy has full intentions of using the high school and middle school for practices during the week. Track teams would be using the gym on Saturday which means that only Sunday would be available at the high school. Other spaces would be a challenge to allow for use. The middle school has no parking out back, therefore using the gym would be a challenge. If they park on Coe Drive, they will have to walk through the construction site along a very narrow walkway. Usage of the front door would mean people would be walking in other areas of the building to access the gym and this widens the cleaning and sanitizing that would need to happen. The elementary schools are using the gym for storage so it would be a challenge to allow someone to use them. That being said, the only area for outside usage is the middle school gym. Cleaning would be a challenge and the time needed would be increased. It would involve overtime and HVAC usage and cost would increase.

There was a brief discussion and Tom moved the meeting forward.

IX. ACTIONS

Superintendent Actions:

A. Board Action Items:

Discussion:

Approval of List of Coaches and Volunteers

Brian Cisneros made a motion to approve the list of winter coaches and volunteers, 2nd by Denise Day. Motion passed with a vote of 5-0-2 with Michael Williams and Dan Klein abstaining and the student representative voting in the affirmative.

Approval of List of Policies

Denise Day explained that there is only one policy GCRD – Tutoring for Pay for first read and one policy GCQB – Publication of Creation of Educational Materials for deletion. Policy BHE – School Board Use of Emails will go back to the Policy committee at their next meeting.

Tom Newkirk made a motion to move the list of policies as a block for first read and deletion, 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Jim Morse clarified that the request by Michael Williams to verify that all policies are on the website was completed and that none are missing.

X. SCHOOL BOARD COMMITTEE UPDATES: None

A. Manifests Reviewed and Approved by Manifest Committee:

Denise Day and Dan Klein reviewed the manifests.

Payroll Manifest #

Vendor Manifest # 12 \$1,986,218.12

XI. PUBLIC COMMENTS: None

XII. CLOSING ACTIONS:

- A. Future Meeting Date: 12/9/20 Meeting with Barrington – 6:00 PM
 12/16/20 Regular Meeting – ORHS Auditorium

~~**XIII. NON PUBLIC SESSION RSA 91 A:3 {if needed}**~~

~~**NON MEETING SESSION: RSA 91 A:2 {if needed}**~~

IV. ADJOURNMENT:

Brian Cisneros made a motion to adjourn the meeting at 9:26 p.m., 2nd by Michael Williams. 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

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
December 16, 2020

Title	Code
Policies for First Read	
Policies for Second Read/Adoption (Unanimous Consent)	
Resignation/Retirement	GCQC
Staff Vacancies	GCP
Work Rules for Staff	GDR
Tutoring for Pay	GCRD
Policies for Deletion/Replacement (Unanimous Consent)	
Publication of Creation of Education Material	GCQB
Overnight Program Implementation	GCKA
Evaluation of Professional Staff – Teachers	GCN/AFC
Retirement	GDPC/GCPC

As a reference the October 8, 2020 & November 12, 2020 policy minutes are attached to this packet.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCP_GCQC
Date of Adoption: October 12, 1988 Policy Committee Review: October 8, 2020 School Board First Read: November 18, 2020 School Board Second Read/Adoption: December 16, 2020	Page 1 of 1

~~SEPARATION~~[RESIGNATION/RETIREMENT](#)

[Oyster River](#) Teachers who for any reason intend to resign or who intend to retire are encouraged to indicate their plans to the Superintendent of Schools at as early a date in the school year as a teacher's plans may become firm and the decision to leave is made. Resignations [usually](#) become effective at the end of the school year in which they are submitted. ~~Resignations to become effective must be considered on an individual basis.~~ Resignations are to be submitted to the superintendent of schools.

Procedures for the dismissal of certified employees are governed by law and all actions of the board, as well as the rights and privileges of employees, are clearly identified in the statutes. Certified employees are dismissed only when [all reasonable](#) efforts to assist the teacher to achieve professional standards of teaching competence have been undertaken.

~~Certified personnel shall retire from active service at the end of the school year in which the employee reaches the age of 70. The board may employ such teachers as substitutes within the restrictions of the statutes.~~

~~Resigning and/or retiring employees will be appropriately thanked by resolution of the board.~~

Legal Reference: NH RSA 1969
189:14 Liability of district
189:14a Failure to be re-nominated or reelected
189:14b Review by State Board

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCP
Date of Adoption: September 1971 Previously: GCO Code and Title Change Adopted School Board: May 2, 2012 Policy Committee Review: October 8, 2020 School Board First Read: November 12, 2020 School Board Second Read/Adoption: December 16, 2020	Page 1 of 1 Category: Optional

PROFESSIONAL STAFF PROMOTION/RECLASSIFICATION STAFF VACANCIES

~~All openings in the district shall be advertised as per the following criteria: for promotion and/or new positions and positions paying salary for differentials shall be adequately publicized in every school and all qualified teachers shall be given adequate opportunity to make application for such positions.~~

All staff members will be notified via email of vacancies within the District.

We make every effort to post professional positions for at least 10 calendar days.

As with all employment vacancies, all qualified applicants, both internally and externally, will be considered for open positions.

Principals can opt out of posting a long-term substitute vacancy if they are able to arrange a suitable substitute without doing so.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GDR
Date of Adoption: July 6, 1988 Policy Committee Review: October 8, 2020 School Board First Read: November 18, 2020 School Board Second Read/Adoption: December 16, 2020	Page 1 of 1

WORK RULES FOR STAFF

Oyster River Cooperative School District employees are required to fulfill the responsibilities set forth in their contract, and in other policies established by the school board, ~~and in regulations established by the employee's principal, provided such regulations have been approved by the superintendent.~~ Such policies and regulations will be publicly posted and available to district employees. ~~made available in writing to district employees.~~ A copy of the school board policy handbook will be provided in each school principal's office and the SAU office. Regulations established by each principal will be distributed to the employees in their respective buildings.

Cross Reference: GDR-R – Work Rules for Staff Procedure

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCRD
Date of Adoption: July 6, 1988 Previously CGQAB Code Revision: November 18, 2009 Policy Committee Review: October 8. & Nov. 12, 2020 School Board First Read: December 2, 2020 School Board Second Read/Adoption: December 16, 2020	Page 1 of 1 Category: Optional

TUTORING FOR PAY

It is the [Oyster River Cooperative School Board](#) policy that no teacher may receive [pay](#) for tutoring one of his/her own pupils. A teacher should also avoid tutoring any child from his/her building. Exceptions regarding tutoring should be discussed with the teacher's building principal.

The above does not apply to home bound instruction assigned by the school administration.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCQB
Date of Adoption: September 1971 Policy Committee Review: October 8, & November 12, 2020 School Board for Deletion: December 2 & 16, 2020	Page 1 of 1

PUBLICATION OF CREATION OF EDUCATIONAL MATERIALS

Staff members are encouraged to contribute professional articles and news items. All articles should be cleared through the office of the superintendent of schools in the event that the school district or any of its separate departments are mentioned.

Recommend Deletion

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCKA
Date of Adoption: March 26, 1987 Policy Committee Review: October 8, 2020 School Board for Deletion: November 18, 2020 School Board for Deletion: December 16, 2020	Page 1 of 1

OVERNIGHT PROGRAM IMPLEMENTATION

The Oyster River School Board recognizes and appreciates the unusual responsibilities and personal sacrifices of teachers engaged in overnight program implementation. Further, the Board recognizes the value to student welfare and learning that accrues from classroom teacher presence. Therefore, the Board authorizes a special stipend for teacher participation in school-sponsored overnight activities where teacher presence is essential to implementation of the academic program and where the specific activity is curricular.

Recommend Deletion

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCN/AFC
Date of Adoption: September 21, 1988 Policy Committee Review: October 8, 2020 School Board for Deletion: November 18, 2020 School Board for Deletion: December 16, 2020	Page 1 of 1

EVALUATION OF PROFESSIONAL STAFF - TEACHERS

The Board intends to seek and maintain the best qualified staff to provide quality education for students. In keeping with this goal, there will be an ongoing appraisal of the performance of staff to provide:

1. A systematic process whereby all staff members may increase the effectiveness of their services, using the available professional resources.
2. Opportunity for all staff members to analyze their strengths and weaknesses as they relate to the teaching-learning process and to discuss objectively the contributions they have made to the school system.
3. Opportunity for the administrative staff to analyze the strengths and weaknesses of individual staff members and to use this knowledge to develop supervisory service to assist individuals in developing objectives to improve their competence. These may relate to the teaching-learning process and/or other professional responsibilities.
4. Effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of an increment, and/or other recommendations to the School Board.
5. Identification of incompetent staff.
6. Identification of superior staff who should receive public recognition.

Evaluation of all professional staff will be conducted by the Superintendent and/or such other persons as s/he may designate.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GDPC/GCPC
Date of Adoption: October 12, 1988 Policy Committee Review October 8, 2020 School Board for Deletion: November 18, 2020 School Board for Deletion: December 16, 2020	Page 1 of 1

RETIREMENT

Compulsory retirement age: 70

Enrollment in state retirement system is compulsory for all teachers employed by the school district including those working for full year or less than full day basis. Part-time teachers who work sporadically or for less than a full year are not required to enroll.

Support Personnel: Secretaries, Custodians, Nonprofessionals

Membership in the retirement system is compulsory for all employees provided the board has approved the district's participation in the state retirement system for these employees.

A pamphlet published by the New Hampshire Retirement System entitled Handbook of Information gives more detailed information and is available at the office of the superintendent of schools.

Policy Committee Remote Meeting Minutes

Thursday, October 8, 2020 @ 3:30 PM

Attendees: Denise Day, Dan Klein, James Morse, Wendy DiFruscio

Visitors: 0

Dr. Morse opened the meeting by explaining that a request came in from one of the Board members with questions on the submitted policy agenda that required clarification before being brought before the policy committee.

Policy – GCKA – Overnight Program Implementation – the policy committee reviewed this policy and briefly discussed that this subject matter is covered under the negotiated agreement in greater detail and does not need to be duplicated in policy. This policy is recommended for deletion by the full Board at their first meeting in November.

Policy – GCN/AFC – Evaluation of Professional Staff - Teachers – once again the committee verified that this information is contained in another district policy GCO {Teacher Performance & Evaluation System} which was already reviewed, and it is also depicted in the negotiated agreement in greater detail. This policy will be recommended for deletion in November. This was also a policy that was noted that it is not on the District Website. This was confirmed and noted that it is possible that other policies are not on the website. A complete review of all District policies will be made to ensure the complete listing of all policies are present.

Policy – GCP – Separation - is one of two policies listed on this agenda with the same code. After committee review, it was determined that this policy will be revised, recoded and given a new title and sent back to the policy committee for review at their next meeting. The duplicate coding was from 1971 and was inadvertently overlooked when the 1988 policy was adopted.

Policy – GCP – Professional Staff Promotion/Reclassification – is the 2nd policy with the GCP coding. It was determined that the policy will be revised, and the title will be changed to Staff Vacancies and is ready for a first read in November. This was another policy that was questioned for verbiage. It was determined that the added language is the normal procedure for posting of vacant positions, and that staff notification of an opening is sent to all staff via email.

Policy – GCQB – Publication of Creation of Educational Materials is a policy from 1971 that is being recommended for deletion by the committee, but a request was made that this policy be reviewed by the Board Chair for input if this is a necessary policy. This will be placed on hold until we receive this determination. This was also a policy that was noted that it is not on the District Website. This was confirmed and will be addressed when the policy committee meets again.

Policy – GCRD – Tutoring for Pay- the committee addressed the concern brought forward by one of the Board members for clarification that this policy is for teaching staff and that it does not affect non-teaching staff. The committee suggested that this policy be placed on hold until such time that legal interpretation be obtained.

Policy – GDPC/GCPC – Retirement – the committee reviewed this policy and determined that this is not the normal procedure that the District follows and will recommend deletion in November. This was also a policy that was noted that it is not on the District Website. This was confirmed and will be addressed when the policy committee meets again.

Policy – GDR Work Rules for Staff – the committee reviewed this policy and determine that the content required an update of the language. This is progressive discipline and the procedure for this policy will need to be reviewed by legal counsel. This policy will also be placed on hold.

No additional questions or comments. Meeting ended at 4:15 PM – Next meeting: November 12, 2020.

Respectfully submitted,

Wendy L. DiFruscio

Policy Committee Remote Meeting Minutes

Thursday, November 12, 2020 @ 3:30 PM

Attendees: Denise Day, James Morse, Wendy DiFruscio Absent: Dan Klein

Visitors: 0

A meeting was held with no quorum.

A review of three policies from the October 8th meeting which were discussed when there was a quorum present will move forward. Those policies are:

GCQB – Publication of Creation of Educational Materials will be deleted.

GCRD – Tutoring for Pay will go for a first read.

BHE – School Board Use of Email will go for a first read.

No additional questions or comments. Meeting ended at 3:45 PM – Next meeting: December 10, 2020.

Respectfully submitted,

Wendy L. DiFruscio

COVID Related Questions for December 16 Board Meeting

Mental Health

1. The American Academy of Pediatrics has recommended that schools should allow children to be "physically present in school" as much as possible because of major health, social and educational risks to keeping children at home. What evidence is there of an actual increase in youth mental health and social challenges during the pandemic?
2. Considering the restrictions and stress of in-school instruction, are there solid data to show that kids are happier once they can go to school through a hybrid model?
3. From a health perspective, how should districts weigh COVID-19 risks vs. mental health risks in their reopening strategy?

Vaccines

4. How do you envision the timeline for vaccinations--both for teachers and students? Is it realistic to imagine universal vaccination before the start of the 2021-2 school year?
5. When can we expect our teachers and staff to be able to access a vaccine?
6. What is the process and anticipated timelines for making these vaccines available for children? Is Sept. 2021 a reasonable hope?
7. In the months when an adult vaccine is available, but a youth vaccine is not, how should we think about the increased safety of our schools? E.g., could we increase student density?
8. What would be the process, if any, for mandating that teachers and staff get vaccinated? (If mandating is legal, is it a state or district decision? What issues, if any, should we anticipate towards ensuring our full school community is vaccinated?)

Modes of transmission

9. Early in the year it was thought that young children are less vulnerable to Covid 19 and less likely to spread it than older students. Is that still the accepted view of professionals?
10. What do we know about children's susceptibility to COVID-19 and their contagiousness to others? Does this vary by age?
11. Are schools "spreader sites" when they follow protocol? (How is asymptomatic spread tracked in school if there is no testing? And if there is no testing, how do we know for sure that schools are not contributing to community spread? We know there have been instances of Covid-19 in schools that offer full time instruction with both masks, social distancing, and updated ventilation - St. Thomas Aquinas is the most recent example.)

Testing & Contact Tracing

12. What changes in testing do you foresee in the months after the new year?
13. What are current options for inexpensive, reliable, available testing?
14. Are there any promising technologies on the horizon that a school district might access? (To your knowledge, are any other districts (nationally) testing teachers and/or students regularly; if so, how do they do it?)
15. How do you recommend defining contacts for purposes of contact tracing? Would it be prudent to contact trace with a lower threshold than DHHS has been using, for example within 6 feet for any length of time, or in the same classroom for more than 20 minutes regardless of proximity?

School operating modes and metrics

16. In planning for a return to in-person schooling at some point after the new year (2021), how useful and credible is the rubric developed by the Dover Public Schools, created by Megan Harvey?
17. When considering community prevalence and new cases, do you recommend considering only the school district (i.e. just Dover, or just Durham+Lee+Madbury in Oyster River's case), or a larger region such as adjoining towns, the county, or state? It looks like you use both the County and State numbers in the DSD Covid metric dashboard (<https://4.files.edl.io/5991/11/24/20/142030-fc0ba0cf-8b0d-4c2e-8c77-18d7d48101a3.pdf>). When they are different, do you place more weight on County or State rates?
18. Do you recommend different levels of In Person-Hybrid-Remote based on the ability to cohort or contact trace, or based on the size of cohorts? For example, would you recommend different models or precautions for high schools where there are more students and staff mixing, than middle or elementary schools where the groups interacting can be kept small even within the school?
19. When NH schools were closed in March, the apparent rate of spread of Covid-19 was significantly less than it is now. Scientifically, using current data, why is opening schools now considered safer than it was in March?
20. Opening during a surge: ORCSD currently operates our elementary schools in a hybrid model and our middle and high schools in a primarily remote model. From a health perspective - If COVID-19 community rates continue to rise into January and February and our elementary schools continue in hybrid format, is it feasible/advisable to open a NEW school (e.g., the middle school) to hybrid format? Why or why not?

Environmental Considerations

21. What are current best practice safety protocols in schools (such as Dover?) and how were those reached? What data guided these decisions?
22. What safety measures do you recommend for use of school busses?
23. What are the best practices for room ventilation? Should windows be open or closed? Should fans be used? Do you recommend use of standalone HEPA or similar filtration in classrooms?
24. How much is the length of a school day a concern? Would you be more concerned about transmission risk in a full day of school as opposed to a half day of school?



December 16, 2020 School Board

UPDATES: AFTERNOON MODEL &
CLASS OF 2024

2020-2021 School Year

Models/Phases Increasing Numbers

To maximize in school participation while maintaining appropriate health guide guidelines.

To refine approved models to increase support for student learners.

To communicate our efforts with parents & students.

1. Fully Remote (Not Utilized)
2. Remote with Targeted Learners (Phase 1)
3. **In-Person FLEX / Larger numbers brought in (Phase 2)***
4. 50% return per day (Phase 3)
5. Fully In

*Currently in Phase 2

Afternoon Model - Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Remote Blue Day 8:15 – 12:30 (60-minute classes) 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</p>	<p>Remote White Day 8:15 – 12:30 (60-minute classes) 8:15 – 9:15 B Period 9:20 – 10:20 D Period 10:25 – 10:55 Advisory 11:00 – 11:25 Office Hours 11:30 – 12:30 G Period 12:30 – 1:30 Lunch/Travel to School</p>	<p>Communication and Collaboration Day Office Hours Advisory Clubs Asynchronous Work In Person Opportunities on some Wednesdays</p>	<p>Remote Blue Day 8:15 – 9:35 A Period 9:40 – 11:00 C Period 11:05 – 12:05 Lunch 12:10 – 1:30 F Period 1:35 – 2:55 E Period</p>	<p>Remote White Day 8:15 – 9:35 B Period 9:40 – 10:10 Advisory 10:15 – 11:00 Office Hours 11:05 – 12:05 Lunch 12:10 – 1:30 D Period 1:35 – 2:55 G Period</p>
<p>50% In Person (Last Name A – Ki) 1:30 – 2:00 FLEX 1 2:05 – 2:35 FLEX 2 2:40 – 3:10 FLEX 3 3:15 – 4:15 Possible After School Opportunities</p>	<p>50% In Person (Last Name Kl-Z) 1:30 – 2:00 FLEX 1 2:05 – 2:35 FLEX 2 2:40 – 3:10 FLEX 3 3:15 – 4:15 Possible After School Opportunities</p>			

In-Person FLEX & Targeted Learners

Strategically Identified Courses Explored

Pottery (one section) – too many students declined, kids are coming in individually as needed

Journalism II – too many students declined, kids will come in individually as needed

Graphic Design – too many students declined, kids will come in individually as needed

Advanced Art – too many students declined, kids will come in individually as needed

In Person FLEX and Targeted Learners

Targeted Learners Continue to Attend

Approximately 150 students are accessing the building daily (not including FLEX) – started with 30

MTSS, Leadership and Counseling continue to work together to bring in students

Outreach by teachers to students / students to teachers

Counselor and Leadership Pairing

MTSS

Parent Communication

Student/Parent/School Meetings

Learning Pods

Learning Lab

Peer Tutors

Afternoon FLEX Periods

In-Person FLEX

Three 30 minute In Person Opportunities for Students on Monday and Tuesday Afternoons

November 30 & December 1

- 9th Grade – 49% total attended
- 11/30: 97 invited, 52 attended at least one FLEX period
- 12/1: 110 invited, 49 attended at least one FLEX period

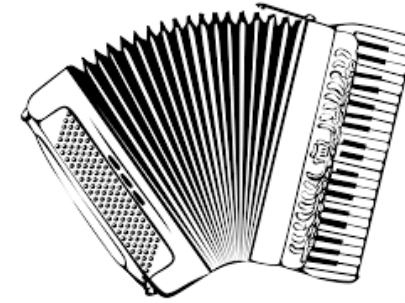
December 7 & December 8

- 9-12th Grade – 25% attendance
- 12/7: 397 invited, 62 attended at least one FLEX period - 16%
- 12/8: 437 invited, 143 attended at least one FLEX period – 33%



Algebra 1 Instructional Support During FLEX

Current Model Strengths



Afternoon Model is flexible

- Expands and contracts as needed
- Use of time can easily adapt

Increase the number of targeted learners

Continue to use Wednesday for additional programming

Participation is optional during a time of high COVID numbers

Contact tracing possible

Coverage for faculty who are out can be done internally with cooperation and teamwork

One mode of planning for curricular design, instruction and assessment practices

Transportation, Cafeteria, and Space Needs

If fully remote is needed the schedule and instruction is not impacted negatively

In person access to teacher supports increasing

Consistency

Special Education

Learning Centers

- Students attend a full day in-person 1-4 days per week depending on need
- Students attend their regular classes remotely
- Students have support from a paraeducator throughout the day
- Students receive their specialized instruction and related services in person in most cases

Successes and Challenges

- Flexibility of schedule
- Attendance: 83% of freshmen with IEPs are attending in-person
- Supports: In school, families
- What we're seeing in students
- Recreating some normalcy

Current Challenges

SOME OF THE CHALLENGES REGARDLESS OF MODEL

Rising COVID-19 Cases and Impact on Attendance

Staff and student absences (due to COVID-19) have led to challenges

Monitoring COVID-19 cases with DHHS lag and lack of contact tracing schools – placing tracing and notification on schools

Students/families declining invitation to attend in person due to COVID-19 cases/risk and increased pressure to bring more students in person

Time and attention required to contact trace, inform and follow up

Varying perspectives and experiences

SOME OF THE CHALLENGES FOR AFTERNOON FLEX MODEL

CAT's, CTE and Orchestra impacted with the shift of schedule

Messaging about the value in attending FLEX and how the time is used

Student lack of camera use during instruction (Student Senate)

Student motivation

Structures and systems

School spirit and community

Increased workload and stress on faculty, students and families

Students who are struggling and are not able to attend any in person

**It's a great day
to be a Bobcat!**



**WELCOME
BACK!!!**

Questions

FOCUSED ON CURRENT HYBRID
MODEL

Class of 2024: Transition is a Process

Transition involves many people and time

- Teachers, counselors, students, families in planning/supporting social, emotional and academic success
- Clear and accurate communication and collaboration
- Social Emotional Support
- Academic Support

With COVID-19 we have created new transition programming and adapting as needs arise.

Faculty and Leadership are seeing a variety of student experiences and a variety of needs.

Individualization of programming has been key to support learners.



Freshmen Past and Present Transition Programing

TYPICAL TRANSITION PROGRAMING FOR FIRST YEAR STUDENTS (FRESHMEN)

- Step Up Day
- Freshmen Bootcamp
- Orientation
- Advisory Programing
- Connect Training

2020-2021 TRANSITION PROGRAMING FOR FIRST YEAR STUDENTS (FRESHMEN)

- Summer Program “Freshmen 101” – 91 students participated
- Freshmen Bootcamp - Virtual Recorded
- In Person Orientation
- Slow Roll Out with Programing Opening Week of School
- In-person Freshman team building
- Advisory Programing
- Combined Advisory Programing/Upper Classmen Programing for 9th Grade Advisory
- Counseling Winter Programing
- In Person FLEX/Afternoon Model for 9th Grade
- **Connect Training after the Holidays*

*Blue is new due to COVID-19

What faculty are seeing - Academic

New Challenges: What are you currently observing as academic challenges for this 9th grade class that have been different than in the past?

1. Lack of Motivation
2. Time Management
3. Meeting Deadlines
4. Organization of Learning Materials and Assignments

New Strengths: What are you currently observing as academic strengths for this 9th grade class that have been different than in the past?

1. Attendance
2. Seeking Help
3. Other: resilience, adaptability, technological knowledge

What faculty are seeing - SEL

New Challenges: What are you currently observing as social/emotional challenges for this 9th grade class that have been different than in the past?

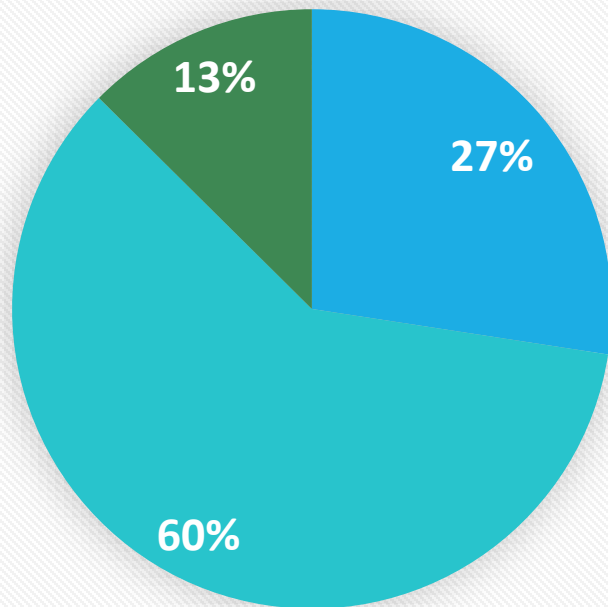
1. Communication
2. Self-Advocacy
3. Creative Problem Solving
4. Leadership

New Strengths: What are you currently observing as social/emotional strengths for this 9th grade class that have been different than in the past?

1. Adaptability
2. Kindness
3. Gratitude
4. Resilience

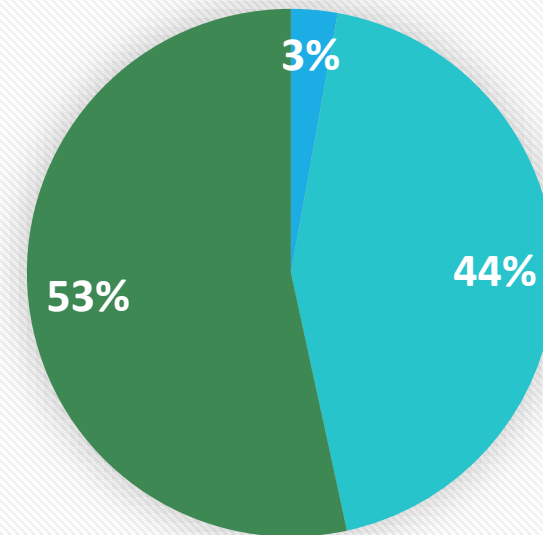
Report From the Class of 2024 (176 of 210 completed survey)

How motivated are you about your studies?



■ Unmotivated ■ Neutral ■ Motivated

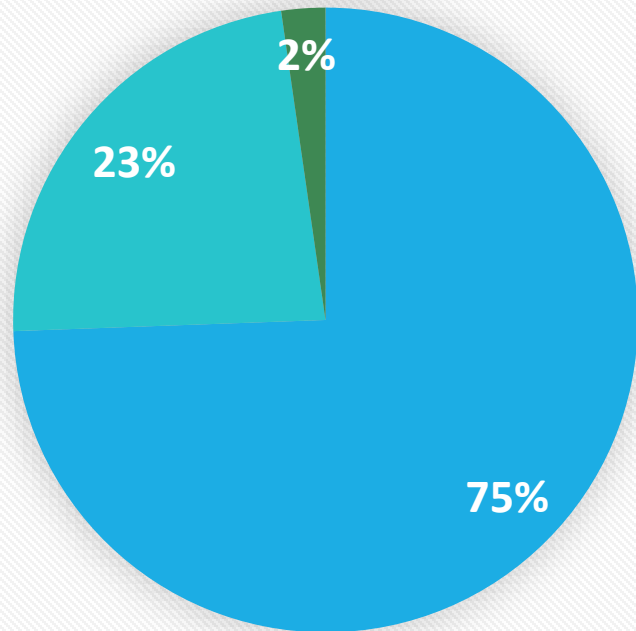
Are you feeling that you can meet the academic expectations for your classes?



■ No ■ Sometimes ■ Yes

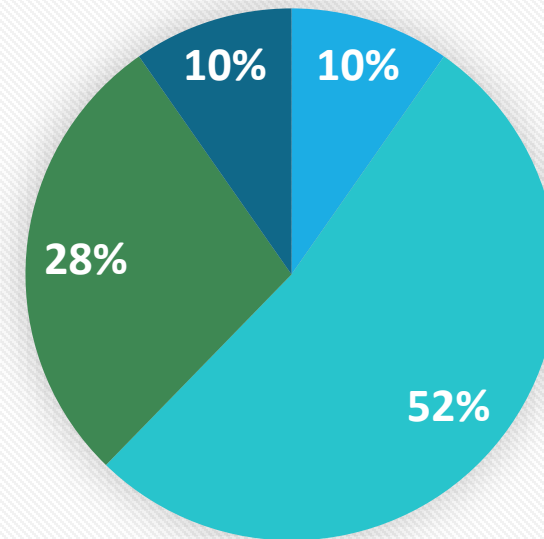
Report From the Class of 2024 (176 of 210 completed survey)

Synchronous (live) learning time.



■ I have just enough ■ I have too much
■ I would like more

How much time are you spending on independent work daily (assigned work that can be completed outside of the scheduled period/homework)?



■ 0-1 Hours ■ 1-2 Hours ■ 2 - 3 Hours ■ Over 3 Hours

What does this data tell us?

Faculty observe students as lacking motivation. 60% of kids report that they are neutral with motivation and 27% report feeling unmotivated.

Executive Functioning Skills are an area of needed focus. Developmentally Appropriate.

*Both things are developmentally appropriate and understandable in times of stress. We continue to focus on these areas to support students.

Students are being challenged to self-advocate and are rising to the challenge by seeking help.

Teachers are observing that students are learning important SEL skills that are often overlooked, such as adaptability and resilience. These skills and attitudes help “develop healthy identities, manage emotions and achieve personal and collective goals.” *CASEL*

Faculty Adapts to Meet Student Needs

How have you adapted to address the new academic challenges for the 9th grade?

1. Increased time spend with student individually – one on one time
2. Refined Curriculum Content & Pace
3. Adjusted Assignments/Flexibility of Due Dates
4. Increased Parent Communication

How have you adapted to address the new social/emotional challenges for the 9th grade?

1. Increased time spent with students individually – one on one time
2. Increased Parent Communication and meetings
3. Adjustment of Assignments/Flexibility of Due Dates
4. Referrals to Counselor

Freshmen Grade Comparison

Grade	2020-2021 1 st Quarter 210 students	2019-2020 1 st Quarter 209 students	2018-2019 1 st Quarter 214 students	2017-2018 1 st Quarter 212 students
D+	4	4	4	2
D	16	8	9	12
D-	4	3	2	1
F	7	3	4	6

*Incompletes less than 20 (increase, typically have 1-5 for the entire 9-12)

9th Graders on average take 6 classes. This results in approximately 1300 grades each quarter for the 9th grade.

Our grades have not varied compared with previous years; this is not what others are seeing nationally. Teachers are adjusting appropriately and acknowledge that during a crisis memory, motivation, and the ability to complete tasks is challenging.

Grades are one method of communication that should consistently, accurately and fairly show a students learning process and acquisition of learning goals found in a course curriculum.

Where do we go from here?

Short Term
Next Phase
Long Term

We are not alone students, families and schools all over the country and globe are experiencing similar struggles during this pandemic.

We all must acknowledge that all models have strengths and challenges, there is no perfect solution.

We all must assume Positive Intent. We are all working to do what is best for our learning community and our kids.

Short Term Goals:

Focus on Executive Functioning Skills with 9th graders

Continue to examine, as a school, techniques for instruction and curricular design to increase student motivation

Continue to offer and expand opportunities for in person learning safely and work with COVID-19 guidelines

Faculty continue adjusting and individualizing to meet kids needs

Implement Bookings for all 9th grade teachers making it easier for students to schedule meetings with their teachers

Explore more and creative ways to increase school spirit and peer interactions, include Student Senate and SALT

Next Phase 3: 50% Model with Wednesday Classes

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Day	White Day	Connection and Collaboration Day	Blue Day	White Day
In Person 50% alpha split	In Person 50% alpha split	Fully Remote 8:15 – 8:45 A 8:50 – 9:20 B 9:25 – 9:55 C 10:00 – 10:30 D 10:35 – 11:05 E 11:10 – 11:40 F 11:45 – 12:15 G 12:15 – 1:15 Lunch / Clubs 1:30 – 3:30 Office Hours/ Faculty Prof. Dev./Dept. Meetings	In Person 50% alpha split	In Person 50% alpha split

Families would need to commit for either full remote or in person for the semester.

Some students may need to be off alphabet depending on numbers.

Fully Remote Kids:

- Remain registered in all their current classes – teacher of record
- All class assignments and content will be posted on Schoology
- Teachers are asked to connect with Remote Learners a minimum of twice a week. Once during Office Hours and again on Wednesday's for 30 minutes with full class.
- We will need paras to support our remote learners and be in classrooms for teachers that will be home and teaching students in person. Hires will be necessary.

OR

- **Depending on numbers** - Reassign Teachers and Kids to create a remote school. Resulting in new teachers for students and new classes for teachers.
- We will need paras to be in classrooms for teachers that will be home and teaching students in person, reassignments will be based on courses, expertise, and certification. Hires will be necessary.

Reminders about the 50% Model and COVID-19

- Positive case will require contact tracing and a pause to in person
- Contact tracing with the numbers of students in the building will take time and may not be possible
- A single case could cause a shift to fully remote for half the school or the entire school depending on the tracing
- Staffing can require a pause to in person

Looking Ahead 2021-2022

This work started in November of this year.

Looking Ahead 2021-2022:

Continue to examine reporting and grading that supports student learning

Continue to examine recovery options for students with I's

Continue our current planning for the 2021-2022 school year. Which

1. creates smaller cohorts/learning communities, changing our current school design/master schedule
2. addresses the varying needs that our kids will be presenting to us moving forward



Questions

CLASS OF 2024

OYSTER RIVER HIGH SCHOOL

Kim Felch K-12 DIRECTOR OF COUNSELING	Kim Cassamas SCHOOL COUNSELOR A - D	Heather Machanoff SCHOOL COUNSELOR E - KI	Jason Baker SCHOOL COUNSELOR KI - PI	Kim Sekera SCHOOL COUNSELOR Po - Z	Sean Peschel EXTENDED LEARNING OPPORTUNITIES COORDINATOR	Sherri Ficker REGISTRAR
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December 8, 2020

To The Oyster River Cooperative School Board:

The ORHS Counseling Department recently submitted the RAMP application for consideration. The RAMP (Recognized ASCA Model Program) process is a rigorous process that evaluates the implementation of a comprehensive counseling program. Seven years ago, our department began the work of implementing a fully comprehensive school counseling program at ORHS. While there was programming in place, we recognized that there were areas ready for improvement and expansion. In addition, we wanted a program that was interrelated and worked in tandem with the larger school community. As the advisory program was introduced at ORHS, our department capitalized on the momentum surrounding SEL work creating monthly themes for the school with focused content. The district-wide adoption of the CASEL standards further reinforced the importance of our work and the need to have a fully integrated, comprehensive program.

The American School Counselor Association (ASCA) provides a framework for implementing school counseling programs through the ASCA National Model. ASCA provides meaningful professional development and guidance for the implementation of a program that serves *all students*. In the last seven years, the counseling department has adapted, adjusted, added, and revised our lessons and program delivery to align with the national model. In doing so, we paved the way to consider applying for our department's program to receive designation as a Recognized ASCA Model Program (RAMP). According to ASCA, "...RAMP is a recognition program for individual schools, not districts or school counselors. Applying for RAMP helps schools evaluate their school counseling program, discover areas for improvement and enhance the program's efforts to contribute to student success." The RAMP application is, "... the culmination of the implementation of a comprehensive school counseling program, which typically takes three-five years to implement." We began the RAMP application process two years ago, beginning with a visit to the closest RAMP school in Thetford, VT. We then attended the ASCA National conference which was conveniently held in Boston in June 2019. The conference provided ample training on the RAMP process, in addition to the many other valuable sessions offered over the four-day conference.

The ASCA national model is heavily data driven, using data to identify areas in need of support and/or additional programming. The evaluation of the data drives the development of the annual student outcome goals, which create the backbone of the RAMP application. The RAMP application is not a submission covering all that a comprehensive program entails, rather, it is a snapshot that highlights the use of data to drive programming for students resulting in measurable outcome data. Data collection spans over a two-year period, culminating in the reflections outlined in the RAMP rubric. The rubric was adjusted for the October 2020 submission due to COVID-19. The results portion of the application was not required as many schools were not able to implement programming in the spring of 2020. While we were able to deliver some programming, several of our regular programs were either cut short or re-imagined in a virtual setting.

Of particular note is the Advisory Council that was employed as our last phase of ASCA model implementation. The Advisory Council consists of stakeholders from a variety of settings. The Advisory Council serves as a sounding board for programming, providing a critical perspective and providing feedback

OYSTER RIVER HIGH SCHOOL

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for our programming. The feedback and support garnered was critical to our success and completion of the RAMP application.

This feat could not have been completed were it not for the hard work and dedication of the counselors Heather Machanoff, Kim Cassamas, Jason Baker, Kim Sekera and Sean Peschel during the past several years. In addition, the support for our program including using our correct title (school vs. guidance counselor) by our leadership, the recognition by our district of the importance of SEL for our students, the support from our school board for an additional counseling position, and the ability and freedom to design a program that fit our school and community were all paramount for our preparation to be 'RAMP Ready'.

With gratitude,

Kimberly Felch
K-12 Director of School Counseling





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December 4, 2020

Suzanne Filippone
Principal
Oyster River High School
55 Coe Drive
Durham, NH 03824

Dear Ms. Filippone:

The Commission on Public Schools, at its October 27, 2020 meeting, reviewed the Special Progress Report of Oyster River High School and continued the school's accreditation.

The Commission was pleased to commend the following:

- the professional staff's regular engagement in collective work on curriculum, instruction, and assessment practices as well as ensuring that the written curriculum is articulated and focused around competencies and standards
- the use of common assessments across departments to ensure alignment between the written and taught curriculum
- the professional staff's use of common assessment data to inform instruction, and the departments' meeting vertically with the middle school to gather and analyze data to revise the curriculum and instructional practices
- the RTI team's systems that examine student data weekly and determine necessary interventions
- the use of advisory during the school's remote learning mode, the multiple programs arranged, and the efforts made by the advisory committee to support various groups of students and their needs

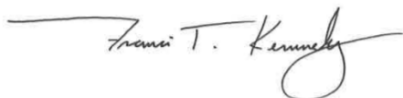
School officials are reminded the Five-Year Progress Report is due February 1, 2022, as indicated in the Commission's notification letter dated November 25, 2019. The report should include, in Section I, detailed responses to the five highlighted recommendations identified in that letter. In addition, the Commission requests that the Five-Year Progress Report provide detailed responses to the following highlighted recommendations:

- develop specific and measurable criteria for success, such as school-wide analytic rubrics, which have defined high levels of achievement and can be used to assess student achievement of each learning expectation
- develop and implement a plan to assess individual student achievement and school-wide progress of each of the 21st century learning expectations, using specific and measurable criteria for success, such as school-wide analytic rubrics
- facilitate a school-wide discussion on grading practices and align them with the school's core values and beliefs about learning

The school is reminded that information about the proper preparation of the Five-Year Progress Report can be found at <https://cpss.neasc.org>, under the “*Process*” tab, *Five-Year Progress Report*. In that report, school officials are required to respond to two types of recommendations: Section I, highlighted recommendations from notification letter(s) and Section II, general report recommendations not classified as Completed from Section II in the school’s Two-Year Progress Report, as well as the requested information in Sections III-IX.

The Commission will review the school's accreditation status when it considers the Five-Year Progress Report. The school’s Five-Year Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green “Mark Progress Report Complete” button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent, along with their corresponding e-mail addresses, by submitting this information electronically to cpss-air@neasc.org. For your convenience, we have enclosed a copy of the Substantive Change Policy.

Sincerely,



Francis T. Kennedy, Jr.

FTK/rm(mms)
Enclosure

cc: James C. Morse, Superintendent, Oyster River Cooperative School District #5
Thomas Newkirk, Chairperson, Oyster River School Board
Nathaniel Greene, Bureau Administrator, School Approval Program,
New Hampshire Department of Education
Robert N. Baldwin, Chair, Commission on Public Schools

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

INTEROFFICE MEMORANDUM

TO: School Board
FROM: Dr. Jim Morse
DATE: December 11, 2020
RE: Grade 5-8 MS Presentation

Board Members

I was asked to create a brief memo related to the presentation of the 5-8 middle school model. When the Board approved Option 2, it made no distinction between grade 5 and grades 6-8. As discussed in numerous presentations before the Board, grade 5 has been coming in on Wednesdays throughout the fall with ½ of the class coming in on Wednesday mornings and the other half coming in on Wednesday afternoons.

The motion to move forward on Option 2 did not make a distinction between grade 5, already coming in, and grades 6,7,8 that were not. The net effect is, that as you review Jay's power point, grade 5 ends up with more asynchronous time than grades 6-8.

When Jay presents, he will present based upon the motion of the Board, that we develop a Grades 5-8 one day in per week model. As part of your discussion, you may want to consider this factor Wednesday night.



Update
ORMS
December 16, 2020

ORMS Administration Goal

To maximize student participation while maintaining health guidelines

To refine approved education models at ORMS

How the Hybrid In-Person Model Works:

Grades 6-8: Two In-Person days based on last name (A-K, L-Z)

Students will be broken up into 4 sections:

3 in-person sections & 1 remote section per team

Grade 5: Two In-Person days

In-Person students will be at school on their day based on last name (A-K, L-Z)

All Remote students will have their synchronous day the same day to create one remote section per team

For each team- there will be 4 sections of students- 3 in-person and 1 remote (next slide)

5th Grade Hybrid In-Person Days

Teaching Team	# Students	Remote Students	In-Person Students	Schedule of Days (2 sections)
BoboCaron/Pell.	Total- 36	9	27	
	A-K	8	13	Mondays- Remote/A-K (9/13)
	L-Z	1	14	Tuesdays- L-Z in person (7/7)
Burke/Livingston	Total- 37	5	32	
	A-K	2	14	Mondays- Remote/A-K (5/14)
	L-Z	3	18	Tuesdays-L-Z In Person (9/9)
O'Brien/Dulmage	Total-40	14	26	
	A-K	9	12	Mondays- Remote/A-K (14/12)
	L-Z	5	14	Tuesdays- L-Z in person (7/7)
Hird/Labbe	Total- 37	6	31	
	A-K	4	16	Mondays- A-K in person (8/8)
	L-Z	2	15	Tuesdays Remote/A-K (6/15)

Based on parent survey (93% of 5th grade parents responded)

Sample Weekly Student Schedule

Hybrid In-Person Student Schedule & Remote Student Schedule (same):

Mondays: Grades 6 Last Name A-K, Grade 5 (see previous slide)

Tuesdays: Grades 6 Last Name L-Z, Grade 5 (see previous slide)

Thursdays: Grades 7 & 8 Last Name A-K

Fridays: Grades 7 & 8 Last Name L-Z

Hybrid In-Person & Synchronous Remote Student Schedule

Gr 5 3 rd Floor	Gr 5 2 nd Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavor 8
8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance
8:30-9:25 Core	8:30-9:25 UA	8:30-9:25 Core	8:30-9:25 Core	8:30-9:25 Core	8:30-9:25 Core	8:30-9:25 UA	8:30-9:25 Core
9:25-10:20 UA	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 UA
10:20-10:50 Bobcat Study	10:20-10:50 Bobcat Study	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core
10:50-11:20 Lunch	10:50-11:20 Lunch	11:15-11:45 Bobcat- Study	11:15-11:45 Bobcat-Study	11:15-12:10 UA	11:15-12:10 Core	11:15-11:45 Lunch	11:15-11:45 Lunch
11:20-12:15 Core	11:20-12:15 Core	11:45-12:15 Lunch	11:45-12:15 Lunch	12:10-1:05 Core	12:10-1:05 UA	11:45-12:40 Core	11:45-12:40 Core
12:15-1:10 Core	12:15-1:10 Core	12:15-1:10 UA	12:15-1:10 Core	1:05-1:35 Lunch	1:05-1:35 Lunch	12:40-1:10 Bobcat-Study	12:40-1:10 Bobcat-Study
1:10-2:05 Core	1:10-2:05 Core	1:10-2:05 Core	1:10-2:05 UA	1:35-2:05 Bobcat Study	1:35-2:05 Bobcat Study	1:10-2:05 Core	1:10-2:05 Core
2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2
2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours

- Remote students may have their UA on Wednesdays

Sample Weekly Student Schedule

Asynchronous Days

Mondays: Grade 6 Last Name L-Z, refer to Grade 5 slide

Tuesdays: Grade 6 Last Name A-K, refer to Grade 5 slide

Thursdays: Grades 7 & 8 Last Name L-Z

Fridays: Grades 7 & 8 Last Name A-K

Asynchronous Day Student Schedule

Gr 5 3 rd Floor	Gr 5 2 nd Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavor 8
Attendance	Attendance	Attendance	Attendance	Attendance	Attendance	Attendance	Attendance
8:30-9:25 Ind. Work	8:30-9:25 SEL	8:30-9:25 Ind. Work	8:30-9:25 Ind. Work	8:30-9:25 Ind. Work	8:30-9:25 Ind. Work	8:30-9:25 WL	8:30-9:25 Ind. Work
9:25-10:20 SEL	9:25-10:20 Ind. Work	9:25-10:20 Ind. Work	9:25-10:20 Ind. Work	9:25-10:20 Ind. Work	9:25-10:20 Ind. Work	9:25-10:20 Ind. Work	9:25-10:20 WL
10:20-10:50 Music	10:20-10:50 Music	10:20-11:15 Ind. Work	10:20-11:15 Ind. Work	10:20-11:15 Ind. Work	10:20-11:15 Ind. Work	10:20-11:15 Ind. Work	10:20-11:15 Ind. Work
10:50-11:20 Lunch	10:50-11:20 Lunch	11:15-11:45 Music	11:15-11:45 Music	11:15-12:10 WL	11:15-12:10 Ind. Work	11:15-11:45 Lunch	11:15-11:45 Lunch
11:20-12:15 Ind. Work	11:20-12:15 Ind. Work	11:45-12:15 Lunch	11:45-12:15 Lunch	12:10-1:05 Ind. Work	12:10-1:05 WL	11:45-12:40 Ind. Work	11:45-12:40 Ind. Work
12:15-1:10 Ind. Work	12:15-1:10 Ind. Work	12:15-1:10 WL	12:15-1:10 Ind. Work	1:05-1:35 Lunch	1:05-1:35 Lunch	12:40-1:10 Music	12:40-1:10 Music
1:10-2:05 Ind. Work	1:10-2:05 Ind. Work	1:10-2:05 Ind. Work	1:10-2:05 WL	1:35-2:05 Music	1:35-2:05 Music	1:10-2:05 Ind. Work	1:10-2:05 Ind. Work
2:05-2:30 Ind. Work	2:05-2:30 Ind. Work	2:05-2:30 Ind. Work	2:05-2:30 Ind. Work	2:05-2:30 Ind. Work	2:05-2:30 Ind. Work	2:05-2:30 Ind. Work	2:05-2:30 Ind. Work
2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours

Sample Weekly Teacher Schedules

Core Teacher Schedule (In person days)

Mondays & Tuesdays: Grades 5 & 6

Thursdays & Fridays: Grades 7 & 8

Sample Teacher In-Person Days Schedule

Gr 5 3 rd Floor	Gr 5 2 nd Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavor 8
8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance	8:15-8:30 Attendance
8:30-9:25 Core	8:30-9:25 Planning	8:30-9:25 Core	8:30-9:25 Core	8:30-9:25 Core	8:30-9:25 Core	8:30-9:25 Planning	8:30-9:25 Core
9:25-10:20 Planning	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Core	9:25-10:20 Planning
10:20-10:50 Bobcat Study	10:20-10:50 Bobcat Study	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core	10:20-11:15 Core
10:50-11:20 Lunch	10:50-11:20 Lunch	11:15-11:45 Bobcat- Study	11:15-11:45 Bobcat-Study	11:15-12:10 Planning	11:15-12:10 Core	11:15-11:45 Lunch	11:15-11:45 Lunch
11:20-12:15 Core	11:20-12:15 Core	11:45-12:15 Lunch	11:45-12:15 Lunch	12:10-1:05 Core	12:10-1:05 Planning	11:45-12:40 Core	11:45-12:40 Core
12:15-1:10 Core	12:15-1:10 Core	12:15-1:10 Planning	12:15-1:10 Core	1:05-1:35 Lunch	1:05-1:35 Lunch	12:40-1:10 Bobcat-Study	12:40-1:10 Bobcat-Study
1:10-2:05 Core	1:10-2:05 Core	1:10-2:05 Core	1:10-2:05 Planning	1:35-2:05 Bobcat Study	1:35-2:05 Bobcat Study	1:10-2:05 Core	1:10-2:05 Core
2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2	2:05-2:30 Bobcat 2
2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours	2:30-3:00 Dismissal/ Office Hours

Sample Weekly Wednesday Student Schedule



Times	5 th Grade Current	5 th Grade Proposed	6 th Grade	7 th Grade	8 th Grade
9:00-11:15	Students A-K At school	Targeted Learning groups at school & remote	Targeted Learning groups at school & remote	All students asynchronous or office hours at home	All students asynchronous or office hours at home
	Students L-Z Asynchronous at home	Non-targeted learners Asynchronous at home	Non-targeted learners Asynchronous at home		
11:15-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:30	Students L-Z At School	All students asynchronous or office hours at home	All students asynchronous or office hours at home	Targeted Learning groups at school & remote	Targeted Learning groups at school & remote
	Students A-K Asynchronous at home			Non-targeted learners Asynchronous at home	Non-targeted learners Asynchronous at home

Sample Weekly Wednesday Teacher Schedule

Times	5th Grade Current	5th Grade Proposed	6th Grade	7th Grade	8th Grade
8:15-9:00	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting
9:00-11:15	Teaching Students A-K At school	Targeted Learning groups at school & remote	Targeted Learning groups at school & remote	Office hours with students, meetings, PD	Office hours with students, meetings, PD
11:15- 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-2:30	Teaching Students L-Z At School	Office hours with students, meetings, PD	Office hours with students, meetings, PD	Targeted Learning groups at school & remote	Targeted Learning groups at school & remote
2:30-3:30	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings

Sample Weekly Wednesday UA Teacher Schedule

Times	5th Grade	6th Grade	7th Grade	8th Grade
8:15-9:00	Team Meeting	Team Meeting	Team Meeting	Team Meeting
9:00-11:15	Targeted Learning groups at school & remote	Targeted Learning groups at school & remote	Remote UA classes, Office hours	Remote UA classes, Office hours
11:15-12:15	Lunch	Lunch	Lunch	Lunch
12:15-2:30	Remote UA classes, Office hours	Remote UA classes, Office hours	Targeted Learning groups at school & remote	Targeted Learning groups at school & remote
2:30-3:30	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings	Staff, Curriculum, and PLC Meetings



Additional School Board Questions & Answers

Hybrid In-Person Student Schedule When Quarantined

The student schedule will be in general the same when they are quarantined because the hybrid in-person schedule is the same as the remote student schedule.

The student would be in the “remote” section instead of their in-person section, but they would have the same core classes for the day.



Additional School Board Questions & Answers

Schedule if a whole class quarantines:

If a whole class quarantines, they will follow the hybrid in-person/remote student schedule from home.

Schedule if the school goes fully remote:

The school would follow their current ORMS schedule, which is also the schedule on the synchronous remote learning days.

Additional School Board Questions & Answers

Number of each core class that a student receives each week:

Currently-

Grade 5: 12 core classes/week (30+ minutes)

Grades 6-8: range of 8-12 core classes/week

In January-

Grade 5: 10 core classes/week (however- much longer classes- 55 min.)

Grades 6-8: range of 8-12 core classes/week

Maximum class size to maintain social distancing:

15 students

(3rd floor 5th grade teams will use larger classrooms in the building)

Additional School Board Questions & Answers

Number of extra (duplicate) lessons that a core teacher teaches per week: On one day the teacher teaches four classes and repeats the same 4 classes the next day

Number of modes of students taught at one time (e.g., in person, remote): Teacher teaches only one mode at a time

Total number of modes of students needing lessons per day (e.g. in person, asynch, remote): up to 3

Example: a teacher will have prepared an asynchronous lesson/work, teach in-person sections, and teach a remote section



Additional School Board Questions & Answers

When do IEP/504/MTSS meetings occur?

Based on parent and teacher preference, these meetings occur either during team meeting time (8:15), teacher planning time/UA, at the end of the day (after 2:30) or on Wednesdays.

Additional School Board Questions & Answers

COVID-19 Flexibility:

What are the switching costs (disruptions/penalties) for a student who is quarantined?

None, they will continue their schedule at home remotely

What are the switching costs for a class that is quarantined?

None for students, they will continue their schedule at home remotely. An adult would have to cover the classroom at school for the teacher.

What are the switching costs if the school goes fully remote?

None, the students & staff will run the current remote schedule.

Additional School Board Questions & Answers

COVID-19 Flexibility (con't):

How many teachers/staff could be absent before the model breaks down?

This is situation specific and would be decided by ORMS and SAU administration based on the variables of number of staff needed to cover classrooms, substitutes available, the number of students coming in-person, etc.

Additional School Board Questions & Answers

Overview of transition needs:

Student/teacher reassignments-

None

Teacher reassignments (subject, grade)-

None

Special Education/MTSS reassignments-

None

New Staff to Hire-

At least four paraeducators as adults in classrooms for remote teachers, substitutes.

Additional School Board Questions & Answers

Timeline questions:

When do we need to have firm family commitments? (Considering special education schedules, teacher reassignments, etc)

We need to have family commitments at least 2 weeks in advance prior to any new model start date

How many paras will we need? What is our contingency plan (with dates) if it doesn't seem we can hire enough paras?

Paraeducator jobs have been posted. To appropriately supervise remote teacher classrooms, supervise lunch/recess, and COVID related staff absences

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT					
FISCAL YEAR 2020-21			Financial Status as of: 12/11/20		
	Budgeted	Expended	Encumbrances	Amount Remaining	% Spent
	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
SALARIES:					
Administrator	1,581,903	737,018	858,473	(13,587)	101%
Teacher	17,118,278	5,296,487	11,570,876	250,914	99%
Para	2,188,768	725,699	1,228,181	234,888	89%
Tutor	237,780	82,659	144,201	10,919	95%
Custodian	805,577	341,529	471,870	(7,822)	101%
Secretary	432,117	187,954	242,105	2,058	100%
District Hourly	810,269	383,257	431,079	(4,067)	101%
Maintenance	223,841	89,876	102,215	31,750	86%
Drivers	787,650	179,638	341,056	266,956	66%
Misc & Summer	175,383	66,139	38,427	70,817	60%
Subs - Professional	300,377	44,928	83,046	172,403	43%
Subs - Para	37,100	160	0	36,940	0%
Subs - Secretary	6,700	925	0	5,775	14%
O/T	24,500	311	0	24,189	1%
Med & Dent Payback	367,725	130,185	234,952	2,588	99%
TOTAL SALARIES	25,097,969	8,266,765	15,746,482	1,084,722	95.7%
BENEFITS:					
Health Ins	6,238,862	1,687,048	4,147,586	404,228	94%
Dental Ins	159,864	47,324	115,212	(2,672)	102%
Life Ins	66,202	18,727	46,766	709	99%
LTD Ins	55,220	15,543	39,250	427	99%
FICA	1,917,955	607,967	1,203,718	106,270	94%
Retirement - Non Professional	357,386	155,515	196,380	5,491	98%
Retirement - Professional	3,157,052	1,017,570	2,155,385	(15,903)	101%
Annuity	153,280	46,091	105,335	1,854	99%
Tuition Reimb	5,000	0	0	5,000	
Unemployment Comp	15,000	0	0	15,000	0%
Workers Com	149,211	122,463	0	26,748	82%
TOTAL BENEFITS	12,275,031	3,718,246	8,009,632	547,152	95.5%
ALL OTHER OPERATING EXPENSES:					
Mast Way	266,845	148,190	53,791	64,865	76%
Moharimet	176,331	102,057	17,363	56,911	68%
Middle School	389,711	103,318	57,195	229,197	41%
High School	747,917	267,610	71,336	408,972	45%
District	2,483,752	2,291,791	143,034	48,927	98%
Transportation	564,741	326,433	70,772	167,536	70%
Technology	744,804	410,452	274,347	60,005	92%
Facilities	2,821,025	1,658,324	645,584	517,117	82%
SPED	1,758,042	917,149	907,310	(66,417)	104%
TOTAL OPERATING	9,953,169	6,225,323	2,240,731	1,487,115	85.1%
GRAND TOTAL	47,326,169	18,210,334	25,996,846	3,118,989	93.4%

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

SCHOOL CALENDAR

2021-2022

School Board Approved – TBD

Deliberative Session: February __, 2022*

Voting Day: March __, 2022*

*Subject to Change

AUGUST/ SEPTEMBER 2021					
M	T	W	Th	F	
				TW TW	
▲	31	1	2	X	
X	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

S(22)
T(24)

OCTOBER 2021					
M	T	W	Th	F	
				1	
4	5	6	7	TW	
X	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

S(19)
T(20)

NOVEMBER 2021					
M	T	W	Th	F	
1	2	3	*4	TW	
8	9	10	X	12	
15	16	17	18	19	
22	23	X	X	X	
29	30				

S(17)
T(18)

DECEMBER 2021					
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	X	X	
X	X	X	X	X	

S(16)
T(16)

JANUARY 2022					
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
X	18	19	20	21	
TW	25	*26	27	28	
31					

S(19)
T(20)

FEBRUARY 2022					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
X	X	X	X	X	
28					

S(15)
T(15)

MARCH 2022					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	TW	
21	22	23	24	25	
28	29	30	31		

S(22)
T(23)

APRIL 2022					
M	T	W	Th	F	
				1	
4	5	6	*7	8	
11	12	13	14	15	
18	19	20	21	22	
X	X	X	X	X	

S(16)
T(16)

MAY 2022					
M	T	W	Th	F	
				1	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	TW	
X	31				

S(20)
T(21)

JUNE 2022					
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	SD	
SD	SD	SD	SD/▲		

S(12)
T(12)

8/26 &- 8/27 ... Teacher Workshop Days
 8/30..... 1st Day for All Students
 8/31 1st Day Preschool
 9/3 No School Day
 9/6..... Labor Day Observance

10/8..... Teacher Workshop -
 (Parent/Teacher Conference Gr K-4)
 10/11..... /Indigenous Peoples
 /Columbus Day

11/5 Teacher Workshop
 11/11..... Veterans' Day Observed
 11/24 - 11/26... Thanksgiving Recess

12/23 - 1/2..... Holiday Recess

1/17..... Martin Luther King Day
 1/24 Teacher Workshop

2/21 - 2/25 Winter Recess

3/18..... Teacher Workshop

4/25 - 4/29..... Spring Recess

5/27 Teacher Workshop
 5/30..... Memorial Day

TBD..... ORHS Graduation
 6/23..... With 5 Built In - Snow Days

First Day of School for Students

Last Day of School - **Early Dismissal**
*(unless more than 5 make-up days are
 required)*

TW Teacher District Workshop Days
(no school for students)

X School Closed – Holiday/Vacation/No
 School Day

* End of Quarter

SD Snow Days (5 Built in)

**Anticipated last day for students is 6/23. The
 calendar allows for five school cancellation
 days. If less or more than five days are needed to
 cover cancellations, the schedule will be
 adjusted accordingly.**

178 Student Days

185 Teacher Days



ORHS ATHLETICS
55 Coe Drive
Durham, NH 03824
603-868-2375 x1105
603-868-1355 Fax

OYSTER RIVER HIGH SCHOOL ATHLETICS DEPARTMENT

To: Dr. James Morse, Superintendent
From: Andy Lathrop
Date: 12/11/20
Re: 2020-21 HS Winter Coach

Message:

Please accept the following names for nomination to coach/volunteer for their selected sport this upcoming winter season.

High School Positions:

Volunteer:

Name	Team
Annie Lewis	Varsity/J.V. Basketball Asst.

Paid Positions:

Name	Team	Stipend	Years	Longevity	Total
Larry Bornheimer	Boys Varsity Basketball Asst.	\$2,138	0	0	\$2,138
Robert Girardin	Boys JV Basketball Asst.	2,138	0	0	\$2,138

Middle School Position

Paid Positions:

Name	Team	Stipend	Years	Longevity	Total
Randi Margey	8 th Grade Girls Basketball	\$2,467	0	0	\$2,467
Miles Roberge	7 th Grade Boys Basketball*	\$2,467	0	0	\$2,467

*Replacing S. Sadana

Sincerely,

Andy Lathrop
Director of Athletics
Oyster River Cooperative School District

Oyster River Cooperative School District

COACHING NOMINATION FORM

Name of Candidate: Annie Lewis	School: ORHS
Position: V/JV Girls B Ball Volunteer Coach	Paid: <input type="checkbox"/> Non-Paid: <input checked="" type="checkbox"/>

Athletic Director Narrative:

Annie is a former student athlete of ORHS and will help Head Varsity Coach, Nicole Casmiro, in a volunteer role with the Girls Basketball Program. Annie presents herself very professionally and I have no doubt she will do a nice job being a solid role model for the girls.

Attachments:

Reference Checks:

Application:

Andrew P. Lathrop
Signature of Athletic Director

12-9-18
Date

Oyster River Cooperative School District

COACHING NOMINATION FORM

Name of Candidate: Larry Bornheimer	School: ORHS
Position: Boys Varsity Basketball Assistant Coach	Paid: <input checked="" type="checkbox"/> Non-Paid: <input type="checkbox"/>

Athletic Director Narrative:

Please accept this nomination of Larry Bornheimer as the Boys Varsity Basketball Assistant Coach. Larry is an extremely experienced Basketball Coach and brings a wealth of knowledge to the program. Larry is a former College and Professional player.

Attachments: Reference Checks: Application:

Andrew P. Lathrop
Signature of Athletic Director

12-3-2020
Date

Oyster River Cooperative School District

COACHING NOMINATION FORM

Name of Candidate: Robert Girardin	School: ORHS
Position: Junior Varsity Boys Basketball	Paid: <input checked="" type="checkbox"/> Non-Paid: <input type="checkbox"/>

Athletic Director Narrative:
Please accept this nomination of Robert Girardin as the JV Boys Basketball Coach. Robert has an excellent knowledge of the game and brings a high level playing experience to the program.

Attachments: Reference Checks: Application:

Andrew P. Lathrop
Signature of Athletic Director

12-9-2020
Date

Oyster River Cooperative School District

COACHING NOMINATION FORM

Name of Candidate: Randi Margey	School: ORMS
Position: 8th Grade (Var.) Girls Basketball	Paid: <input checked="" type="checkbox"/> Non-Paid: <input type="checkbox"/>

Athletic Director Narrative:

Please accept this nomination of Randi Margey as the 8th Grade Girls Basketball Coach. She is currently a teacher at the Middle School and has previous experience coaching MS Girls Basketball at Rochester MS.

Attachments:

Reference Checks:

Application:

Andrew P. Lathrop
Signature of Athletic Director

12-8-2020
Date

Oyster River Cooperative School District

COACHING NOMINATION FORM

Name of Candidate: Miles Roberge	School: ORMS
Position: 7th Grade (Junior Var.) Boys Basketball	Paid: <input checked="" type="checkbox"/> Non-Paid: <input type="checkbox"/>

Athletic Director Narrative:

Please accept this nomination of Miles Roberge as the 7th Grade Girls Basketball Coach. He is currently a teacher at the Middle School and will replace Sunny Sadana.

Attachments: Reference Checks: Application:

Andrew P. Lathrop
Signature of Athletic Director

12-9-2020
Date