

Oyster River Cooperative School District
ABRIDGED REGULAR MEETING

February 21, 2024

ORMS – Recital Hall

6:30 - 8:00 PM

- O. MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING
- I. CALL TO ORDER **6:30 PM**
- II. APPROVAL OF AGENDA
- III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- IV. APPROVAL OF MINUTES *Motion to approve 02/07/23 Regular and Non-Public Meeting Minutes.*
- V. ~~ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS~~
 - ~~A. District~~
 - ~~B. Board~~
- VI. DISTRICT REPORTS
 - A. Assistant Superintendent/Curriculum & Instruction Report(s)
 - Student Presentation – Safe School Conference
 - ~~B. Superintendent’s Report~~
 - ~~C. Business Administrator~~
 - D. Student Representative {Maeve Hickok}
 - ~~E. Finance Committee Report~~
 - ~~F. Superintendent Search Committee~~
 - ~~G. Other:~~
- VII. UNANIMOUS CONSENT AGENDA *(Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote)*
 - Nomination of Human Resources Director with a March 4, 2024, start date. *Motion to approve the nomination of Human Resources Director with a March 4, 2024, start date.*
- VIII. DISCUSSION & ACTION ITEMS
 - UNH Survey Results – Sean McKinley
 - List of Polices for First Read – Policy GBEB – Staff Conduct with Students, Policy IMC – Controversial Topics, Speakers and Programs, Policy GCM – Professional Staff Workload and for Deletion – Policy GCG – Job Sharing/Part Time/Substitute Professional Staff Employment. *Motion to approve List of Polices for First Read – Policy GBEB – Staff Conduct with Students, Policy IMC – Controversial Topics, Speakers and Programs, Policy GCM – Professional Staff Workload and for Deletion – Policy GCG – Job Sharing/Part Time/Substitute Professional Staff Employment.*
 - School Board Self Evaluation
- ~~IX. SCHOOL BOARD COMMITTEE UPDATES~~
- X. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- XI. CLOSING ACTIONS
 - A. Future meeting dates: March 6, 2024– Regular School Board Meeting @ 7:00 PM – ORMS Recital Hall
March 20, 2024 – Regular School Board Meeting @ 7:00 PM – ORMS Recital Hall
April 3, 2024 - Regular School Board Meeting @ 7:00 PM - ORMS Recital Hall
- ~~XII. NON PUBLIC SESSION: RSA 91 A:3 II {If Needed}~~
- ~~NON MEETING SESSION: RSA 91 A2 I {If Needed}~~
- XIII. ADJOURNMENT
 - **DEIJ Workshop – Rachael Blansett~ 8:00- 9:00**

Respectfully submitted,
Superintendent

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

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

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

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

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

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

Oyster River Cooperative School District Members:

- | | |
|-----------------------------|----------------------------|
| • Denise Day, Chairperson | Term on Board: 2023 – 2026 |
| • Matthew Bacon, Vice Chair | Term on Board: 2022 - 2025 |
| • Brian Cisneros | Term on Board: 2021 –2024 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Thomas Newkirk | Term on Board: 2023 - 2024 |
| • Heather Smith | Term on Board: 2022– 2025 |
| • Giana Gelsey | Term on Board: 2023 - 2026 |

Information Regarding Nonpublic Session

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

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

Oyster River Cooperative School Board

Regular Meeting Minutes

February 7, 2024

DRAFT

SCHOOL BOARD PRESENT: Denise Day, Brian Cisneros, Dan Klein, Heather Smith, Matt Bacon, Tom Newkirk, Giana Gelsey

STUDENT REPRESENTATIVE: Maeve Hickok

ADMINISTRATORS PRESENT: Dr. Morse, Suzanne Filippone, Amy Ransom, Catherine Plourde, Rachael Blansett, Rebecca Noe, Bill Sullivan, Misty Lowe, David Goldsmith

STAFF PRESENT: Sean Peschel

GUEST PRESENT: David Totty, Dylan Brothers, Priscilla Romero, Zack Sheehan,

ABSENT:

O. MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING

I. CALLED TO ORDER at 7:00 PM by Chair Denise Day.

II. APPROVAL OF AGENDA

Under Superintendent's Report, Denise Day added the approval of Director of Facilities.

Tom Newkirk made a motion to approve the amended agenda, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS – None provided.

IV. APPROVAL OF MINUTES

Tom Newkirk made a motion to approve the January 17, 2024 Regular Meeting Minutes, 2nd by Giana Gelsey.

Denise Day made the following revision:

On page 4 under School Board Committee Updates, in Denise Day's comment insert the word "Alliance" so it reads, "...she attends Dover Mental Health Alliance monthly meetings..."

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

Heather Smith made a motion to approve the January 17, 2024 Non-Public Meeting Minutes, 2nd Giana Gelsey. Motion passed 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

David Goldsmith of Moharimet announced that the traditional sugaring season has begun. Classes are already tapping trees, and the sap is flowing. He thanked Fire Chief Jim Davis who is head sugarer, evaporator, boiler, and all-around educator, as well as the many parent and community volunteers that are part of the process. Third graders will perform a World Music concert on Thursday, February 15th at 6:30 pm in the ORMS Recital Hall. Reading Week kicks off next Monday. It will include activities, school-wide reading, and visiting author Matt Tavares. After break, in early March, the 3rd and 4th graders will take the writing portion of state testing. The remaining tests for reading and math will occur in late May. The community can look forward to the annual Pancake Breakfast in early April. Be on the lookout for a date and more information.

Misty Lowe of Mast Way shared that kindergarten families recently participated in an evening of coding called "Robotics & Rice Krispies." She gave kudos to organizer Susan Leifer and the high school Computer Science Honor Society students who helped run this fun event. During the Global School Play Day, Misty said social emotional learning (SEL) skills came to life as students used problem-solving and conflict resolution while playing games. Kindergarten registration has begun for the 2024-25 school year. On February 8th there will be a Family Literacy night full of activities provided by Alison Neri and on February 16th author Matt Tavares will visit.

On February 22nd the 2nd grade will perform Ode to Joy, a collaborative PE/music performance, led by teachers Cathy Baker and Chris Milner. Performances will occur at 6 pm and 7pm in the ORMS Recital Hall. Misty reminded the listening audience that electronic and paper progress reports will be provided prior to break, and there is no school February 26-31. Upon returning from break, the 3rd and 4th graders will take the writing portion of state testing on Wednesday and Thursday.

Bill Sullivan of ORMS thanked the board, Dr. Morse, and the community for their support in his acceptance as official principal of the middle school. Basketball season comes to an end with tomorrow night's last game. ORMS recently held a very successful 7th and 8th grade Snowball dance, and this Friday the 5th and 6th grades will have a social from 5:30-7 pm. Bill reminded the listening audience that quarter 2 progress reports went out last week and the National Assessment of Educational Progress (NAEP) testing for selected students will take place this month. The 8th to 9th grade transition is underway. High school counselors recently provided information about course selection and grading, and an 8th grade Parent Information Night will be held on February 8th at 6 pm. Kindness Week takes place February 19-23 in which staff and students will participate in a variety of activities.

Principal Rebecca Noe of ORHS gave a huge thank you to the guidance department in honor of National Counselor and School Psychologist Week. She recognized the time, effort, and hard work counselors and psychologists put in throughout the year. Recently they delivered presentations to upcoming ORMS students. Rebecca congratulated the well-deserved nine teachers nominated for Teacher of the Year including Gab Anderson, Jaclyn Jensen, and Karen Van Dyke from the Social Studies Department; Peter Harwood and Erica Cooke from the Math Department; Sara Cathey from the Science Department; Corey Blais from the English Department; and Jarika Olberg and Andrea von Oeyen from the Music Department. Rebecca also recognized a team led by Assistant Special Education Director Nancy Michaud that created more guidelines for late work and reassessment. Team members include Kim Cassamas, Alex Eustace, Jen Weeks, Maggie Trier, Nate Oxnard, Jen Wainwright, Chris Kearney, and Jackie Casey. A group aimed to provide student voice to administration, created out of Gab Anderson's sociology class, is focusing on tutoring. It was a need expressed by students post mid-terms. The student group is re-instating a center of tutoring with Library Specialist Lisa Harling. Junior Colton Brisard was the only New Hampshire athlete selected to play in the All-American Football Bowl in Florida, an event that showcases top football players in the country. Rebecca reminded the listening audience that report cards are available on PowerSchool. She thanked the Music Department for creating a PEP Band for sports games, acknowledging that the music has made a huge difference to players and fans. Lunar New Year Community Day, an event to kick off the year of the dragon, will take place this Saturday, February 10th, from 10-2 pm in the high school.

DEIJ Director Rachael Blansett announced March professional development opportunities for teachers and staff. On the March 15th Teacher Workshop (TW) Day she will lead a Biased Bootcamp from 1-4 pm. GLSEN, a national organization created to improve K-12 school climate for LGBT+ youth, will hold a 4-part training series. A session on Friday March 15th from 5-8 pm includes dinner and sessions on Saturday March 16th include snacks. Registration was provided on February 8th and is limited to 50 participants on a first come first serve basis. For the upcoming Kindness Week, Rachael is working with Bill and Alida to provide a February 23rd assembly around the "Power of Words" for middle schoolers. The DEIJ committee's spring event will feature the theme "Belonging and Building Relationships through Storytelling." While details are still being worked out, this tentative May 2nd event hopes to include panels of lived experiences and community outreach. On February 21st Rachael will present a DEIJ workshop to the board, topic to be determined.

B. Board

Tom Newkirk referenced an article in NY Times that examined learning loss and gain pre, during, and post pandemic. It recognized Oyster River for its high level of recovery in math. Tom commended the district for the critical decision-making they faced at that time. He said to be where we were, what we went through, and where we are now is an extraordinary story that is a tribute to heroic efforts of teachers, administrators, and kids. Assistant Superintendent Suzanne Filippone agreed it is nice to see the acknowledgement in conversations outside of the district and it is a testament to the community in and outside of school.

Brian Cisneros acknowledged the district's loss of Paul Bamford – a coach, parent, and great man that touched a lot of people. He was a mentor to Brian as well as many others, and he will be sorely missed.

Heather Smith attended the Internet Crimes Against Children (ICAC) parent presentation and found it to be really informative. Suzanne is going to make links available on the district website.

Giana Gelsey spoke about HB1473, a bill she's tracking, that would make SEL teaching prohibited in New Hampshire. She offered to write a letter; however, Brian assured the board it will not pass and Denise preferred saving energy for bills that have the possibility to pass.

Denise Day attended the ICAC parent presentation, stating it was extremely well-done, a terrifying reality, and provided really good messages for parents.

VI. DISTRICT REPORTS

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

Suzanne Filippone echoed the importance of the ICAC information and let parents know that if they google "ICAC" or go to ICACtaskforce.org it will bring them to links and NetSmarts. The REACH summer camp will take place mornings from July 8th - August 2nd and the afternoons will be run by Durham Parks and Rec. Registration will open on 2/19 and close on 4/19. All summer programming, including ESY and credit recovery, will be housed at ORMS. Also, summer professional development planning is underway for staff. In honor of Counseling and School Psychologist Week, Suzanne thanked K-12 counselors and school psychologists who provide daily support in academic, career, college, and social emotional education. She also gave a shout out to literacy specialists for working on Literacy Framework K-5 for ELA scope & sequence.

FY25 (2024-2025) School Calendar Revision – Due to State Primary

Suzanne said a calendar revision for 2024-25 was recently identified by regional superintendents. Since the State Primary will be held on September 10th, the district will shift the May teacher workshop to September 10th to be in alignment with Dover.

Tom Newkirk made a motion to approve the revised FY25 (2024-25) School Calendar due to State Primary, 2nd by Brian Cisneros.

Heather Smith commented that in past years the May TW day has been cancelled because of additional snow days. Dr. Morse said they did think of that, but since it's weather dependent, it's not something they can plan around.

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

Sabbatical Committee Decision Update

Tom Newkirk announced the Sabbatical Committee has recommended Sarah Curtin for a half-year sabbatical. Her proposal focuses on integrated learning at the elementary level.

Heather Smith made a motion to approve the proposed sabbatical, 2nd by Tom Newkirk.

Heather asked about the timeline, which is still being determined, but is likely to be during the second semester.

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

Student Presentation - Stella Pillet-Shore

Extended Learning Opportunities (ELO) Coordinator Sean Peschel announced that Junior Stella Pillet-Shore's summer internship experience at Portsmouth Regional Hospital brings to life the high school's theme "Empowering Positive Pathways". He recognized Dylan Brothers, the Academic Partnership Coordinator for Portsmouth Hospital Corp., who chose 14 interns for their second Career Exploration Program. Sean introduced Stella, the youngest student selected, to share her experience with the board.

Along with other high school and college students, Stella spent seven-weeks attending a summer paid internship that shadowed professionals in various healthcare roles. She rotated through an inpatient unit, surgical services, the emergency department, and other various services such as lab, imaging, and outpatient therapy. Stella's mentor was Priscella Romero, the Vice President of the Human Resources department, and under her guidance she completed a required hospital-based project.

Stella's project focused on introducing students to healthcare careers by designing and creating a Healthcare Career Expo. Objectives of the project included rebuilding excitement of healthcare in the community, showing a

wide range of career pathways in healthcare, and strengthening community relationships with schools and community members. The expo, which featured 16 department stations and 2 keynote presentations, engaged participants to visit stations with a passport, collect career cards, and enter chances to win t-shirts and other swag. The expo was such a success, that Dylan has plans to use it in the hospital's marketing efforts across the state.

Stella spoke about her personal take away from the ELO experience, stating that her favorite unit was the Operating Room because of the energy, strength and teamwork that goes into every experience. In 10 years, she sees herself beginning a post-Medical School Residency. However, her biggest take away was realizing that in healthcare the goal is not treating a "people" or a "population," but treating one person holistically and kindly at a time.

Board members had an opportunity to ask questions about the internship and ELO credit work.

B. Superintendent's Report

Dr. Morse stated that these opportunities for students exist as a direct result of the board's decision 9 years ago to create an ELO Coordinator position. He thanked board members and the community for their support over the years.

Nomination of Facilities Director

In Dr. Morse's 12-year tenure as superintendent, a facilities director position has always been contracted, and so it was with great honor to nominate David Totty for facilities director. David comes to the district with experience as a director and HVAC systems operator.

Brian Cisneros made a motion to approve the new facilities director, 2nd by Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.

David Totty thanked the board, administrators, and community for this opportunity, and he looks forward to working in the district.

Dr. Morse informed the board that 600 student and 300 adult survey responses were collected from the recent grading and assessment survey. UNH recommended closing the survey a week early to have time to collate the results. Since plenty of data was gathered, he agreed. Survey results will be discussed at the February 21st board meeting. Dr. Morse thanked the board for their work on this initiative and everyone who took the survey. He credited Gen Brown and her communication reminders, stating what a great addition she has been to our community.

Dr. Morse thanked David Goldsmith and the Moharimet staff for their great job on the recent evacuation. He said it was fast and MOH staff did a fabulous job thanks to great leadership. The high school administrators acted quickly to provide lunch and a movie, and parents who picked their kids up early were great and appreciative. To the kids perspective, it was a surprise field trip.

Fair Funding in NH Presentation – Casey Neal [30 minutes]

Dr. Morse touched upon the ConVal lawsuit that focuses on equity and funding across New Hampshire. In an effort to promote that every student deserves a quality education, he invited Executive Director Zack Sheehan from the NH School Funding Fairness Project to speak more about the matter.

The presentation titled, "Advocating to make school funding more equitable for students and taxpayers alike," examines school funding and property taxes. Zack said in the current system taxpayers and students are not treated equitably or fairly. Not only is it getting worse, but it is unconstitutional. He provided comparisons in which schools only 30 miles apart have considerable differences in teacher pay, graduation rate, math & reading proficiency, and education property taxes. He stated that NH relies overwhelmingly on local property taxes to fund public education with state adequacy and federal aid contributing less than 20%. Several lawsuits have gone before the state since the 90's. Although SWEPT, a statewide education property tax was created, and a ruling stating that the taxes the state uses for education must be uniform across the state, the burden on local taxpayers to fund public education continues to exist.

More recently a ConVal ruling resulted in a base adequacy cost increase from \$4,100 to no less than \$7,356.01 per pupil per year, although the true cost is likely much higher than that. As a result of additional lawsuits, educational funding is a major focus of the state budget process. It has increased funding by about \$157 million over the last two years, but there is still a discrepancy on who is responsible. New law proposals would increase base adequacy to \$10,000 and make changes to SWEPT and its negative education property taxes for some towns. On the other hand, there are proposals that would reduce funding based on proficiency scores and reinstate the Interest and Dividends tax.

In summary, Zack stated that neither taxpayers nor students are treated equitably or fairly, and the problem is getting worse. In fact, over \$2 billion is downshifted to local property taxpayers each year. Lawsuits and pressure by taxpayers have resulted in some change, and he urged community members to engage state level lawmakers to push for more change and progress.

Positions in Budget ~ Post Early

Dr. Morse let the board know that he will advertise soon for next year's approved new positions in an effort to secure high quality candidates.

C. Business Administrator – Moved to after Student Rep. Report.

D. Student Representative Report {Maeve Hickok}

Maeve Hickok announced that mid-terms went well, including the new schedule with built in review time. At the recent coffee house, they had their biggest turnout of 100 people and she thanked everyone for attending. Track, ski, and swim teams have meets coming up this weekend.

The board took a 5-minute break at 9:00 PM and the student representative left for the evening.

Regular meeting resumed at 9:06 pm.

Business Administrator

FY24 Budget Update half year report

Amy Ransom informed the board that the numbers are in line for this point in the year and there are no concerns.

E. Finance Committee Report – None provided.

F. Other – None provided.

VII. UNANIMOUS CONSENT AGENDA – Denise Day asked the board if any items needed to be discussed separately and there were no concerns.

- **Nomination of ORMS Assistant Principal.**
- **Mast Way Maternity Leave of Absence from June 4, 2024 to the End of the School Year**
- **ORMS Maternity Leave of Absence from May 13, 2024 to the End of the School Year**

Denise Day made a motion to approve the unanimous consent agenda, 2nd by Giana Gelsey. Motion passed 7-0.

VIII. DISCUSSION & ACTION ITEMS

Facilities Fees [Procedure KF-R1] – Current and Revised

Amy Ransom said the only change made to the Facilities Fees document was a newly added definition stating the PTO will not pay a fee.

Tom Newkirk said he prefers a cap for the daily rate of the turf field and a lower cap for the other fields. He pointed out that if ORYA were to use the field for one day under current rates, they would pay over \$1K. Giana agreed with a max daily rate and costing out by field. Dan Klein felt summer field rentals should include access to bathrooms, but since the school is closed, they are not available. He suggested building in a porta potty cost. Brian Cisneros will take these suggestions back to the Finance Committee for consideration.

School Board Self Evaluation

Denise Day suggested postponing the school board self-evaluation to the next regular board meeting. She also suggested a meeting start time of 6:30 pm. The board was in agreement.

IX. SCHOOL BOARD COMMITTEE UPDATES

The Manifest Committee met and completed the following manifests.

Payroll Manifest # 14 Total is \$687,324.09

Payroll Manifest # 15/15.1 Total is \$761,699.20

Vendor Manifest #16 Total is \$121,163.41

Vendor Manifest # 17 Total is \$911,323.16

Heather Smith announced Sustainability met on January 22nd and shared the following updates: the middle school sustainability club is gearing up for Earth Week, there is an initiative to turn off cars during idle, and an upcoming student activity includes building Dream Lego Schools based on efficiency. Save the date for the April 11th Community Dinner, which will be followed by a Mast Way performance of Wonka Jr at the high school.

Tom Newkirk said the Sabbatical Committee discussed what the proposal should be for, stating that historically it was for teachers to focus on improving their teaching. However, a shift on making a programmatic change to the district has put a lot of weight on applying. He wonders if the Policy Committee should look into the sabbatical language, specifically the wording around proposals.

Dan Klein announced Policy met last month and there is nothing new for first read at this time.

X. PUBLIC COMMENTS – None provided.

XI. CLOSING ACTIONS

A. Future Meeting Dates: February 21, 2024 – Regular School Board Meeting @ 6:30 PM @ORMS Recital Hall
March 6, 2024 – Regular School Board Meeting @ 7:00 PM @ ORMS Recital Hall
March 20, 2024 – Regular School Board Meeting @ 7:00 PM @ ORMS Recital Hall

XII. NON-PUBLIC SESSION: RSA 91-A:3 II (c)

- Personnel Matter

Denise Day made a motion to go into non-public at 9:26 PM under RSA 91-A:3 II (c), 2nd by Matt Bacon. Motion passed 7-0 by roll call vote.

Public meeting resumed at 9:42 pm.

- Superintendent Evaluation

Denise Day made a motion to go into Non-Public at 9:44 PM under RSA 91-A:3 II (c), 2nd by Giana Gelsey. Motion passed 7-0 by roll call vote.

Public meeting resumed at 9:52 pm.

NON-MEETING SESSION: RSA 91-A2 I {If needed}

XIII. ADJOURNMENT:

Heather Smith made a motion to adjourn the meeting at 9:53 pm, 2nd by Brian Cisneros. Motion passed 7-0.

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

Respectfully Submitted,

Karyn Laird, Records Keeper

Oyster River Cooperative School Board
Non-Public Meeting Minutes: February 7, 2024

Denise Day moved to enter nonpublic session at 9:26 p.m. in accordance with RSA 91-A:3 II (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 and open meeting, 2nd by Matt Bacon. Upon roll call vote, the motion passed 7-0.

School Board Attendees:

Denise Day

Brian Cisneros

Matt Bacon

Heather Smith

Dan Klein

Tom Newkirk

Giana Gelsey

Administrators Present:

Dr. James C. Morse, Sr.

9:26 p.m. - nonpublic session began.

The Board discussed a personnel matter.

There were no motions during nonpublic session.

The Board returned to public session at 9:42 PM.

Oyster River Cooperative School Board
Non-Public Meeting Minutes: February 7, 2024.1

Denise Day moved to enter nonpublic session at 9:44 p.m. in accordance with RSA 91-A:3 II (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 and open meeting, 2nd by Giana Gelsey. Upon roll call vote, the motion passed 7-0.

School Board Attendees:

Denise Day
Brian Cisneros
Matt Bacon
Heather Smith
Dan Klein
Tom Newkirk
Giana Gelsey

Administrators Present:

9:44 p.m. - nonpublic session began.

The Board discussed the superintendent's evaluation.

There were no motions during nonpublic session.

The Board returned to public session at 9:52 PM.

Safe Schools Conference



Delaney, Grace, Siena, Eva, Elise, Abby, Lily, Paige

Who We Are

We are the student mental health team, and our number one goal is to spread awareness about mental health and suicide prevention.

We want to teach Oyster River students to become a resource to their friends and peers, so that you can help them if they are ever in a time of need.

Modules:

1. Recognize your role as a peer helper; and learn to recognize risk factors, protective factors, and warning signs for suicide
2. Gain an increased comfort level in knowing how to Connect with those at risk
3. Have an increased awareness of how to connect a suicidal person with resources

Core values:

- Suicide is a public health problem that impacts all ages.
- Suicide is generally preventable.
- Everyone has a responsibility in preventing suicide.
- Communicating with others will help reduce the risk of suicide in a community.



Safe Schools Conference

- Brought schools together from all over Southern New Hampshire.
- Got to share out ideas on how to improve mental health in high schools.
- Create connections between like-minded peers.

What We Learned

Perspectives from other schools:

Groups:

- Hope Squad
- Green Bandana
- Dover, Falmouth, Spaulding, Exeter, private schools in MA, etc.

Other Programs:

- Green Bandana's bandana
- Dover's semicolon pins
- Resource cards

Resources:

- Room in school dedicated to peer counseling
- Dedicated mental health counselors

New Website:

- Online mental health forum
- A safe place to share stories (edited and monitored)
- Eventually turning into a place with resources and helpful strategies for monitoring mental health

Megan Tupai:

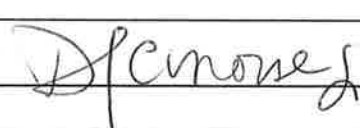
- The website was initially her idea
- Shared experiences with dealing with loss due to suicide on her rowing team
- Shared her strategies of how her team stayed connected and together

Questions?
Comments?
Ideas?

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 18

Name:	Jennifer Horton
Date:	February 12, 2024
Position:	Human Resources Director
Person Replacing:	Nanette Viellieu
Budgeted Amount:	85,000
Recommended Step/Salary:	100,000* (position changed from Coordinator to Director)
Interviewed By:	Suzanne Filippone, Dr. Robert Shaps, Amy Ransom, Rachael Blansett, Wendy DiFruscio
# Interviewed:	5
Education:	Southern NH University - Bachelors in Business Management/HR McIntosh College - Associates in Business Management
Certification:	Society for Human Resource Management (SHRM) Seacoast Human Resource Association (SHRA)
HQT Status	
Related Experience:	UNH - Contract Assignment HR Coverage 5/23 to Present Northeast Rehabilitation Hospital Network Human Resource Business Partner 7/2013-5/2023 Northeast Rehabilitation Hospital Network Human Resource Generalist 8/2011-6/2013
Comments:	We are pleased to present an experienced Human Resource Director to the Board. She as multiple years of experience in hiring, recruiting, employee relations, maintaining human resource database as well as reporting and processing employee benefits.
Date: <u>02/12/24</u>	Authorized Signature: 

<p>REQUIRED Attachments:</p> <p><input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> 1 Letters of Recommendation <input type="checkbox"/> Copy of Certification</p>
--

Executive Summary

The University of New Hampshire Survey Center conducted a survey for the Oyster River Cooperative School District (ORCSD) to better understand the opinions and habits of Oyster River students, parents, and staff members concerning the competency-based reporting system used at Oyster River Middle School. Survey invitations were sent to students in grades 6-10, parents of students in grades 6-10, and staff members who teach grades 6-10. Students currently in grades 9 or 10 were asked to recall their experiences at Oyster River Middle School while parents of students currently in grades 9 or 10 were asked to recall their experiences when their student attended Oyster River Middle School.

Overall, eight hundred sixty-seven (867) Oyster River community members completed the survey between January 25th and February 7, 2024. Respondents include 520 individuals who are current students, 284 who are parents of a student or students at Oyster River, and 73 who are current staff members at Oyster River. Please note that individuals who are both a parent and staff member completed sections of the survey designed for each of their roles.

The following figures display survey results including any demographic differences. Detailed tabular results may be found in Appendix A, Appendix B contains open-ended responses, and Appendix C contains the survey instrument. Due to rounding, percentages may not sum to 100%. For parsimony, the sections describing results to questions designed for parents use the singular "student" despite many respondents having more than one child enrolled in ORCSD.

Key Findings

Middle School to High School Transition

Seven in ten responding students currently in 9th or 10th grade say that the transition from the middle school to the high school grading system was very or somewhat easy. However, nearly half of parents of students currently in 9th or 10th grade say that the transition was difficult for their child, and half of parents say that middle school does not prepare students well for high school or believe that the middle school should use traditional grading.

Understanding of Competency-Based Ratings

Most responding students say that they understand what it means when they earn a competency-based rating and understand their teachers' comments on how to improve that rating. Parents express slightly more confusion about what each competency-based rating means. Many parents and some students mention issues surrounding the precise definition of competency-based ratings, particularly the "M" designation being too broad and providing little insight into a student's proficiency. Staff members believe their students have a slightly lower comprehension of competency-based ratings than students themselves profess to have, but nearly all staff members say that they themselves understand the competency-based rating system.

Interactions with Student Progress

Only four in ten responding parents say they check on their student's regular progress on PowerSchool once or twice a month or more often while about the same number check less than once a month or never do so. A small majority feel this information helps them understand very or somewhat well what to expect on their student's quarterly progress report. Those who rarely or never use PowerSchool to review their student's progress most often say they rarely or never do so because it is difficult to access or use, they are satisfied with other reports, it is not informative or helpful, or communicate with their child directly or feel it is not necessary to check on their student's progress since they usually succeed.

Seven in ten parents say that they understand their student's progress report very or somewhat well and most feel that the teacher comments on the quarterly progress report related to competency-based learning were very or somewhat helpful. However, parents are divided on whether the progress report gives them a clear idea of their student's learning and progress as well as their strengths and areas in need of improvement. Staff members largely disagree with this assessment, as clear majorities feel that the quarterly progress report gives parents a clear idea of their student's learning and progress as well as strengths and areas in need of improvement. When asked what changes they would like to see to the reporting system to make it more understandable, four in ten parents would like to see a change to traditional grading while others would like a clearer definition of competency-based grades or more communication with teachers.

Perceptions & Practices Related to Competency-Based Ratings

Many students and parents believe it is much harder for students to earn an "M" or "E" from some teachers than from other teachers, and several express frustration with a perceived extreme difficulty or impossibility of earning an "E". Most students say that they usually try to earn a "M" or "E" if they earn a "B" or "P" but less than half say they usually try to earn an "E" if they earn a "M". Parents feel the same way: a majority say their student usually tries to improve a "B" or "P" to a "M" or "E" but only three in eight say their student usually tries to earn an "E" if they have an "M".

Only one-third of parents and less than half of staff members feel that the competency-based reporting system effectively increases student engagement and motivation. When asked about these topics, about one-third of students say that they ask for extra help all or most of the time if they receive a "B" or "P" but about the same number say they do not usually or never ask for extra help in this situation. Just over four in ten students say that the opportunity to redo work motivates them all or most of the time to learn and produce better work.

Professional Development

Just over two-thirds of staff members feel very or somewhat satisfied with the professional development opportunities provided by the Oyster River School District. When asked what specific professional development opportunities they feel should be offered regarding the competency-based reporting system, staff members most frequently mention training around the specific grades or having more time, while others would like more system-wide development.

Overall Assessment of Competency-Based Ratings

Overall, a small majority of responding staff members feel the competency-based reporting system encourages their students to learn very or somewhat well, but only about four in ten parents feel this way. Most staff members feel that the competency-based rating system effectively gives students opportunities to relearn, revise, and reassess, makes learning goals clear, and provides students with meaningful feedback. A majority of parents agree that the system effectively gives students opportunities to relearn, revise, and reassess, but only about half feel it makes learning goals clear and provides students with meaningful feedback. Less than half of staff members, and only one-third of parents, feel that the system effectively increases student engagement and motivation. Some parents and teachers believe this provides little motivation or accountability for students and does not prepare them well for the rigors of high school.

When asked for any further comments about the competency-based reporting system at Oyster River Middle School, nearly one-third of responding students say that they dislike competency-based grading or prefer traditional grading, while others mention that competency-based grades are too inconsistent or imprecise or that they are difficult to understand. Large numbers of parents similarly would prefer a change to traditional grading in middle school or a transition or combination of grading systems. Very few staff members say that they would like to change to traditional grading but many would like to reform competency-based grades, establish a clearer definition of them, or have a transition or combination of systems in middle school.



University of
New Hampshire

The Survey Center

A background image showing a group of four people, likely students and a teacher, gathered around a table. One person is holding a laptop, and they appear to be in a collaborative learning or meeting environment. The image is semi-transparent, allowing the text to be overlaid.

Oyster River Cooperative School District Competency-Based Reporting Survey - 2024

Prepared by:

Sean P. McKinley, M.A.

Zachary S. Azem, M.A.

The Survey Center

University of New Hampshire

February, 2024

Middle School to High School Transition

Figure 1: How difficult has the transition been from the middle school to the high school grading system? - Students

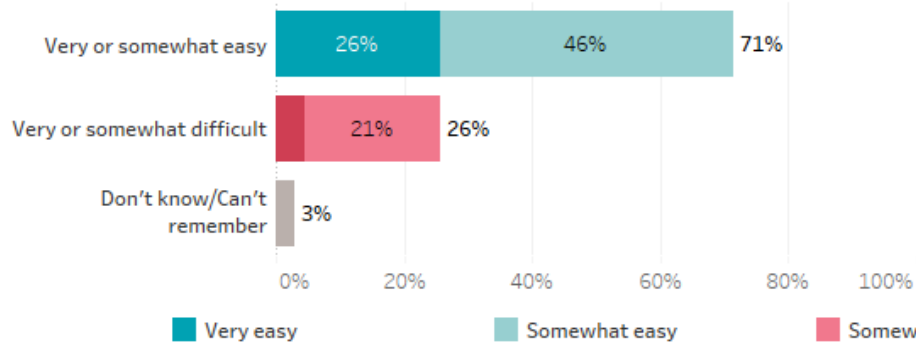


Figure 2: How has the transition been for your student/students from the middle school to the high school grading system? - Parents

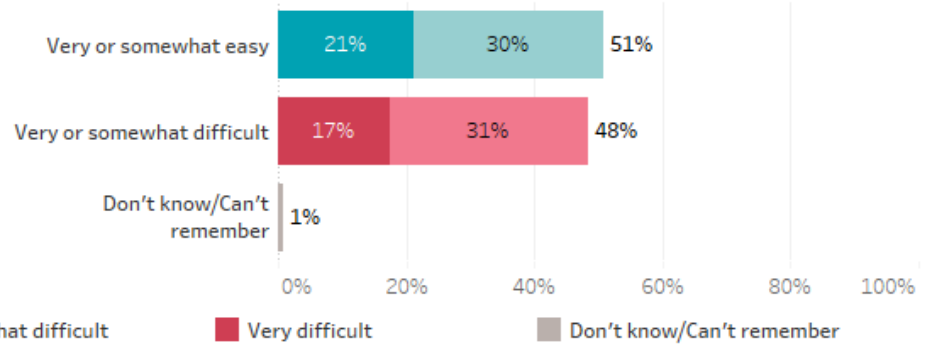


Figure 3: Do you have any comments on your transition to high school? (coded) - Students

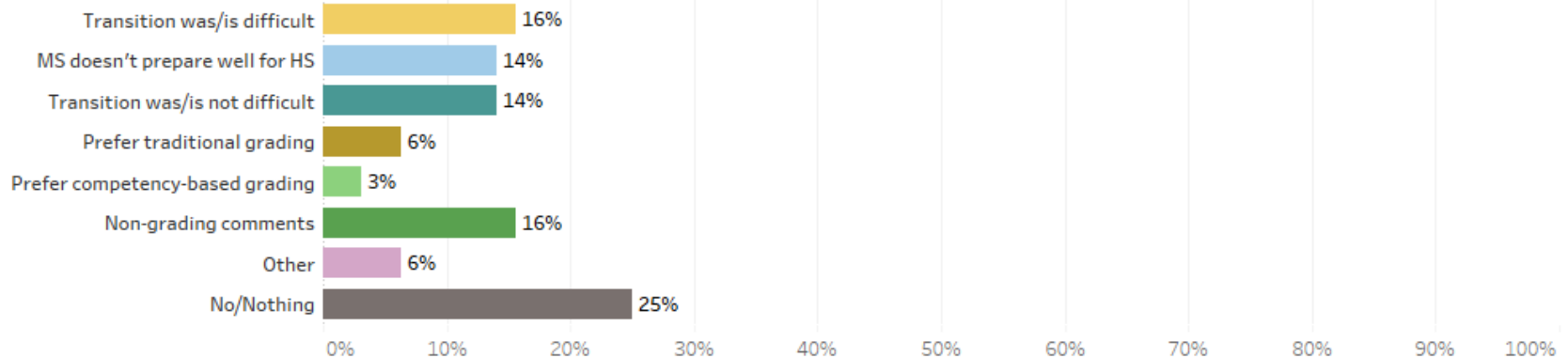
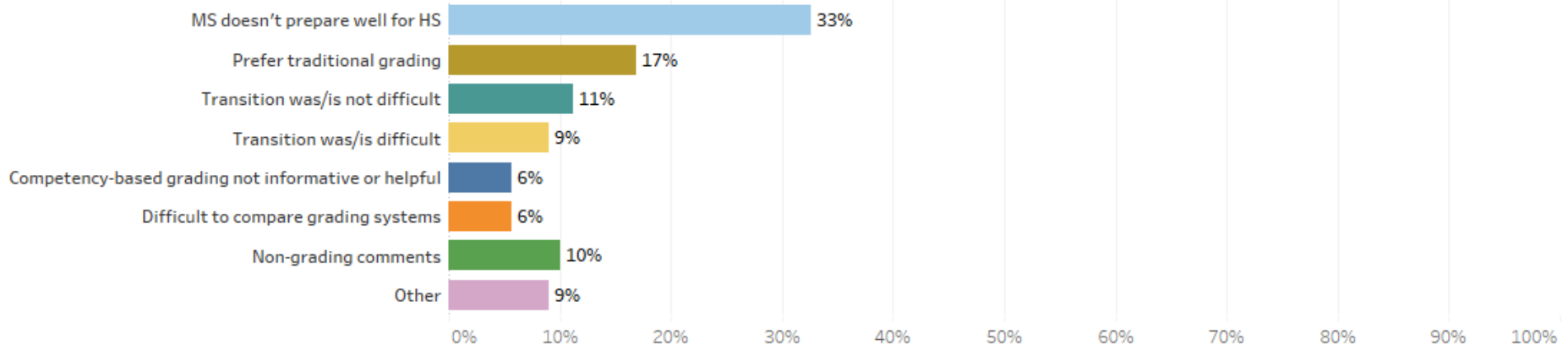


Figure 4: Do you have any comments on your student's/students' transition to high school? (coded) - Parents



Understanding of Competency-Based Ratings

Figure 5: Do you agree or disagree with the following statement: I understand what it means when I earn a "B", "P", "M", or "E" - Students

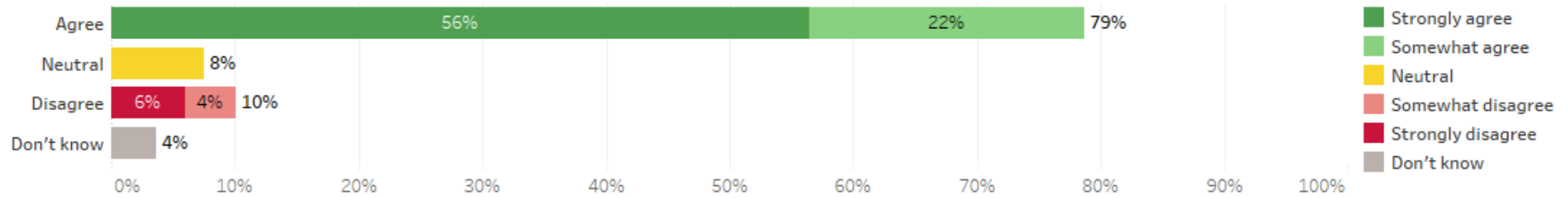


Figure 6: How well do you understand teachers' comments on how to... - Students

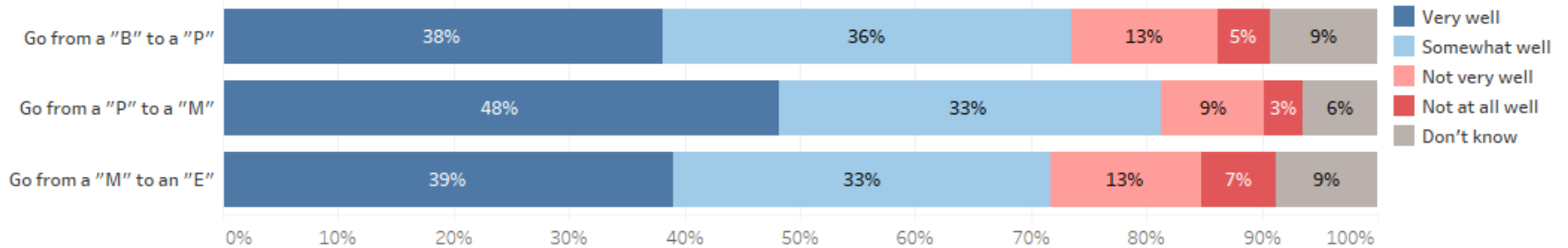


Figure 7: Overall, how well do you feel you understand the competency-based reporting system at Oyster River? - Staff

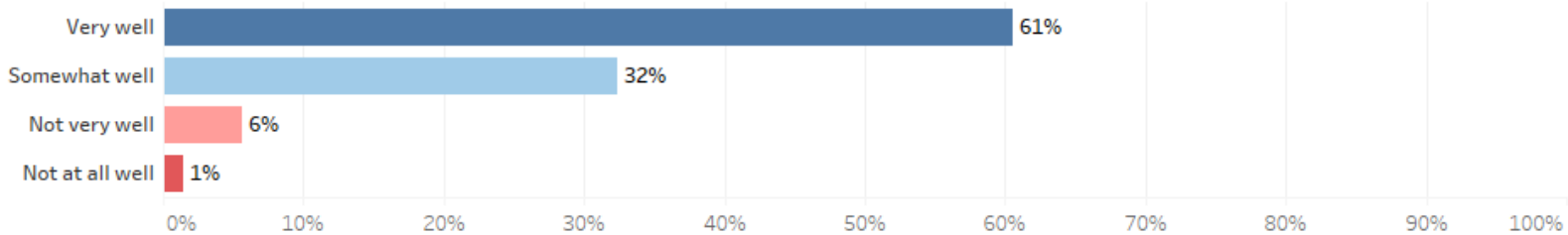
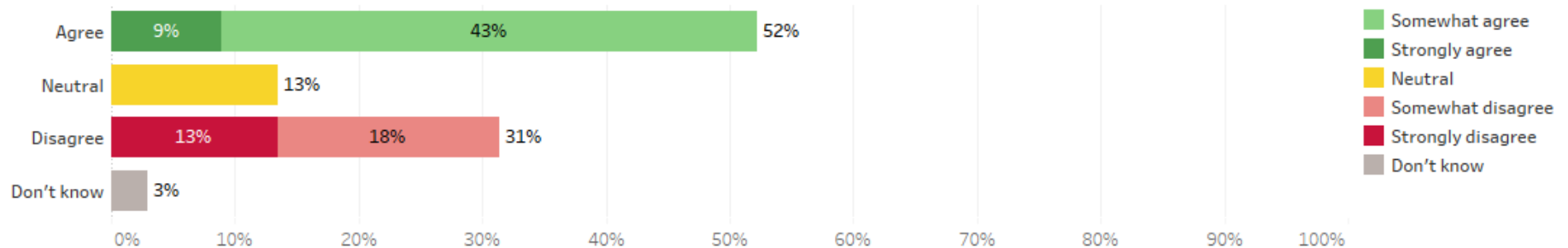


Figure 8: Please indicate whether you agree or disagree with the following statements - Most students understand how to interpret the competency-based reporting - Staff



Interactions with Student Progress

Figure 9: How often do you review your student's/students' progress on PowerSchool? - Parents

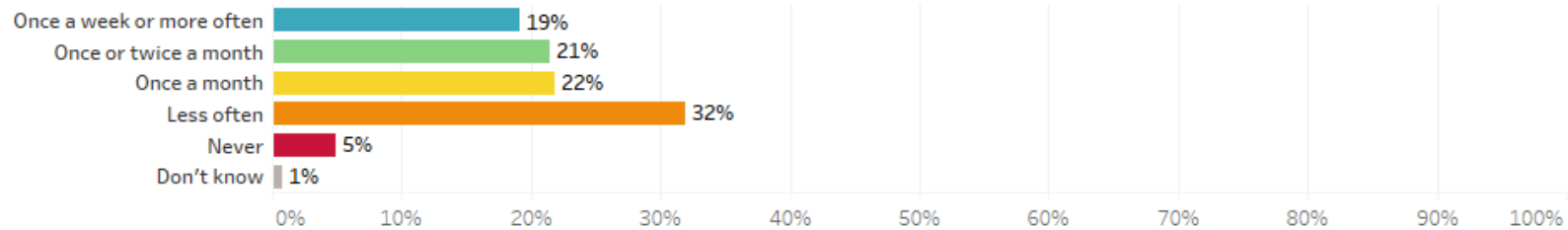


Figure 10: How well does the information you can view on PowerSchool help you understand what to expect on your student's/students' quarterly progress report? - Parents

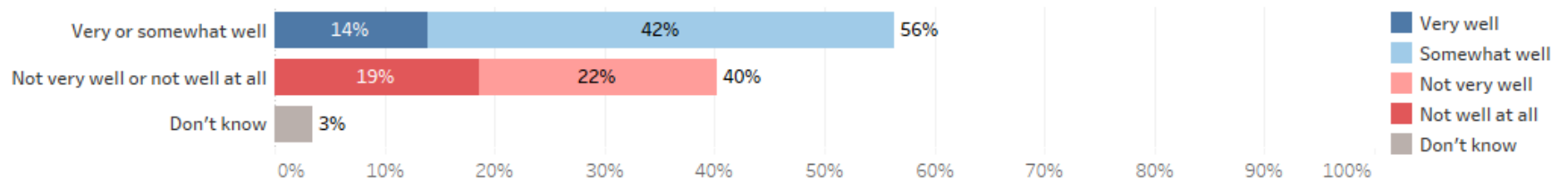


Figure 11: Why do you rarely or never use PowerSchool to review your student's/students' progress? (coded) - Parents

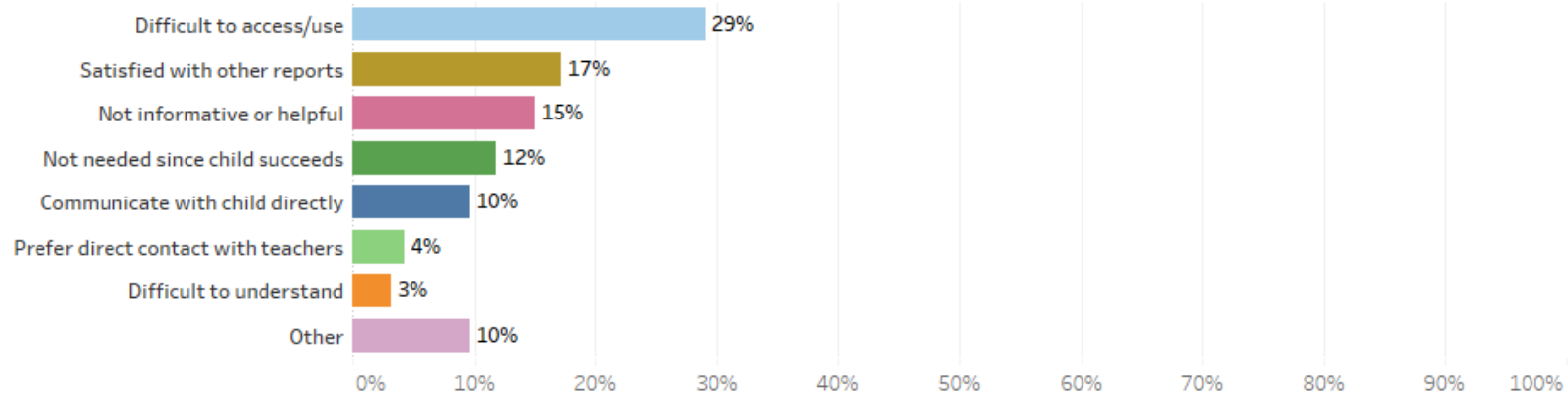
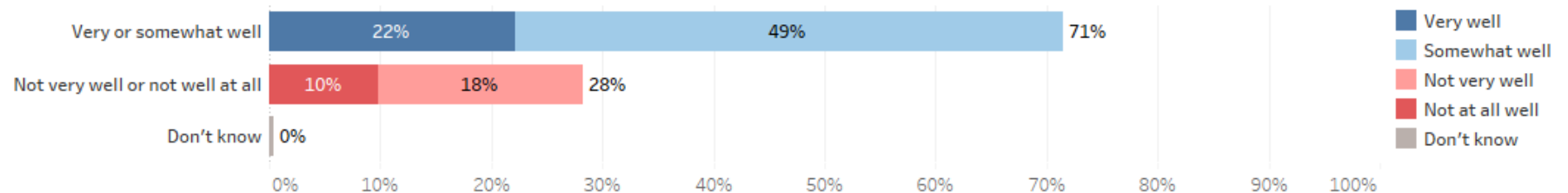


Figure 12: Overall, how well do you feel you understand your student's/students' progress reports? - Parents



Interactions with Student Progress

Figure 13: Please indicate whether you agree or disagree with the following statements - The progress report gives me a clear idea of my student's/students' strengths and areas in need of improvement - Parents

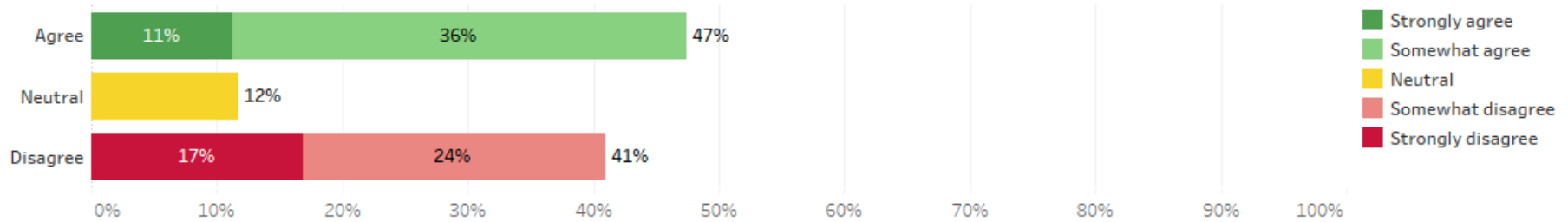


Figure 14: Please indicate whether you agree or disagree with the following statements - The quarterly progress report gives parents a clear idea of their student's/students' strengths and areas in need of improvement - Staff

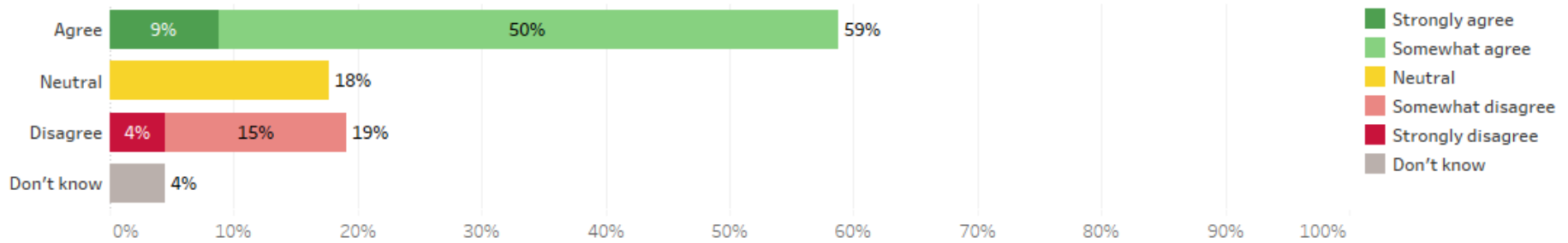
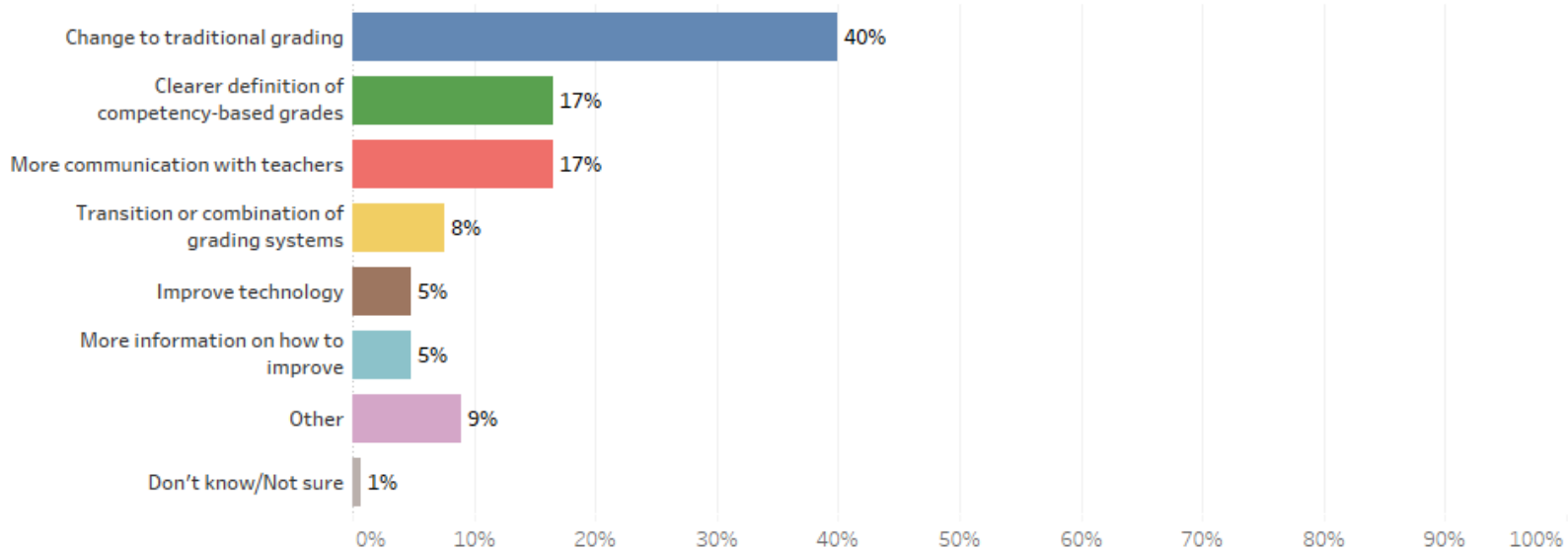


Figure 15: What changes, if any, do you believe should be made to the reporting system to make it more understandable? (coded) - Parents



Perceptions & Practices Related to Competency-Based Ratings

Figure 16: Do you agree or disagree with each of the statements below? It is much harder to earn a "M" or an "E" from some teachers than from other teachers - Students

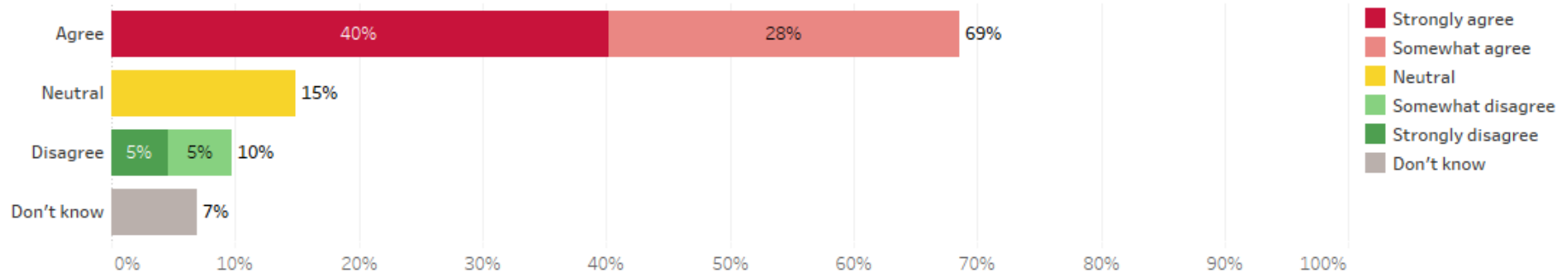


Figure 17: Agree with the following statements - Students

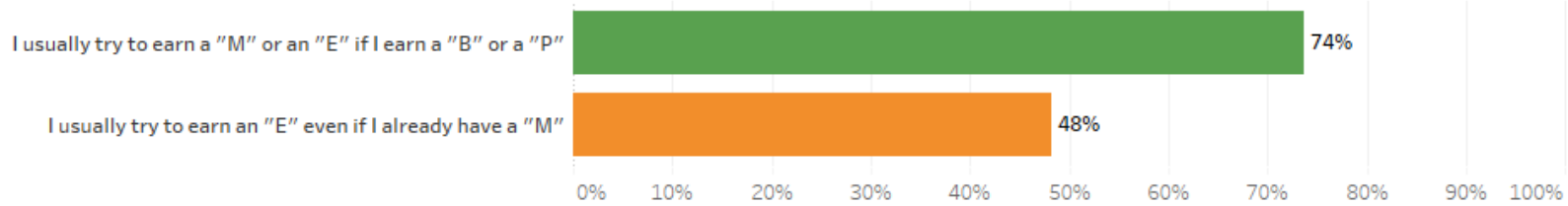
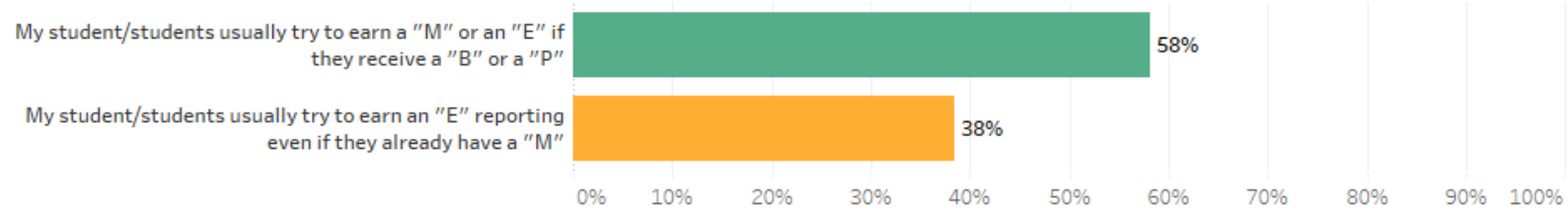


Figure 18: Agree with the following statements - Parents



Perceptions & Practices Related to Competency-Based Ratings

Figure 19: In your opinion, how effective is Oyster River's competency-based reporting system at increasing student engagement and motivation?

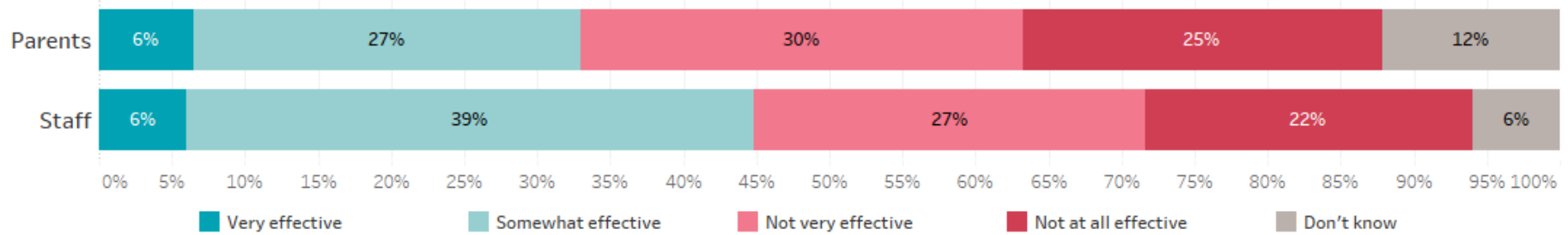


Figure 20: About how often do you ask for extra help if you earn a "B" or "P"? - Students

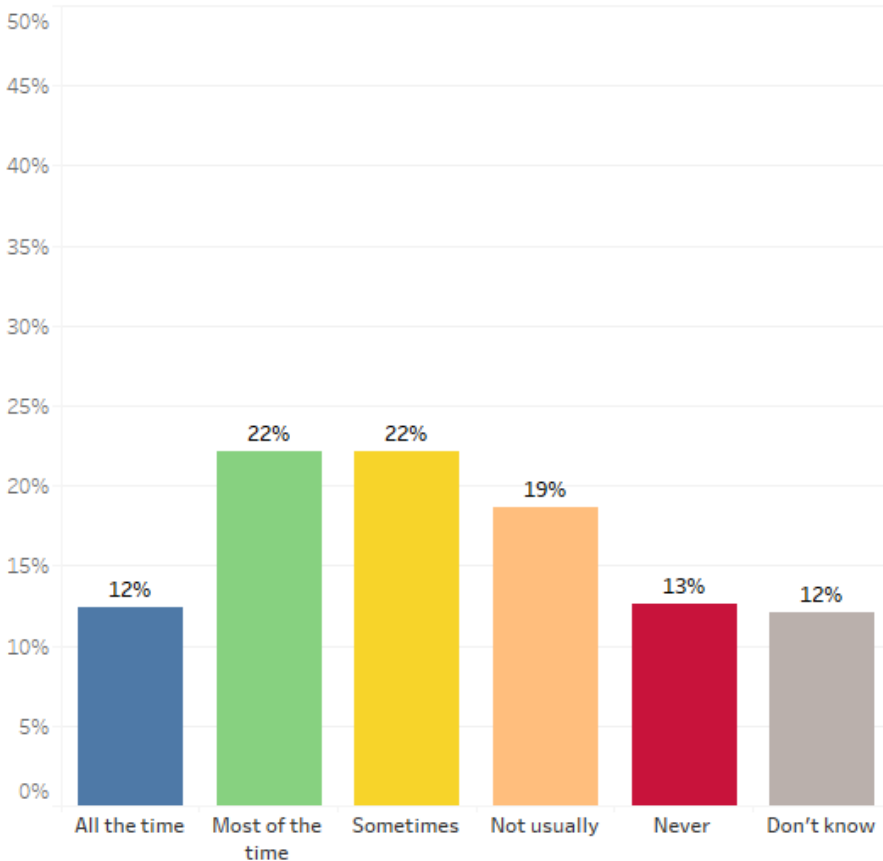
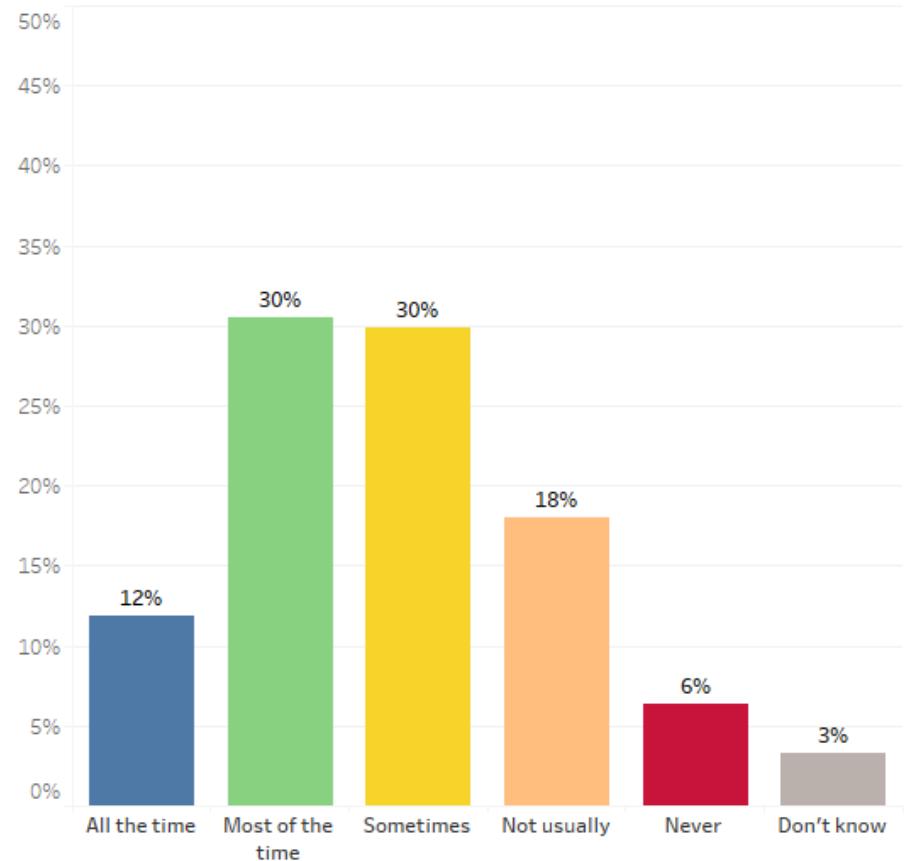


Figure 21: How often does the opportunity to redo work motivate you to learn and produce better work? - Students



Professional Development

Figure 22: How satisfied are you with the professional development opportunities provided by the Oyster River School District regarding the competency-based reporting system? - Staff

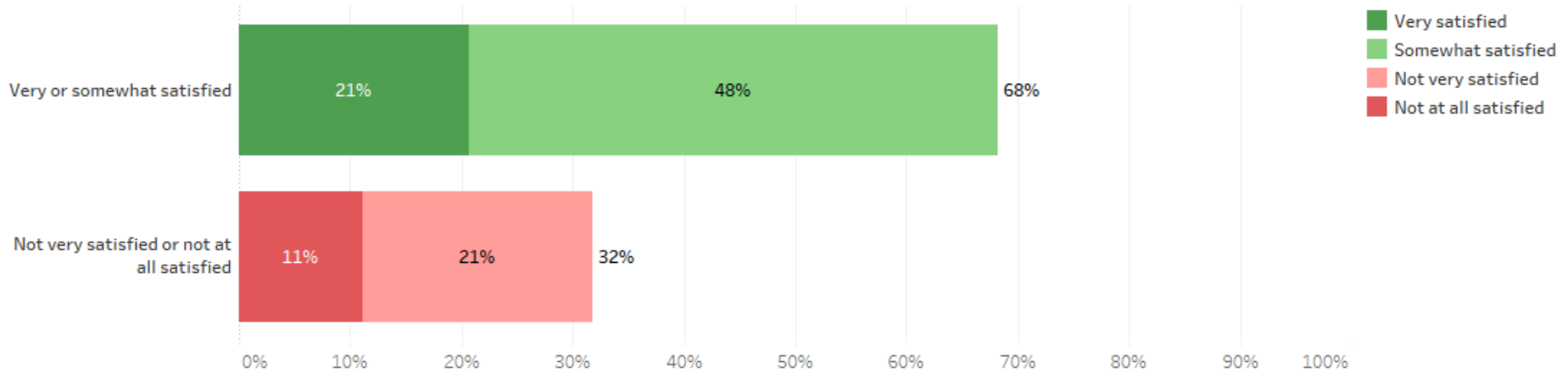
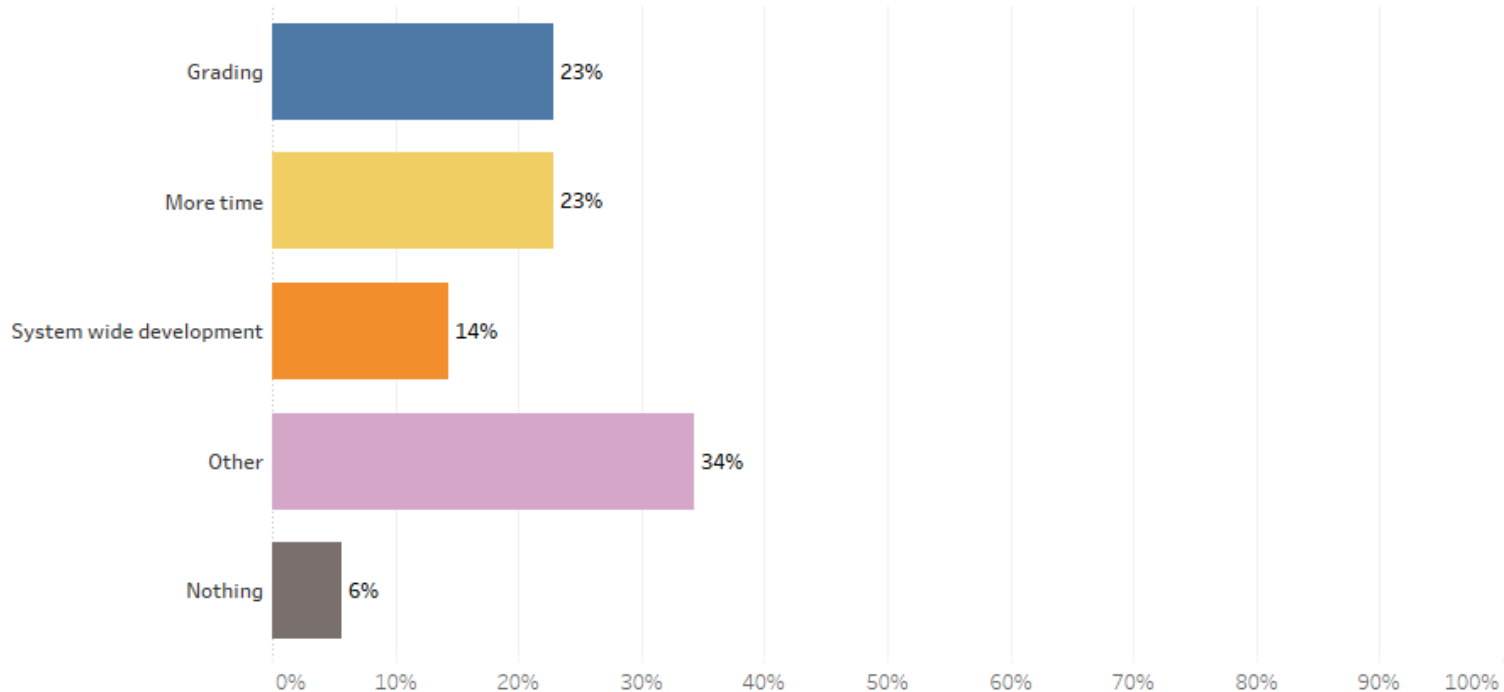


Figure 23: What additional professional development opportunities, if any, do you believe should be offered regarding the competency-based reporting system? (coded) - Staff



Overall Assessment of Competency-Based Ratings

Figure 24: Overall, how well does the competency-based reporting system encourage your students to learn? - Staff

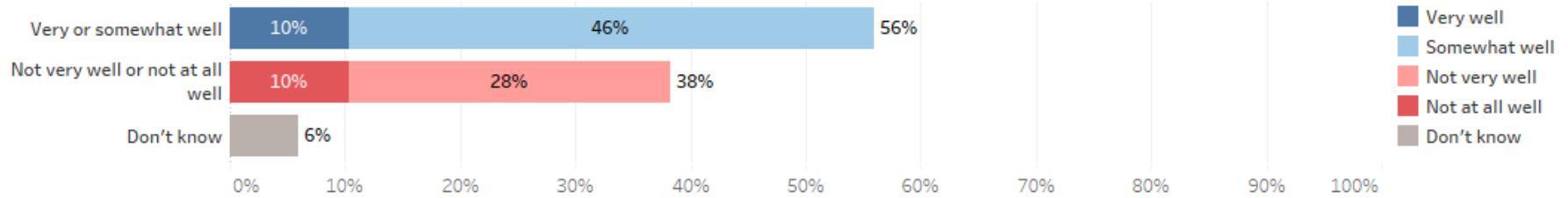


Figure 25: Overall, how well does the competency-based reporting system encourage your student/students to learn? - Parents

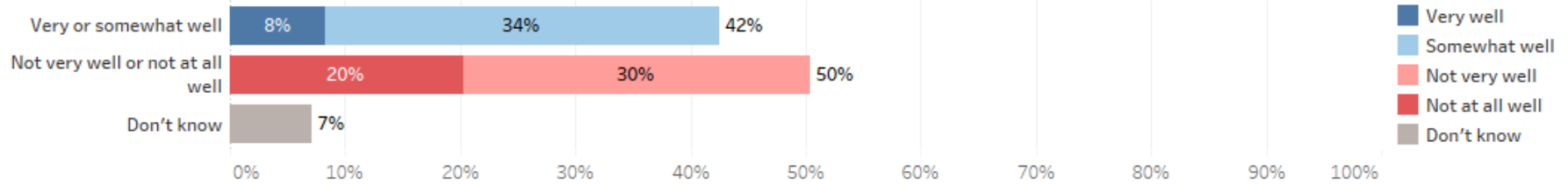


Figure 26: In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals? - Staff

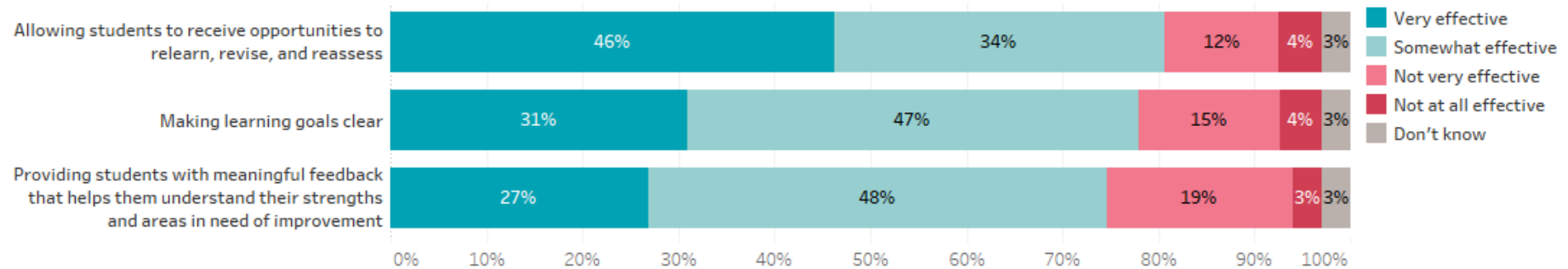
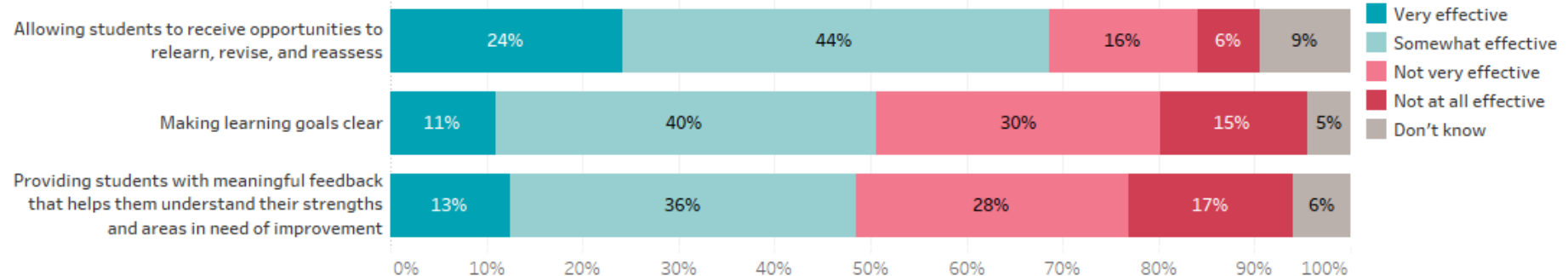


Figure 27: In your opinion, how effective is Oyster River's competency-based reporting system at meeting the following goals? - Parents



Overall Assessment of Competency-Based Ratings

Figure 28: Is there anything else you would like to say about the competency-based reporting system at Oyster River Middle School? (coded) - Students

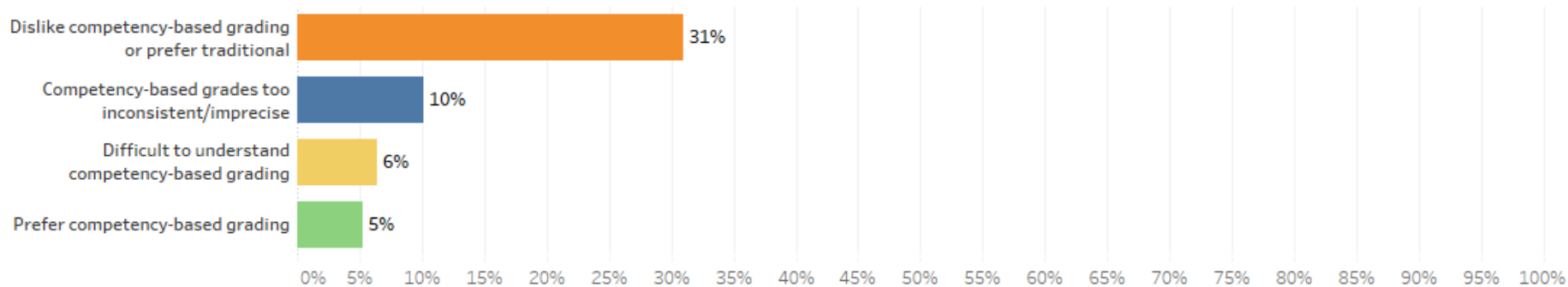


Figure 29: What changes, if any, do you believe should be made to the reporting system to make it more understandable? (coded) - Parents

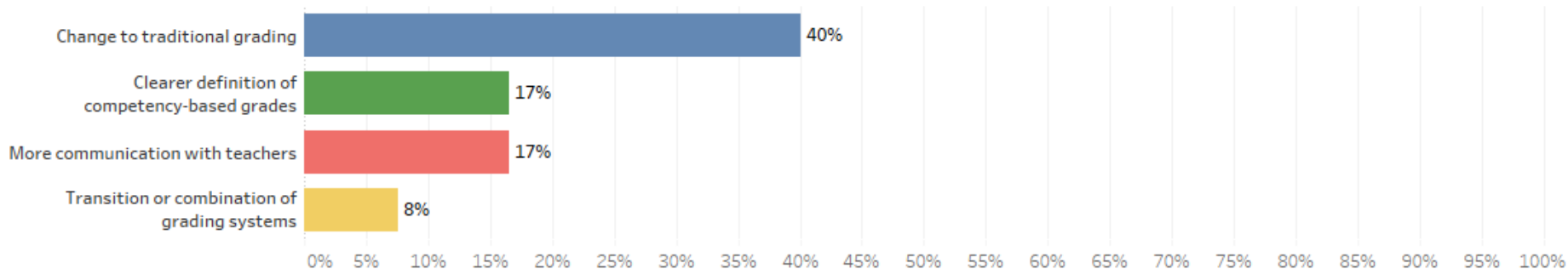
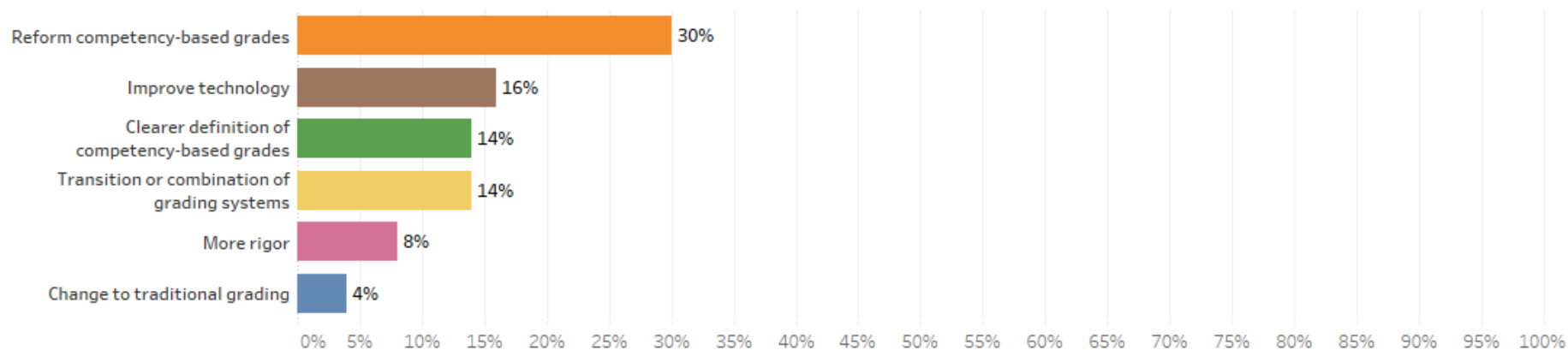


Figure 30: What changes, if any, do you believe the Oyster River Middle School should make to the competency-based reporting system? (coded)



Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
February 21, 2024 – First Read

Title	Code
Policies for First Read	
Staff Conduct with Students	GBEB
Controversial Topics, Speakers and Programs {Procedure – for FYI}	IMC {R}
Professional Staff Workload	GCM
Policies for Second Read/Adoption – Unanimous Consent	
Policies for Deletion/Replacement	
Job Sharing/Part Time/Substitute Professional Staff Employment	GCG
Policies in Process	
Discipline Polices to be reviewed	JIDD
Website Accessibility and Grievance	KEE

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GBEB
School Board First Read: November 2, 2016 School Board Second Read/Adoption: November 16, 2016 Policy Committee: October 12, 2023 Policy Committee Continued Review: 11/9/23, 12/14/23 & 1/18/24 School Board First Read: February 21, 2024	Page 1 of 2 Category: Recommended

STAFF CONDUCT WITH STUDENTS

The Oyster River School Board expects all staff members, including teachers, coaches, counselors, administrators and others to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in an educational setting; and consistent with the educational mission of the schools.

Prohibited Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

1. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the school board's discrimination and harassment policies;
2. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
3. Using their position to manipulate students for reasons that are prohibited by law.
~~for inappropriate reasons.~~
4. Sexual banter, allusions, jokes or innuendoes with students;
5. Asking a student to keep a secret;
6. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
- ~~7. Limit social networking sites to school-approved activities only~~
7. Enlisting student(s) to relay communications of a personal or non-school related nature to another student or students.
8. Maintaining personal contact with a student or students via means of communication that are not authorized by the District, ~~for communication between staff and students.~~

Before engaging in the following activities without parents, staff members will review the activity with their building principal or supervisor, as appropriate:

1. Being alone with individual students out of public view;
2. Inviting or allowing students to visit the staff member's home unless accompanied by the student's parent or with parental permission;
3. Visiting a student at home, unless on official school business (this does not preclude a staff member or ~~his/her~~ [their](#) child visiting a student's home at the parent's invitation for a social or other event;
- ~~4. Maintaining personal contact with a student outside of school by telephone, e-mail, Instant Messenger, Internet chat rooms or other technologies, or letters (beyond homework or other legitimate school business);~~
- 5.4. Exchanging personal gifts (beyond the customary student-teacher gifts); ~~and/or~~
- ~~6.~~ 5. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events. (This prohibition does not extend to community activities Such as church or other events where there may be incidental social contact with students.) ~~and/or~~
6. ~~Facilitating~~ [e](#) meetings with a student or students off District property.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GBEB
School Board First Read: November 2, 2016 School Board Second Read/Adoption: November 16, 2016 Policy Committee Review: October 12, 2023 Policy Committee Continued Review: Nov 9, 2023 + 12/14/23 School Board First Read: February 21, 2024	Page 2 of 2

STAFF CONDUCT WITH STUDENTS (continued)

In formulating this policy, the Board understands that there are circumstances when staff members and/or their children have personal relationships with the families of students outside of school. The intent of this policy is not to prohibit all social contact between staff members and families outside of school. However, because of the trust placed in school staff by the community and our schools' responsibility to protect the well-being of students, staff members are expected to be sensitive to the appearance of impropriety in their conduct with students at all times. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct or a planned activity may constitute a violation of this policy.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal (or other appropriate administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Investigation

Reports of staff conduct that represents potential violations of this policy shall be investigated in accordance with District policy.

Response

The District shall take immediate action to ensure that conduct which violates this policy is stopped.

The District shall ~~offer support~~ mental health and wellness ~~support to~~ students who are victims of conduct deemed to violate this policy. ~~by offering support through District resources.~~

~~The District shall inform impacted student's parents and guardians of all conduct found to violate this policy.~~

Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violation of this policy shall result in disciplinary action up to and including dismissal. ~~Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and may result in referral to law enforcement, in accordance with state law and the school board's policy on reporting child abuse and neglect, and state law.~~

~~Individuals whose conduct is deemed to have violated this policy and are also deemed ineligible for continued or future employment in an official capacity, shall have their ineligibility for future District employment or volunteer work clearly indicated in their personnel files and shall not be eligible for an offer of resignation.~~

~~All investigations related to this policy will adhere to Due Process.~~

~~Volunteers in District violation of this policy will be dismissed.~~

~~Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and law enforcement in accordance with state law.~~

Dissemination

This policy shall be included in all employees, student and volunteer handbooks and located in the Policies link on the school district web site.

Cross Reference: IJOC – School Volunteers

JICK - BULLYING AND CYBERBULLYING - PUPIL SAFETY AND VIOLENCE PREVENTION

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMC
Date of Adoption: October 3, 2007 Code/Title Revision to PC: August 17, 2010 SB First Read: October 6, 2010 SB Second Read & Adoption: October 20, 2010 Policy Committee Review: 11/09/23, 12/14/23 and 02/08/24 School Board First Read: February 21, 2024	Previously: IMB Page 1 of 1 Category: Recommended

CONTROVERSIAL TOPICS, SPEAKERS AND PROGRAMS

[Oyster River Cooperative School District](#) Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral or ethical beliefs. In the context of the educational program and approved curricula, the Board supports discussion of controversial issues in an atmosphere that promotes learning, [critical thinking](#) and respect for the beliefs of others.

To promote appropriate and fair consideration of controversial issues in the instructional setting, the Board expects the following principles to be followed:

- ~~1. Discussion of controversial issues shall be appropriate to the age, grade and maturity of the students involved.~~
- ~~2. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify various points of view on an issue, and to make certain that differing opinions are treated with respect.~~
- ~~3. Students shall be given the opportunity to understand different/opposing sides of an issue and to use classroom discussion to formulate their own views. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.~~
- ~~4. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes.~~
- ~~5. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not possible, educators are responsible for providing appropriate information regarding differing points of view on the issue. The teacher/sponsor and principal are expected to exercise judgment in selecting proposed guest speakers.~~
- ~~6. Students shall be taught to think critically, how to differentiate fact from opinion and how to evaluate the reliability of sources.~~

Cross Reference:

- [AC – Nondiscrimination/Equal Opportunity](#)
- [ACE – Nondiscrimination on Basis of Handicap/Disability](#)
- [GBI – Staff Participation in Political Activities](#)

IB: Academic Freedom

[Legal Reference:](#)

[RSA 193:40 Prohibition on Teaching Discrimination](#)

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMC-R
Date of Adoption: October 3, 2007 Code/Title Revision to PC: August 17, 2010 SB First Read: October 6, 2010 SB Second Read & Adoption: October 20, 2010 Policy Committee Review: 11/9/23, 12/14/23 and 2/8/24 School Board Review FYI February 21, 2024	Previously: IMB Page 1 of 1 Category: Recommended

CONTROVERSIAL TOPICS, SPEAKERS AND PROGRAMS - Procedure

~~Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral or ethical beliefs. In the context of the educational program and approved curricula, the Board supports discussion of controversial issues in an atmosphere that promotes learning and respect for the beliefs of others.~~

To promote appropriate and fair consideration of controversial issues in the instructional setting, the Board expects the following principles to be followed:

1. Discussion of controversial issues shall be appropriate to the age, grade and maturity of the students involved.
2. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify various points of view on an issue, and to ~~make certain~~ ensure that differing opinions are treated with respect and not demean students based on their identities in the classroom.
3. Students shall be given the opportunity to understand ~~different/opposing various sides of perspectives~~ on an issue and ~~to use~~ in-classroom discussion and resources to formulate their own ~~views judgements~~. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.
4. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes.
5. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not possible, educators are responsible for providing appropriate information regarding ~~differing alternative~~ points of view on the issue. The teacher/sponsor and principal are expected to exercise judgment in selecting proposed guest speakers.

6. Educators shall teach students to think critically, how to differentiate fact from opinion, and how to evaluate the reliability of sources.

Cross Reference:

[AC – Nondiscrimination/Equal Opportunity](#)

[ACE – Nondiscrimination on Basis of Handicap/Disability](#)

[GBI – Staff Participation in Political Activities](#)

IB: Academic Freedom

Legal Reference:

[RSA 193:40 Prohibition on Teaching Discrimination](#)

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCM
Date of Adoption: September 1971 Previously: GCK Code and Title Change Adopted School Board: May 2, 2012 Policy Committee Review: October 12, 2016 – NO CHANGE Policy Committee Review: February 8, 2024 School Board First Read: February 21, 2024	Page 1 of 1 Category: Optional

PROFESSIONAL STAFF WORKLOAD

The Oyster River School Board recognizes that a teacher's responsibility to [his/her/their](#) students and [his/her/their](#) profession generally entails the performance of duties and expenditures of time beyond the regular work day. ~~but that time~~ [Time](#) and work schedules can and should be established applicable to teachers during the course of their employment [in accordance with the negotiated contract](#). ~~To this end, the following circumstances beyond the control of the school system in the administration of this contract.~~

Work Day

1. Subject to extenuating circumstances, every teacher shall be in [his or her/their](#) school building and available for duty before the beginning of each school day at the time designated by the building administrator.
2. Each teacher shall be in [his/her/their](#) school building and available for duty after the closing of school for a period of time which shall be sufficient to take care of those details which usually are connected with the closing of the daily session, such period of time to be designated by the building administrator.
- ~~3. Special teachers and special project teachers shall observe the same working hours as teachers of same level, i.e., elementary school, middle school, high school.~~

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCG
Date of Adoption: November 6, 1986 Previously: GCE Consolidation of 3/Code & Title Change Adoption School Board: May 2, 2012 Policy Committee Review: December 14, 2023 School Board for Deletion: February 21, 2023 – First Read	Page 1 of 2

JOB SHARING/PART TIME/SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The board accepts the concept of job-sharing in which two or more people share a single position as long as there is no adverse effect on students' education. If granted, a job-sharing position is renewable annually, subject to evaluation and approval by the board.

The details of the sharing arrangement can be worked out among the participants and their building principal(s). Job-sharing teachers will be expected to participate in their fair share of all school activities in which a teacher normally would participate. A "fair share" shall be determined by agreement between the principal and the job-sharing teachers.

If one of the job-sharing participants is hired to substitute for another, ~~he or she~~they will be paid the salaried rate. Should one participant vacate ~~his/her~~their share of the position for any reason, the board may exercise any of the following options:

- a) the remaining job-sharing participant(s) will be required to assume the full-time position;
- b) the position will be filled as a full-time position by another party;
- c) the vacant part of the position will be filled by another job-sharer; or
- d) the entire position will be discontinued.

Participants will neither gain nor lose tenure as a result of participating in the job-sharing arrangement. Salary and economic benefits shall be determined using the guidelines for part-time positions.

PART-TIME POSITIONS

A part-time position could call for a fraction of each day during the week or from one to four whole days during the week. The need to continue part-time positions will be reviewed annually.

Teachers who hold positions established at less than full-time will work out the details of employment with the administration. The percentage of time upon which the position is based will consider actual class time, planning time, and time devoted to staff meetings and program development. A written statement of responsibilities and expectations will be established with the teacher prior to employment. The portion of a year's experience to be given for the position that year will be determined at this time.

Renomination of so-called "tenure" will be applied consistent with the State Board of Education's guidelines (to be determined). Teachers who have achieved "tenure" status through full-time positions in the Oyster River School District will retain tenure status as long as they are in the continuous employ of the district.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCG
Date of Adoption: November 6, 1986 Previously: GCE Consolidation of 3/Code & Title Change Adoption School Board: May 2, 2012 Policy Committee Review: December 14, 2023 School Board for Deletion: February 21, 2024 – First Read	Page 2 of 2

Note: A significant change in the status of a part-time position will require readvertising of the position. Teachers holding the position prior to the change will be notified of the change and invited to apply for the position.

The salary of part-time positions will be prorated at the percentage of time on which the position is based. Advancement on the salary schedule for satisfactory service will be based upon the position of experience credited for the position in paragraph 2.

Teachers holding part-time positions requiring fifty percent time or more will be eligible for certain economic benefits to be prorated. Teachers may choose to contribute the difference between prorated contribution of the Board and the full cost of certain benefits.

A teacher holding a part-time position, elected to a full-time position, will be placed on the salary schedule based upon the number of years of equivalent full-time experience and professional preparation. Credit will be given for accumulated sick leave.

SUBSTITUTE TEACHERS

A substitute teacher is a person who is employed for short periods of time in the absence of the regular teacher because of illness or professional duties. When possible, a substitute teacher will be fully qualified as a teacher.

Suitable programs for training, assigning, orienting, and evaluating the work of substitute teachers shall be provided by the professional staff under the direction of the school principals.

Rates of compensation for substitute teachers will be set by the Board. When a definite and lengthy period of substituting is needed, fully qualified persons will be contracted at the applicable salary on the salary schedule.

Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school district.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: BA
Date of Adoption: June 15, 1988 Review First Read School Board: September 5, 2012 Second Read/Adoption School Board: September 19, 2012 School Board First Read: April 5, 2017 School Board Second Read/Adoption: April 19, 2017	Page 1 of 1 Category: Recommended

School Board Self-Evaluation and Goal Setting

At the conclusion of each year, the Oyster River School Board shall reflect on the degree to which its goals and objectives have been accomplished. The board shall address those areas as outlined in state laws and ORCSD established Board goals.

Appendix BA-R1 Evaluation Questions

BA- R2 Individual Board Member Self-Evaluation Worksheet

INDIVIDUAL BOARD MEMBER SELF-EVALUATION WORKSHEET

Please complete the following personal assessment of your boardsmanship This individual evaluation will not be shared, but is for your review only.

The Key: 1 – Never; 2 – Occasionally; 3 – Sometimes; 4 – Frequently; 5 – Always

- ___ 1. I familiarize myself with school policies and laws which are important for meetings.
- ___ 2. I attend all School Board Meetings.
- ___ 3. I read the agenda and supporting material prior to the Board meeting.
- ___ 4. I reserve all decisions on matters until the Board is in session.
- ___ 5. I keep personal matters personal and discuss nonrelated concerns at appropriate times and places.
- ___ 6. I use the chain of command and direct questions to the superintendent when contacted by a district resident.
- ___ 7. I attend NHSBA workshops and meetings.
- ___ 8. I read school publications sent to my home.
- ___ 9. I contact the superintendent and make proper arrangements when I visit schools within the district.
- ___ 10. I am informed about community feelings toward the schools.
- ___ 11. I respect the superintendent's office and refrain from unwarranted interferences in the administrator's affairs.
- ___ 12. I believe in long-range planning and recognize that changing trends change school needs.
- ___ 13. I believe the district should place great emphasis on professional growth.
- ___ 14. I know that I have no authority as a Board member except when the Board is legally in session. Board officers have specific duties that are occasionally performed outside of Board sessions.
- ___ 15. I rely on the superintendent to provide the Board with accurate information on the school system.
- ___ 16. I take part in Board in-service and orientation programs.
- ___ 17. At no time do I speak for the full Board as an individual Board Member.
- ___ 18. I work toward mutual trust between Board members and administration and keep criticism of either to private sessions.
- ___ 19. I recognize that governance and policy duties belong to the Board and administrative duties belong to the district's administrators.
- ___ 20. I support budgetary provisions and encourage the professional growth of the superintendent.
- ___ 21. I support strong professional growth programs for all school personnel.
- ___ 22. I attend PTA, concerts, plays, athletic contests, and other school events.
- ___ 23. I am familiar with the budgeting process of the district.
- ___ 24. I am familiar with the curriculum and graduation requirements of the district.